

14 July 2007
Ottawa, Ontario

To whom it may concern:

Please accept the following dossier for my application for appointment with tenure for your review. In it you will find my Curriculum Vitae, Teaching Statement, and Appendices of supporting material.

If you have any questions please feel free to contact me at the coordinates listed below. I look forward to your comments and response.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'M. Jemtrud', written in a cursive style.

Michael Jemtrud, Associate Professor of Architecture

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TENURE DOSSIER

Michael Jemtrud

Associate Professor of Architecture

Program: ARCHITECTURE July 2007

CURRICULUM VITAE

Michael Jemtrud, Associate Professor, School of Architecture and the Institute for Comparative Studies in Literature, Art and Culture (tenured)
Member of Graduate Faculty: yes

DEGREES:

Master of Architecture, McGill University, Montréal, 2000
Bachelor of Architecture (professional), The Pennsylvania State University, University Park (Pennsylvania), 1993
Bachelor of Arts in Philosophy, The Pennsylvania State University, 1993
Bachelor of Science in Architecture, The Pennsylvania State University, 1993

HONOURS:

ORION Discovery Award, 2007
Canadian New Media Award, "Educator of the Year", finalist, 2005
Petro Canada Young Innovator Award, 2004
Canadian New Media Award, "Educator of the Year", finalist, 2003
Carleton University Career Development Increment (CDI), 2000-2007

EMPLOYMENT HISTORY:

Teaching Positions

2006- Associate Professor, cross appointed to Institute of Cultural Studies in Literature, Arts, and Culture, Cultural Mediations program, Carleton University (Ottawa)
2005- Associate Professor, School of Architecture, Carleton University (Ottawa).
2000-05 Assistant Professor, School of Architecture, Carleton University (Ottawa).
Tenured 2004
1996-98 Assistant Professor, Department of Architecture, College of Arts and Architecture, The Pennsylvania State University
1995-96 Lecturer, School of Architecture, McGill University

Professional Employment

2003 - Elephant Factory, Ottawa, ON
1995-2003 O.F.C., Bérubé –Jemtrud, architectural designer, Ottawa, ON
1996-97 - Centre for Information, Technology, Innovation, Laval, QC
1995-97 - Atelier 3007, Montréal, QC
1994-97 - CHI, Montréal, QC
1994-95 - Consultant, Canadian Center for Architecture, Montréal, QC

GRADUATE SUPERVISIONS:

Completed: 14 M.Arch (professional), 6 M.Arch (post-professional)
In progress: 1 PhD, 0 M.Arch (professional), 0 M.Arch (post-professional)

Danielle Wiley, Generative Territory: Mercato Porta Portese. September 2006 – in progress. PhD.

Soodeh Salehin, Desiring Heterotopia, June 2007. Professional. M.Arch.

Neda Basharat, Thick Present as Spatial Quality, June 2007. Professional. M.Arch.

Kira Varvanina, [De]Familiarizing the Familiar: the city - its society – its Architecture. May 2007. Professional M.Arch.

Paul Legomski, Architecture & Diagram: Overcoming the Typical with a Heuristic Workbench. Dec 2006. Professional M.Arch.

Richard Lister, Architecture, Technology, Nature and the Search for Environmental Ethics. Dec 2006. Professional M.Arch.

Luca Visentin, Architecture and Well Being: Against Doctors' Orders. Sept 2006. Professional M.Arch.

Christopher Davis, The inherent Contradictions of Environmentally Sustainable Architecture in a Technological World. January 2005. Professional M.Arch.

Jayant Gupta, Resisting the reign of technocracy the [re]turn towards civic space. May 2005. Professional M.Arch.

Janouque Leriche, The virtual, fiction and the space of the Real. Sept 2005. Prof M.Arch.

Miroslav Marko, From Technological "Ends" Toward Philosophical "Means": Application of New Ecological Philosophical Networks Within Individual Housing Design. May 2004. Post-professional M.Arch.

Ryan McLennan, The architecture of hysteria. Sept 2005. Professional M.Arch.

Ha Nhuyen, Globalization and Cultural Identity. Co-supervisor with Rob Shields (Sociology). Sept 2005. Post-professional M.Arch.

Philam Nguyen, Identity interrupted. Sept 2004. Professional M.Arch.

Grant Oikawa, Objects of Desire. Sept 2005. Professional M.Arch.

Raj Rana, "Architecture of War. May 2005. Post-professional M.Arch.

Romy Randev, Digital Media Application in Heritage Conservation. May 2004. Post-professional M.Arch.

Patricia Salik, Totum ex parte, and the ambiguous community of immortality. Sept 2005. Professional M.Arch.

H. Masud Taj, "Doctoring Strange Loves, Or How I Learned to Stop Worrying Stan, and Love Monsters in Scholarship Chess Films & Architecture" May 2004. Post-prof M.Arch.

Nicholas Weissbluth, Practices of the event. Sept 2005. Professional M.Arch.

Jun Zou, Depth of the Web Interface. Sept 2001. Post-professional M.Arch. thesis.

