

STACY HOPE SCOTT

School of Architecture Aviation and Engineering - Bemis Laboratories

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EDUCATION

- August 2023 Ph.D. School of Architecture, Clemson University, Clemson, SC
- Dissertation:** Belonging by Design: The Exploration of Architecture Learning Environments and their Role in the Sense of Belonging and Field Identity of Black Architecture Students
- Committee:** Matthew Powers, PhD (chair), W. Elyse Newman PhD, Angela Carter, EdD, Cynthia Deaton, PhD, BD Wortham-Galvin, PhD
- 2016 **March.** School of Architecture, Georgia Institute of Technology, Atlanta, GA
- 2012 **B.A. English Literature** Department of English, Andrews University, Berrien Springs, MI

PROFESSIONAL EXPERIENCE

- 2025-Present Assistant Professor, School of Engineering Architecture and Aviation, **Hampton University**, Hampton, VA
- 2023-2025 Assistant Professor, School of Architecture, **University of Virginia**, Charlottesville, VA
- 2021-2023 Studio Instructor, College of Architecture, **Clemson University**, Clemson, SC

PUBLICATIONS

Journals

Scott, S. H. "404 Not Found: Proxy Architecture and the Spatial Grammar of Misrecognition." *Critical Productive* 2026

Scott, S.H. "Inheriting Aesthetic: The Enduring Legacy of the Front Room." In ACSA 2025 Repair Conference Proceedings (peer-reviewed).

FELLOWSHIPS & AWARDS

- 2025 ACSA Travel Grant for Emerging Faculty, Association of Collegiate Schools of Architecture, \$2,000
- 2025 Winner, First Prize, Mitchelville Heritage Trail Design Competition, Mitchelville Preservation Project & Town of Hilton Head Island
- 2024 - 2025 Built Environment Deans Advancing Change Fellow
- 2023 - 2025 University of Virginia School of Architecture Fellow
- 2023 ARCC King Student Medal for Excellence in Architectural + Environmental Design Research
- 2020 Diversity Doctoral Fellowship Award

INVITED TALKS

2025	Featured Guest, “The Caribbean Front Room as Architecture and Cultural Archive,” Strictly Facts: A Guide to Caribbean History and Culture podcast, April 30, 2025.
2023	Hidden Structures, Florida Agricultural and Mechanical University, January 5.
2023	Revolutionizing Maternal Care: Designing Culturally Resonant Modular Birthing Spaces for Black and Indigenous Communities, University of Virginia, October 27

EXHIBITIONS

"Goody" Elmaeh Gallery, University of Virginia

[2024]	Fellowship Exhibition, Explored themes of respectability, memory, and cultural identity in Jamaican mothers' front rooms, emphasizing the intersection of personal and cultural memory.
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CONFERENCE ACTIVITY

Posters

February 25- 26, 2022	Invisible Structures: The Role of Hidden Curriculum in Shaping Diversity, The South Carolina Sociological Association Annual Meeting, Florence, SC
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Presentations

September 27, 2025	The Misrecognition Index: Predictive Design and Vernacular Invisibility on the Southern Coast,” Association of Collegiate Schools of Architecture (ACSA) Intersections Conference: AI Design Practices,
March 3-4, 2025	Inheriting Aesthetic, Association of Collegiate Schools of Architecture (ACSA) Annual Conference
June 25-27, 2022	Equity Rx: Overcoming Gender Gaps in Architecture, EDRA, Greenville, SC,

TEACHING EXPERIENCE

Hampton University, Hampton

Architectural Theory (Spring 2026)
Holding Pattern (Graduate Seminar, Fall 2025)
202 Foundational Studio (Spring, 2026)
201 Foundational Studio (Fall, 2025)

University of Virginia, Charlottesville

The Making of an Architect (fall 2023)
Empathic Design (Spring 2024) – Cotaught Course (Spring 2024)
Housing Matters Studio (Spring 2024,2025)
Responsive Space Studio (Spring 2024, 2025)
Thesis Research Course – (Fall 2024)
The Aesthetics of Resilience: A Caribbean Case Study (Spring 2025)

Clemson University, Clemson

Architecture Communication (spring, 2022, 2023)
Architecture Foundations Studio (winter 2022)