TEACHING ACTIVITY:

Carleton University:

- 2006-2007 Master of Architecture Studio 1 (M.Arch 1st year) – ARCS5105
Introduction to Architecture (BAS 1st year) – ARCH1000
Advanced Digital Workshop (graduate elective) – ARCC5003F
Studio 5 (BAS 3rd year, DSA) – ARCS3106
- 2005-2006 Master of Architecture Studio 1 (M.Arch 1st year) – ARCS5105
Introduction to Architecture (BAS 1st year) – ARCH1000
Advanced Digital Workshop (graduate elective) – ARCC5003F
Studio 5 (BAS 3rd year, DSA) – ARCS3106
- 2004-2005 Studio 4 (BAS 3rd year) – ARCS3105
Advanced Digital Workshop (graduate elective) – ARCC5003F
Digital Modeling (BAS 2nd year) – ARCN2105
Graduate Seminar 2 - ARCH 5201
Architecture Seminar II: ARCH5002
- 2003-2004 Master of Architecture Studio 1 (M.Arch 1st year) - ARCS5105
Graduate Seminar 2 - ARCH 5201
Digital Modeling (BAS 2nd year) – ARCN2105
Directed Readings – ARCH5003
- 2002-2003 Master of Architecture Studio 1 (M.Arch 1st year) – ARCS5105
Master of Architecture Studio 2 (M.Arch 1st year) – ARCS5106
Topics in Design and Multimedia (M.Arch, 1st year) - ARCC 5002
Digital Modeling (BAS 2nd year) – ARCN2105
- 2001-2002 Studio 6 (BAS 4th year) – ARCS 4105
Studio 5 (BAS 3rd year) – ARCS 3106,
Digital Modeling (BAS 2nd year) – ARCN2105
Interactive Media and Design (M.Arch, 1st year) – ARCN 5101
Fifth-year Research Thesis advisor (B.Arch) – 80.460
Fifth-year Design Thesis advisor (B.Arch) – 80.466
- 2000-2001 Studio 4 (BAS 3rd year) – ARCS 3105
Studio 5 (BAS 3rd year) – ARCS 3106
Digital Modeling (BAS 2nd year) – ARCN2105
Workshop Advanced Digital Investigations (BAS elective) – 79.326A
Fifth-year Thesis advisor (B.Arch) – 80.460

SCHOLARLY AND PROFESSIONAL ACTIVITY:

University Administration, Carleton University:

- 2006-07 Executive Committee
International Relations (chair)
Promotion and tenure Committee – chair (School)
Computer Facilities Committee (School)
Computer Users Committee – chair (Faculty of Engineering and Design)
V-SIM committee (University research)
Academic Computing Committee (University)
- 2005-06 Promotion and Tenure Committee – chair (School)
Faculty Search Committee (School)
Computer Facilities Committee (School)
Promotion and Tenure Committee (Faculty of Engineering and Design)
Computer Users Committee – chair (Faculty of Engineering and Design)
Academic Computing Committee (University)
V-SIM committee (University research)
Graduate DSA Coordinator (School)
- 2004-05 Graduate Program Committee
Graduate Admissions Committee
School of Architecture Computer Facilities Committee - chair
Form-Z Principal Investigator
Faculty of Engineering and Design Computer Users Committee - chair
Faculty Search Committee
- 2003-04 Supervisor of Graduate Studies/Coordinator, Graduate Programs
Graduate Studio coordinator
Graduate Program Committee - chair
Graduate Admissions Committee
School of Architecture Computer Facilities Committee - chair
Form-Z Principal Investigator
Faculty of Engineering and Design Computer Users Committee - chair
Faculty Search Committee and Director Search Committee
- 2002-03 Supervisor of Graduate Studies/Coordinator, Graduate Programs
Graduate Admissions Committee (chair)
School of Architecture Computer Facilities Committee - chair
Form-Z Principal Investigator
Faculty of Engineering and Design Computer Users Committee
Faculty Search Committee
School Tenure and Promotions Committee
Facilities Planning Committee
- 2001-02 Graduate Program Committee
Graduate Admissions Committee
School of Architecture Computer Facilities Committee - chair
Form-Z Principal Investigator
Faculty of Engineering and Design Computer Users Committee

School Tenure and Promotions Committee
Facilities Planning Committee (chair)
Fifth-year Thesis Committee

2000-01 Graduate Admissions Committee
Fifth-year Thesis Committee
School of Architecture Computer Facilities Committee - chair
Form-Z Principal Investigator
Faculty of Engineering and Design Computer Users Committee

Carleton Research Centre

2002- CIMS, Director – Principle Investigator

External

Guest Critic

McGill University, University of Manitoba, Cornell University, Pennsylvania State University, Temple University, University of Pennsylvania

Artist-in-Residence

2005-07 – Society of Arts and Technology, Montréal

Exhibitions/Installations

2006 – BSL-Pose: Boulevard St. Laurent Multimedia Event. Society of Arts and Technology, Montréal.

Paper/Award/Exhibition Reviewer

2007 – ORION Discovery award for “Eucalyptus” project (Toronto)

2007 – ASCAAD 2007. Paper Reviewer.

2007 – “Greater Good” Exhibition, Site and Architecture Workshop (Philadelphia).
Juror.

2006 – Winter Simulation Conference 2006. Paper reviewer.

2006 – Slovensky Rodinny Dom 1989-2005 (Individually Designed Slovak Residential Architecture 1989-2005). Exhibit Juror and Co-organizer.

2006 – Journal of Architectural Education, "1:1" Issue. Paper Reviewer (5 papers)

2005 – Canadian New Media Awards, selection committee

2004 – 2005 ACSA Annual Meeting (Chicago). Session: Science and Architecture: Technology, Materials, Forms and Concepts session (5 papers)

2003 – Annual Association for Computer Aided Design in Architecture Annual Conference (Ball State University) (5 papers)

2003 – ACSA International Conference (Helsinki, Finland) (5 papers)

2002 – ARCC/EAAE Conference on Architectural Research (22-25 May), Session: Digital Media as Research/Teaching Tools (5 papers)

Invited Panelist, Chair, or Lecturer

Jemtrud, M. (2007) FOCUS, “Emerging Technologies and Emerging Architectures: Current Research at CIMS”. (Montréal)

Jemtrud, M. (2006) “Eucalyptus Platform”. Demonstration at Super Computing 2006 Conference, November 14-15, 2006 (Tampa, Florida).

Jemtrud, M. (2006) Society of Exploration Geophysicists Annual Meeting, Visualization Theatre. Invited presenter (New Orleans).

Jemtrud, M. (2006) “Eucalyptus Project”. ORION Annual Summit plenary session (Toronto).

Jemtrud, M. (2006) Carleton Student Simulation Chapter seminar (Ottawa).

Jemtrud, M. (2006) FOCUS, “New Modes of Work and Working in Architecture, Design, and Beyond”. (Victoria)

Jemtrud, M. (2006) International Conference on Narrative. Session Chair, “Reconsidering Barthes and Foucault”. (Ottawa)

Jemtrud, M. (2006) Advanced Visualization Techniques of Existing-Conditions Data, *SPAR 2006: Capturing and Documenting Existing-Conditions Data for Design, Construction and Operations*. March 27-28, 2006 (Houston, Texas).

Jemtrud, M. (2006) Design Seminar, School of Industrial Design, Carleton University. Presenter.

Jemtrud, M. (2005) Demonstration of UCLP Enabled Architectural Design Studio, *iGrid 2005*, California Institute for Telecommunications and Information Technology, University of California San Diego, September 26-30 (San Diego).

Jemtrud, M. (2005) 3D-ARCH'2005, 3D Virtual Reconstruction and Visualization of Complex Architectures (Mestre-Venice, Italy). Theatre presentation.

Jemtrud, M. (2005) Cultural New Media Days at Expo 05, Nagoya. Presenter, responder, panelist.

Jemtrud, M. (2005) Architecture that isn't there: Virtual Recreations of the Destroyed, the Altered and the Never Built Symposium, University of Cincinnati (Cincinnati). Panelist.

Jemtrud, M. (2004) [de]:liberation: Visiting Critic Symposium, "Infrastructure". David J. Azrieli Institute of Graduate Studies and Research in Architecture, Carleton University (Ottawa). Symposium Chair.

Jemtrud, M. (2003) [de]:liberation: Visiting Critic Symposium, "What Ever Happened to Public Space". David J. Azrieli Institute of Graduate Studies in Architecture, Carleton University (Ottawa). Symposium Chair.

Jemtrud, M. (2002) ARCC/EAAE Conference on Architectural Research (22-25 May), Session chair: Digital Media as Research/Teaching Tools.

Jemtrud, M. (2002) Cultural Traffic: Policy, Culture, and the New Technologies in the European Union and Canada (Ottawa). Lecture: Inforum: A Web-based Architectural Competition Model.

Jemtrud, M. (2001) American Collegiate Schools of Architecture 89th Annual Meeting (Baltimore). Invited Panelist: Design/Build special topics session.

Media – Web Articles (selection)

Tele-collaborative Architectural Design Studio and E-Learning" by Claudia Caracci and George Otto (April 20, 2007)

url: <http://www.css.psu.edu/news/nlsp07/telecollab.html>

"It's never the same on the Main" by Maddie Phillips. The McGill Daily (Dec 4, 2006)

url: <http://www.mcgilldaily.com/view.php?aid=5710>

"Architecture Team Builds Visions in 3D", ITWorldCanada.com (May 2006).

url: <http://www.cims.carleton.ca/news/2006-Article.pdf>

"Carleton Univ Lab Digitally Recreates Salk Institute", IT Business.ca (Sept 2005).

url: <http://www.itbusiness.ca/it/client/en/home/News.asp?id=36962&cid=4>

"Multidisciplinary Media", Research Works: Carleton Research Quarterly (Feb 2005).

url: http://www.researchworks.carleton.ca/2005_Spring/78.htm

"New Technology Contributes to Architectural Heritage", Carleton Now (Oct 2004).

url: <http://www.now.carleton.ca/2004-10/520.htm>

"New Meets Old in Carleton Media Studio", Canada.com NEWS (Oct 2003).

url: http://www.cims.carleton.ca/darp/main/docs%5CCitizen_tech02.pdf

Media – Print Articles (selection)

"Michael Jemtrud's main event", by Doug Fisher. Ottawa Citizen (Oct 26, 2006)

url: <http://www.canada.com/components/print.aspx?id=090a85ac-8c6d-4dfd-b050-c7cd21851d5a>

"History of The Main captured in 3-D". Roberto Rocha. Montréal Gazette (April 2006).

url: <http://www.canada.com/montrealgazette/news/business/story.html?id=2bb9478c-7d87-41f6-9400-39767e6e96cf&k=48952>

“Carleton Students Redefine Speed with Grid Computing Demo”, The Ottawa Business Journal (Sept 2005).