OTHER PROFESSIONAL EXPERIENCE

2022 Registered Behavioral Therapist

PRACTICE

Present	Lead Designer/ Principal Recess & Theory - Experimental Design Studio
11/2019 – 08/2020	Architectural Designer / Project Coordinator Macgregor Associates Architects
03/2018 – 03/2019	Architectural Intern Boulder Associates Architects
08/2017 – 11/2017	Architectural Drafter (Contract) Kushner Studios
05/2016	Project Coordinator Dwell Design Studio

PROFESSIONAL ASSOCIATIONS

2025-present	American Institute of Architects (Associate Member)
2022-present	South Carolina Sociological Association
2020-present	Environmental Design Research Association Association of Collegiate Schools of Architecture
2025	Women in Architecture
2025 – present	National Organization of Minority Architects

LANGUAGES

Spanish: Advanced reading, writing, speaking

French: Intermediate reading, writing, speaking

REFERENCES

Malo Hutson, Dean and Edward E. Elson Professor
School of Architecture
Campbell Hall 206, University of Virginia, Charlottesville, VA 22904
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434-924-3715

Peter Waldman, William R. Kenan Jr. Professor of Architecture
School of Architecture Campbell Hall 110, University of Virginia, Charlottesville, VA 22904 pdw7e@virginia.edu
434-924-6464

C.L. Bohannon, Associate Professor of Landscape Architecture Associate
Dean of Justice Equity Diversity and Inclusion School of Architecture
Campbell Hall, University of Virginia, Charlottesville, VA 22904
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STACY SCOTT, PHD

CLASS EXPERIENCE SUMMARY

PROFESSIONAL SUMMARY

My teaching philosophy, shaped by my experiences with early architecture students, is fundamentally centered on supporting students from diverse backgrounds, creating an educational environment that fosters cross-pollination, and supporting each student's unique journey toward design expertise. This approach is underpinned by the belief that developing a deliberately crafted personal voice deeply rooted in practice is universally relevant in architectural education.

TEACHING EXPERIENCE

Studios

2021-2023 **Studio:** Introduction to Architecture
Clemson University
Summary: Introduction to principles and elementary vocabulary of architectural design. Collaborative studio that offers instruction in the specific skills of formal design composition, visual communication, oral presentation, and computer literacy

Observation and Analysis

- Students will be able to analyze an object through multiple architectural techniques in order to understand orthographic projection, solid/void relationships, and movement.

Design Thinking

- Students will be able to employ a concept and use that to develop a project.
- Students will be able to imagine and design spaces through 2d representation.
- Students will be able to interpret and work between 2d and 3d drawings and artifacts.
- Students will understand figure/ground relationships and use them in their designs and analysis.

Technical Skills

- Students will be able to understand material through model making, introduction to the Materials Lab, and a beginning use of material in their design projects.

Studio Culture (PC.7 Learning and Teaching Culture)

- Students will be able to participate in desk critiques and use those to further projects.
- Students will be able to communicate a project to a larger audience.
- Students will be able to use studio as a workspace and collaborative space for creative process.

Studio: *Responsive Space*

2023, 2024 University of Virginia
Summary: Responsive Space is the second foundation studio in the undergraduate program in Architecture. The second-year curriculum focuses on the design of the built environment through observation, analysis, and the development of design proposals in contemporary cultural settings. This exploration uses design as a mode of critical inquiry from the scale of the city to the scale of the hand to prepare a foundation for focused study in the two design concentrations in the third and fourth years. Students will be introduced to thoughtful application of fundamental design principles, foundational techniques of representation and fabrication, and comprehensive critical design strategies. This course is meant to foster the development of the beginning design student's design methodology founded on thoughtful, creative, ethical and rigorous work practices in service of exploring meaningful formal and spatial propositions

Observation and Analysis

- To establish an understanding of the discipline of architecture, its rules and logics, through specific foundational methodologies in drawing and analysis.
- To investigate and interpret the complex environmental, social, and cultural conditions of a site and develop a considered design response addressing structural, material, and spatial systems.

Design Thinking

- To understand the importance of iteration and evaluation in the development and advancement of design ideas and spatial concepts.
- To develop an understanding of fundamental design principles, representational strategies, and fabrication techniques to thoughtfully develop and visualize comprehensive design proposals.