Media – Television (selection)

Tech Now, CJOH News, “Montréal Multimedia Event, Virtual Worlds”
Air Date: October 26th, 2006

Tech Now, CJOH News, “CIMS at iGrid”
Air Date: September 25th, 2005

Daily Planet, Discovery Channel, “Virtual Tours of Long Gone Places”.
Air Date: May 20, 2005
url: <http://www.exn.ca/dailyplanet/view.asp?date=5/20/2005>

Media – Press Releases (selection)

“Carleton University Professor Awarded Close to \$1M New Media Research Grant To Create Sophisticated 3-D Environments” (April 2006).
url: <http://www.cims.carleton.ca/news/2006-CarletonUniversity.pdf>

“The CFI Provides Major Boost for Research in Canada” (March 2004)
url: http://www.innovation.ca/media/print_content.cfm?websiteid=329

“Government of Canada Support of DARP” (October 2004)
url: <http://www.cims.carleton.ca/common/News%20release%20-%20Oct%2015,%202004%20-%20E.pdf>

“Michael Jemtrud Awarded Petro-Canada Young Innovator Award” (October 2004)
url: <http://www.carleton.ca/duc/News/news10250402.html>

“Carleton U. Professor Showcases Groundbreaking Project at Heritage Day Celebration” (February 2005)
url: <http://www.cims.carleton.ca/duc/News/news02170501.html>

“Two teams of Carleton University students, one in Ottawa and the other at UCSD, will take part in a demonstration today”, San Diego Metropolitan (September 2005)
url: <http://metro.sandiegometro.com/dbr/index.php?dbrID=944>

“Canadians Blaze New Media Trail in Architectural Design at iGrid 2005”, iGrid 2005, Super Computing Online, Primeur, Grid Today, CANARIE (September 2005)
url: http://www.igrid2005.org/media/press_09.23.05.html
url: <http://www.supercomputingonline.com/article.php?sid=9398>
url: <http://www.hoise.com/primeur/05/articles/weekly/AE-PR-10-05-58.html>
url: <http://www.news.taborcommunications.com/msgget.jsp?mid=478123&xsl=story.xsl>
url: http://www.canarie.ca/press/releases/05_09_23.html

“Ottawa Finalists Announced For Canadian New Media Awards 2003” (April 2003)
url: http://www.cims.carleton.ca/darp/main/docs%5CCNMA_News.pdf

RESEARCH AND FUNDING - Overview

1. External Research Funding:

<u>Year</u>	<u>Source</u>	<u>Amount</u>	<u>Purpose</u>
2007-10	SSHRC Research Creation Collaborator (PI – Alberto Perez-Gomez, McGill University)	\$173,000	research
2006	CANARIE – CIIP Principle Investigator	\$978,563 (project total = \$1.5 mil)	research
2005-07	Canadian Heritage, NMRN Principle investigator	\$987,722 (project total = \$5,477,523)	research
2005	IBM Shared University Research Grant	\$350,000	research infrastructure
2004-05	Canadian Heritage, NMRN Principle investigator	\$460,320 (project total = \$804,063)	research
2004-	Cnd Foundation Innovation Co-applicant (PI – Dr. Chris Herdman). V-SIM facility.	\$7,435,632	research infrastructure
2004-	Ontario Research and Dev. Co-applicant (PI – Dr. Chris Herdman). V-SIM facility.	\$7,435,632	research infrastructure
2002	Cnd Foundation Innovation Principle investigator	\$196,000	research infrastructure
2002	Ontario Innovation Trust Principle investigator	\$196,000	research infrastructure

2. Internal Research Funding:

<u>Year</u>	<u>Source</u>	<u>Amount per year</u>	<u>Purpose</u>
2004	Petro Canada Award	\$10,000	travel/publication
2003	Dean of Engineering	\$20,000	research/RA
2003	Vice President of Research	\$10,000	research
2001	CU Research Grant	\$10,000	research

PUBLICATIONS:

Life-time summary (count) according to the following categories:

- Books authored	0
- Books edited	0
- Chapters in books.....	0
- Papers in refereed journal	5
- Papers in refereed conference proceedings	19
- Technical reports	0
- Abstracts and/or papers accepted	3
- Others	7

Papers in refereed Journals:

1. **Jemtrud, M.** (2005) Technological Mediation and Digital Craft: Diverse 3D Data Integration in Architectural and Urban Reconstruction, Practices: A Journal of the Center for the Study of Practice, 9/10: Future Vision, p.p. 25-35.

2. **Jemtrud, M.**, (2005) Data Fusion Reactions: 3-D Digitization Powers Design Technology”, GeoWorld, April: 28-31, 2005.
3. **Jemtrud, M.** (2005) Speculation and Demonstration: New Media and the Architectural Imagination, Architecture and Ideas, Vol. V, No. 1:40-45.
4. **Jemtrud, M.**, Fai, S. (2004) Imagine that! Canadian Architect, 49.4:30-33.
5. **Jemtrud, M., Cazabon, Y.** (2001) 1:1 @ Carleton University School of Architecture, Journal of Architectural Education, 55.3: 167-173, 2001.

Papers in Refereed Conference Proceedings

1. **Jemtrud, M.**, Muramoto, K. (2007) "Participatory Design Studio (PDS): Inquiry-based Collaborative Design Studio". 5th International Symposium on Education and Information Systems, Technologies and Applications: EISTA 2007 (Orlando).
2. Wainer, G., Poliakov, E., Hayes, J., **Jemtrud, M.** (2006) "A Busy Day at the SAT building". International Modeling and Simulation Multiconference 2007 (Buenos Aires).
3. **Jemtrud, M.**, Nguyen, P. Spencer, B., Brooks, M., Liu, S., Liang, Y., Xu, B., and Zhang, L. (2006) "EUCALYPTUS: Intelligent Infrastructure enabled Participatory Design Studio". Winter Simulation Conference Annual Meeting (Monterrey).
4. **Jemtrud, M.**, Nguyen, P. "Eucalyptus 1.0". ACADIA Annual Conference (Louisville).
5. **Jemtrud, M.** (2006) Intelligent Infrastructure Enabled Participatory Design Studio, Centre for the Study of Architecture in the Arab Region 2006 Conference: Changing Trends in Architectural Design Education. November 14-16, 2006 (Rabat, Morocco).
6. El-Hakim, S., MacDonald, G., Lapointe, J.-F., Gonzo, L., **Jemtrud, M** (2006) "On the Digital Reconstruction and Interactive Presentation of Heritage Sites through Time", CIPA International Workshop dedicated to e-Documentation and Standardization in Cultural Heritage / VAST International Symposium on Virtual Reality, Archeology and Cultural Heritage. Oct 30 – Nov 4, 2006 (Cyprus).
7. **Jemtrud, M.**, Nguyen, P. "Eucalyptus: Participation in the Context of the Design Studio". ACSA Northeast Regional Conference: Imagining Worlds (Québec City)
8. **Jemtrud, M.**, Nguyen, P. "Urban Projections". ACSA Northeast Regional Conference: Imagining Worlds (Québec City)
9. **Jemtrud, M.** (2006) Eucalyptus: Collaborating at the Speed of Light, Education and Research in Computer Aided Design in Europe. September 06-09, 2006 (Volos Greece).

10. **Jemtrud, M.** (2006) A Theory of Artistry for 3D Data Fusion, Education and Research in Computer Aided Design in Europe. September 06-09, 2006 (Volos Greece).
11. Liu, S., Spencer, B., Brooks, M., **Jemtrud, M.**, Spence, J., Savoie, M., Ho, B. (2006) Towards a Service-oriented Participatory Design Studio Supported by UCLP, Symposium on Compiler Construction, Proceedings of the IEEE International Conference on Services Computing (SCC'06). Vol. 00, pp 525 – 526, IEEE Computer Society (Washington, DC).
12. **Jemtrud, M.**, Privalov, K. (2005) User Controlled LightPath” Enabled Participatory Design Studio: First Steps, 9th Annual Conference of SIGraDI, Ibero American Society for Computer Graphics, November 21-23 (Lima, Peru).
13. Khan, A., Wainer, G., Venhola, W., **Jemtrud, M.** (2005) On the use of CD++/Maya for visualization of discrete-event models, 17th IMACS World Congress Scientific Computation, Applied Mathematics and Simulation (Paris).
14. El-Hakim, S., Beraldin, J-A, Gonzo, L., **Jemtrud, M.**, (2005) A Hierarchical 3D Reconstruction Approach for Documenting Complex Heritage Sites, International Scientific Committee for Documentation and Architectural Photogrammetry (CIPA) International Symposium (Torino).
15. **Jemtrud, M.** (2005) Crafting the Digital: 3D Imaging and Modeling Protocols developed from the Digital Reconstruction of the Rideau Chapel , 2nd Italy – Canada Workshop on Applications of 3D Digital Imaging and Modeling, CIRGEO (Padua).
16. **Jemtrud, M.**, Prahbu, V., Hayes, J., Attar, R., (2005) Reflections on the Digital Architectural Reconstruction Program, Architecture that isn't there: Virtual Recreations of the Destroyed, the Altered and the Never Built Symposium, University of Cincinnati (Cincinnati).
17. **Jemtrud, M.** (2004) Between Mediation and Making, CIMSp: A Technoetic Modus Operandi, Architecture in a Networked Society: Proceedings of the 22nd Conference on Education and Research in Computer Aided Design in Europe (Copenhagen), 435-442.
18. **Jemtrud, M.** (2000) The Interpretive Gap: Questioning the Modus Operandi in Design--Build Projects, Design/Build/Learning: Proceedings American Collegiate Schools of Architecture West Central Regional Conference, (Springfield, MO).
19. **Jemtrud, M.** (2000) Form Follows Fiction: The Biased Misreading of Program, In Spite of ... or Because of ...: Proceedings of the American Collegiate Schools of Architecture West Regional Conference (Phoenix, AZ), 135-140.