Technical Skills

- Students will be able to build on material understanding through model making, pairing their digital models with physical models.

Studio Culture

- To foster a dialogue between design motivations and actions, and how they might be tested and explored through specific design projections.
- To work productively and competently both as an individual and as a collective with your peers and instructors by actively participating in work sessions, lectures, discussions, and critiques.

Studio: Architecture Foundations I

Clemson University

Summary: Structured using various fabrication methods, the studio explores tectonic principles embedded in working with specific materials and fabrication techniques. In this studio, making initiates the concept development and design process. Architectural analysis and design problems focus on understanding the context of architecture—specifically investigating buildings as part of the cityscape and the landscape. Instruction on visual communication skills, computer modeling, and oral presentation techniques support the design discussions.

Design and Critical Thinking

- Students will learn how making can be a generator for design and apply critical thinking to the process.
- Students will understand design as an iterative, reflective, and rigorous process.
- Students will be introduced to the fundamentals of space planning, codes, ADA, etc. SC.1 Health, Safety, and Welfare in the Built Environment SC.3 Regulatory Context
- Students will understand the architectural scale and its effect on design.

Contextual and Environmental

- Students will understand the fundamentals of site analysis and its implications for a design project.
- Students will learn to analyze and work with a three-dimensional landscape to site an architectural project.

Design Communication (Communication)

- Students will create graphic layouts presenting projects and communicating ideas clearly and effectively.
- Students will interpret and produce procedural and analytical diagrams.
- Students will document appropriate stages of a project in order to explain their design process.
- Students will apply effective documentation techniques (photography, scanning) that record analog studies in the digital realm.

- Students will be introduced to an architectural portfolio to communicate their projects with its design evolution.
- Students will apply appropriate drawing conventions for specific scales.

Technical Skills (SC.4 Technical Knowledge) (Integrated Building Practices)

- Students will understand the most common construction methods, materials, and tectonics used in architecture.
- Students will be able to create physical models using various tools and materials.
- Students can apply appropriate fabrication techniques to their design projects, understanding the advantages and constraints of digital and analog tools.

Digital Tools

- Students will apply modeling skills in Rhino 3D, with additional operations introduced (lofting, sweeping, splitting, boolean, unrolling etc.)
- Students will make architectural drawings from detailed three-dimensional computer models.
- Students will learn the workflow from three-dimensional computer modeling and vector drawing to fabrication.

Studio Culture (PC.7 Learning and Teaching Culture)

- Students will learn how to use studio time effectively for developing their projects, including opportunities for desk critiques, workshop time, and collaborative studio interactions.

Studio: Housing Matters

2024, 2025

University of Virginia

Elements of Housing is the third foundation studio in the undergraduate architecture program. The studio introduces fundamental concepts, strategies, and disciplines associated with the design of domestic space, from the dwelling unit to the aggregation of domestic spaces into coherent urban blocks. The studio speculates on the designer's role in analyzing and shaping the future city and how we will inhabit it. Applied case studies, lectures, readings and workshops will build a foundation for a series of interrelated design exercises that construct hypotheses about new spatial, formal, and experiential typologies of domesticity that reshape and respond to changing conventions of urban life.

Design Thinking

- To establish an understanding of the discipline of architecture, its rules and logic, through specific foundational methodologies in drawing and analysis.
- To rethink the role of housing at three scales: the dwelling unit, the collective aggregation, and the urban block, in the creation of new systems and the reconfiguration of existing systems.
- To develop an understanding of fundamental components informing the design of domestic space, including programming the house (interior and exterior spaces), considering relationships between each part and the whole.
- To consider the various factors informing the design of collective housing in the city, including socio-cultural factors, principles of construction and tectonics, and urban and environmental systems.
- To foster a dialogue between design motivations and actions and how they might be tested and explored through specific design projections.

Studio Culture

- To explore the range of scenarios at play informing how we dwell collectively in the contemporary world and the diverse design procedures that can inform their transformation.
- Development of teamwork capacities, active participation in discussion, and the ability to productively work both individually and in collaboration with others.