Abstracts/Presentations Accepted

1. **Jemtrud, M.**, Muramoto, K. (2007) "Participation, Intersubjectivity, and Presence in a Digitally Mediated Workspace". Reconciling Poetics and Ethics in Architecture (Montréal).

2. **Jemtrud, M.** (2007) "Emerging Technologies in a Participatory Design Studio". European Architectural Endoscopy Association 2007: Virtual Environment and Experience (Moscow).
3. **Jemtrud, M.,** Muramoto, K. (2007) "Participatory Design Studio (PDS): Inquiry-based Collaborative Design Studio". CONVR 2007: 7th International Conference on Construction Applications in Virtual Reality (State College, PA).

Other

1. **Jemtrud, M.** (2006) "Eucalyptus Platform". Demonstration at Super Computing 2006 Conference, November 14-15, 2006 (Tampa, Florida).
2. **Jemtrud, M.** (2006) "Boulevard St. Laurent Digital Reconstruction". Plenary Session for Heritage Canada Foundation 2006 Annual Conference, "Heritage Headlines and Hotlinks: Historic Places in an Electronic Age". October 14, 2006.
3. **Jemtrud, M.** (2006) "Eucalyptus Project". ORION Annual Summit plenary session. June 6, 2006. Recorded and archived.
4. **Jemtrud, M.** (2006) Advanced Visualization Techniques of Existing-Conditions Data, *SPAR 2006: Capturing and Documenting Existing-Conditions Data for Design, Construction and Operations*. March 27-28, 2006 (Houston, Texas). Recorded and archived.
5. **Jemtrud, M.** (2005) Demonstration of UCLP Enabled Architectural Design Studio, iGrid 2005, California Institute for Telecommunications and Information Technology, University of California San Diego, September 26-30 (San Diego). Recorded and archived.
6. **Jemtrud, M.** (2005) 3D-ARCH'2005, 3D Virtual Reconstruction and Visualization of Complex Architectures (Mestre-Venice, Italy). Theatre presentation.
7. **Jemtrud, M.** (2005) Cultural New Media Days at Expo 05, Nagoya. Presenter, responder, panelist. Recorded and archived.

Professional Affiliation

Association of Computer Aided Design in Architecture
 Education in Computer Aided Design in Europe
 Sociedad Iberoamericana de Gráfica Digital
 Centre for the Study of Arab Architecture in the Region

Revised July 13, 2007

Teaching Statement, Responsibilities, Effectiveness, and Development

1) Teaching Statement

The education of an architect is a singularly unique endeavor combining a practical and imaginative faculty with a historical and theoretical foundation leading to one of the last remaining *generalist* worldviews left in contemporary society. Educators must be polylingual and maintain a broad and facile point-of-view without slipping into relativism. If architecture is about anything it is about changing one's point-of-view as an individual and a society. This is the primary mandate of an educator.

Such an enlightened education must be symbiotic and intertwined with contemporary research and speculative agendas. This is accomplished by a blending of traditional and technological skill sets steadfastly anchored in notions of craft and representation; a foundation in the history and theory of architecture; an understanding of the tectonic and material reality of building; and innovative and often risky practical and theoretical considerations determined by contemporary research agendas.

The reciprocal relationship between pedagogical and research agendas allows a continual re-evaluation of the relevance of course content and discursively tests research speculations. Whether professionally-based, applied, or scholarly research, work is valid when the findings have a public voice. The classroom is the first in a series of these discourses. At a grass roots level, this dynamic process establishes the vision and identity of a school.

Teaching must enable and inspire students to own their education, knowledge, insights, and creative abilities. It is important to instill an individual confidence, imagination, and single-mindedness necessary for learning beyond merely acquiring skill sets and disciplinary knowledge. In teaching I attempt to engender in students the genuine need to take responsibility for their work and the unapologetic confidence to take ownership of their ideas. This must be done with the goal of creating ethical and professionally responsible actors in the context of a complex world constantly challenging the relevance and meaning of the material and metaphorical worlds that we construct as architects.

Critical is the acquisition of a set of skills that are underpinned by a general respect and embodied understanding of craft. Whether it is the crafting of an idea, a drawing, a model, a digital artifact, a tool, a building or a city it must be quite simply done well. Imparting knowledge and skills are foundational elements in creating an enlivened discourse that seriously interrogates the political, cultural, and social context as well as the informed intentions of students and professionals alike.

By bringing leading edge new media and communication technologies directly into the pedagogical situation, my aim is to provide students with the opportunity to explore their ideas in a unique and innovative forum. Whatever the medium, this must be based on a

strong critical foundation in the history and theory of architecture and the aforementioned embodied understanding of craft.

In my teaching and research, the technological world is one of rapid change and presents a plethora of philosophical challenges. It is one that is inherently historically problematized and carries a complex web of theoretically complex positions and consequences. Technology is far from neutral in its usage and development. Its relation to the contemporary imagination is my fundamental question and directs my applied and theoretical research agenda. Setting out and critically analyzing such a context is a fundamental complement to the practicalities of research and development.

Research in digital media and representation is an all-pervasive reality in contemporary architectural practice and education. The making of images, models, and artifacts to transform our physical reality is an area within our tradition that defines our *métier*; one in which architects can offer an expertise that is of critical and imaginative value *par excellence* in an increasingly visually sophisticated world.

This research agenda allows one to engage in virtually any debate in our discipline (and others) and engage in a number of discourses as diverse as medical and scientific visualization and engineering simulation to heritage conservation, building tectonics, urban redevelopment, collaborative design practices, and so on. This has not only aided immensely in funding and establishing scholarly, interdisciplinary collaborations but has radically expanded the pedagogical and research discourses for students (undergraduate and graduate) and colleagues.

The expertise required to navigate this world are immense and requires a team-based approach. Bill Buxton, a Canadian new media pioneer, refers to the contemporary impossibility of “Renaissance men” and speaks of “Renaissance teams” as the only viable alternative for innovation. Whether in teaching or research, such interdisciplinary partnerships and assemblies of diverse expertise is more than an issue of necessity. In this we assemble a high level of expertise through university, institutional, and industrial strategic research partnerships.

I attempt to introduce challenges and opportunities for students to “have a say” in the technologies and tools they use to create the objects of their discipline. This is an extraordinary situation particularly in architecture. Normally, the discipline inherits the tools and methods from other, often related but not specific, disciplines such as engineering and film. In this way I bring my research and development directly into the pedagogical situation. Students have the opportunity not only to use next generation technologies but also to transform them through the creation of content.

In the end we as architects, designers, and engineers must act and posit an alternative reality. To act ethically and imaginatively is a delicate balance between this remembering or profound awareness of our past, and forgetting the “burden” of history that can prohibit action. This balance needs to be choreographed and I see this as my primary role as a teacher.

2) Teaching Responsibilities

Over the past 7 years at Carleton University I have been assigned to teach a diverse and broad set of courses primarily due to the state of the School in its attempt to re-build, construct new graduate programs, and significantly revise its curriculum. In particular I have been responsible for developing and delivering practical and theoretical courses related to digital tools and technologies and integrate these skills and perspectives within the design studio. This has included the creation of the required infrastructure and resources as well as a robust research agenda that crosses other areas of research and relevance.

During this time period, my primary administrative duties were the Supervisor of Graduate Studies and Coordinator of Graduate Programs (2002-04) and Founding Director of a Research Centre (Carleton Immersive Media Studio). In my various administrative roles for the graduate program development (Professional and post-professional) I have been integral in developing the overall curriculum as well as in developing new and inaugural courses (see Appendix: *Memorandum of Promotion and Selection of Course Syllabi and Student Work*). The creation of CIMS has been the most demanding portion of my administrative and research responsibilities over the past 6 years. As a research centre it has required the administration of 5 major grants with associated deliverables/budgets and had nearly 100 people working within the centre over the past 5 years.

As you can see from the Curriculum Vitae, I have consistently taught what is considered an academic full load at Carleton of two design studios, one core lecture/lab course, and one workshop or elective per an academic year (September-May). In my years as Supervisor of Graduate Studies I received the customary 0.5 credit (3 credit at McGill) course relief but had increased thesis supervision responsibilities. In 2004-05 I had an additional course (totaling 5) and in 2005-06 I “bought out” my winter studio through a funded research project although I still organized and participated in a 3-week Directed Study Abroad trip to Philadelphia (ARCS 3106) and wrote the syllabus and program for the course.

I have maintained the highest number of thesis supervision among faculty (based on demand, expertise, supervisory reputation) and am supervising the only Ph.D. student in the school. Courses taught have included the first year Introduction to Architecture course (120 students), Introduction to Computing (80-90 students), three different workshop courses (12-15), and three different graduate level theory seminar courses (12-24 students). My studio courses have ranged from third and fourth-year undergraduate to the first year of the professional graduate studio. I am often the overall coordinator of the year in which I teach. A detailed listing can be found in the CV.

My area of research interest involves digital media and as stated above, I believe bringing research findings and questions into the academic context is critical. I have taught the Introduction to Computing and Advanced Digital courses as well as developed the digital curriculum and facilities for the School. When hired in 2000, there was no substantial curriculum, culture, or facilities for the use of these tools. In a very short time, great strides have been made and the use of digital tools are symbiotically yet critically

integrated in design studio and most courses alongside more traditional methods of representation and communication (see Appendix: *Memorandum of Tenure*).

The majority of my design studio courses have occurred at the graduate level but I have also taught at the fourth year undergraduate studio (fall and winter) and the third year undergraduate level (fall and winter) which includes the “Directed Studies Abroad” program. During the DSA course I take the students to Philadelphia for a 3-week study abroad. In the most recent term (W07), this studio leveraged research related to collaborative technologies and we conducted a “Participatory Design Studio” between Carleton University and Penn State University as part of the DSA (see Appendix: *Eucalyptus Project*).

I have mentored 10 graduate students and adjunct appointed teachers as teaching assistants in my lab-based courses, seminars, and design studio. I believe strongly in our obligation to train graduate students to teach. When I was Supervisor of Graduate Studies for the School I transformed what was primarily task oriented work for teaching assistants (i.e., slide scanning) and promoted a culture where graduate students had more responsibility in the education of the undergraduate students. Through the research centre (CIMS) I have aggressively pursued the training an inter-disciplinary team of Highly Qualified Personnel and consider this a further pedagogic mandate. To record, over 75 undergraduate and graduate students have gained extremely unique skill sets and benefited from a cross-disciplinary discourse within the research centre.

3) Evidence of teaching effectiveness

The variety of courses taught has served a crucial role for the School in its transformation and allowed me to get familiar with the curriculum as a whole. This was very helpful in my role as Supervisor of Graduate Studies and Graduate Program Coordinator. However, it has had a negative consequence of not allowing me to achieve a certain amount of comfort and efficiency each term until very recently. Although I believe courses must be transformed every year this is quite different than having an inconsistent set of courses to teach year-to-year.

A summary of course evaluation statistics can be found in the appendix. Some context is required for the interpretation of the statistics but I have included copies of each course for your own statistical interpretation. When my statistical evaluations have been below the departmental mean it has been during times of administrative and research overload as admitted by my promotion committee in 2005. (see Appendix: *Memorandum of Promotion*). According to my “Faculty Activity” evaluation during those years, I was functioning well above the average in the range of 200-240%. This was during a period in the School when it was aggressively in the process of a faculty and director search. My first two years and periods with a reasonable load of teaching are above the faculty mean and the standard deviation values for certain questions are lower which to my mind indicates greater consistency.

The primary area of evidence of effectiveness is in the fact that the School has a significant and well-balanced digital media culture throughout the curriculum where none

existed prior to my arrival. Carleton students perform well in such areas as the FormZ and Association of Computer Aided Design in Architecture (ACADIA) awards and their work is featured in associated publications. Besides competency with digital applications in studio, students have a strong historical and theoretical underpinning in regard to representation and are able to use the media in critical and innovative ways. This has also allowed my colleagues to participate in the discussion surrounding the use of these technologies in design creating a vibrant debate.

The research agenda in CIMS concerns the development and use of digital technologies in design and associated disciplines from heritage conservation, artistic and cultural practices to engineering and medical science. Evidence of effectiveness is found in the fact there is no shortage of well-trained research assistants to engage in the research primarily due to their academic training. They make a substantial contribution at a practical and theoretical level in the various research investigations.

Prior to the transformation of the digital curriculum a common criticism of Carleton students within the profession was a lack of computer skills. This is no longer the case. Carleton students are well regarded within the profession not only for their computer skills but also for their creative and unconventional use of digital applications in design and construction. They often get advanced responsibilities due to this critical and practical ability rather than more technical responsibilities of drafting and modeling during their internship period.

I believe the work for my courses stands on it's own and it is well regarded by my fellow colleagues and students alike. Beyond the formal teaching evaluations evidence of my effectiveness and style can be seen in the fact that I am one of the most sought after thesis supervisors in the School and I have supervised the highest percentage of graduate students among faculty. The diversity of thesis topics from history and theory and film to digital media and philosophy of technology are representative of my interests and ability to respond to a diversity of topics and students.

4) Teaching development activities

I continue to improve and enhance my teaching on a number of levels but none more than through an awareness and evolution by way of close and honest contact with my students and fellow colleagues during and after courses have concluded. Feedback from colleagues on student work is critical to me as I am results-driven and external validation of the work is the best indicator of success and failure. As often the coordinator of the year in which I teach, I receive continual feedback from colleagues and students during and after the term on issues from logistics to content. This has great impact on my own personal adjustments as well as the administrative role I fulfill in regard to curriculum development for the School.

My personal teaching development is influenced by my role in making concrete proposals and changes directly to the school-wide curriculum at the executive committee and graduate programs coordinator. In this I have developed new courses and been

integral in restructuring the sequencing and content of the curriculum. Logistically, I have brought the changes through the various committees at the Faculty and University level.

Most significantly I believe my teaching development has progressed by bringing emerging technologies and an interdisciplinary team of researchers and pedagogues into the academic context. My teaching has developed in fundamental and exciting ways that I am just beginning to respond to in a more strategic manner. As such, I have been able to bring funded research speculations directly into the pedagogical context to achieve a certain amount of redundancy and originality between research and teaching.

I publish and present results of the courses that involve the introduction and use of such technologies such as the recent collaboration with Penn State University (see *CV* and *Appendix: Eucalyptus Project*). I have started to publish our findings related to the collaborative design studios and have been working with experts in the field of distance and web-based education in order to learn more about the consequences of this mode of education historically and in the contemporary situation. Attending and presenting at conferences is a very useful resource in order to consult experts and I find this the best resource to make adjustments and avoid pitfalls in developing this new teaching and working paradigm.

In the recent PSU collaboration, we involved social scientists and gathered feedback from the students in order to more rigorously analyze perceptions and results beyond the anecdotal. We are currently collating the data and will be involving additional researchers (distance education, human factors experts, etc.) in the next phase in order to develop the pedagogic and creative context alongside the technology development. The reciprocity between developing the teaching methodology and the technology itself is of the utmost importance. Collaborating with colleagues from a variety of disciplines is not only rewarding and stimulating but is critical in developing my own teaching methodology.