SEMINARS

Seminar: *The Making of an Architect*

2023

University of Virginia

Summary: This course delves deep into the psychosocial dimensions of architecture, exploring the role of architects within societal structures, the communities they touch, and the profound introspection integral to the profession. Spanning both historical and contemporary perspectives, students will understand the intricate relationships between architecture, society, and self-awareness.

Seminar: *Empathic Design*

2024

University of Virginia,

Summary: This course, Co-taught with Elgin Cleckley, introduces the core principles of empathic design, emphasizing the application of design methods for spaces, systems, and products. Open to university students, it fosters the development of essential skills, including interpersonal communication, the design-making process, stakeholder and project management, and visual communication techniques. The course concludes with a demonstration showcase, offering students the chance to receive professional feedback on their projects.

Seminar: *Aesthetics of Resilience: A Caribbean Case Study*

2025

University of Virginia

Summary: This course is a design-research seminar that examines the spatial, cultural, and ecological dimensions of resilience within vulnerable coastal and urban landscapes—particularly in the Caribbean. Through mapping, prototyping, and critical reflection, the course investigates how beauty, memory, and adaptation intersect to produce environments that both endure and evolve. Emphasis is placed on small-scale interventions, environmental storytelling, and psychosocial design strategies that prioritize care, community, and long-term transformation. Rooted in site-specific research and hands-on fabrication, the seminar encourages students to engage deeply with questions of material behavior, climate response, and the lived experience of architectural and ecological precarity. The course culminates in a refined prototype and a collaborative monograph chapter that bridges theory, craft, and imagination.

2025

Seminar: *Holding Pattern*

Hampton University

Summary: Holding Pattern investigates the architectures of waiting, movement, and care through the linked systems of transit and healthcare. The course asks how time, access, and attention are distributed through space, and what design can do to ease the strain of being held in place. Students examine the infrastructures that quietly organize daily life -bus stops, clinics, waiting rooms, shelters, and corridors- and trace how they reflect broader social and environmental conditions. Through mapping, spatial ethnography, and speculative design, each project studies how architecture mediates the experience of waiting across inequities of race, class, and geography. By the end of the semester, students propose small but intentional interventions that reimagine how people move, pause, and receive care within shared systems.

TEACHING PHILOSOPHY

My teaching is both a generative space and a responsive one, an evolving dialogue between ideas, materials, people, and place. My approach to teaching is rooted in curiosity, care, and an ongoing commitment to experimentation. I view the design studio not as a space for answers, but for questions. It is a site of critical reflection, iterative making, and spatial storytelling. At the core of my pedagogy is a belief that architectural education should empower students to locate themselves within their work, intellectually, culturally, and emotionally. I encourage students to bring their lived experiences into the design process and see architecture not just as a technical or aesthetic discipline, but as a cultural and ethical one.

Through open-ended prompts, site-responsive projects, and process-based critiques, I guide students in developing design practices that are critical, adaptive, and attuned to the world around them. I intentionally construct learning environments where students can take creative risks, test ideas, and develop their own design language. I am less interested in arriving at polished outcomes than in fostering meaningful processes. These are iterative, material, and reflective. My studio pedagogy often integrates drawing, writing, installation, and research, enabling students to explore how architecture can exist across forms, formats, and temporalities.

My teaching also emphasizes atmosphere, impermanence, and softness, and spatial themes that echo in my research. I challenge students to consider not only how architecture functions, but how it feels-how it is inhabited, remembered, and transformed over time. In doing so, I introduce students to an expanded vocabulary of design, one that includes climate, memory, sound, scent, and erosion alongside structure and program. Mentoring, to me, is relational and specific. I take time to understand each student's aspirations, concerns, and learning styles. Whether in desk crits, portfolio advising, or long-term research support, I aim to be an engaged, accessible presence in my students' academic journeys.

I have worked closely with undergraduate and graduate students from a wide range of backgrounds, supporting their growth as thinkers and practitioners. I take pride in fostering confidence, clarity, and voice, especially for students whose identities or experiences may not have been traditionally centered in architectural education. Ultimately, I view teaching as a collaborative practice. One that thrives on listening, generosity, and shared discovery. My goal is to cultivate classrooms that are as open to unknowing as they are to knowledge, and to mentor students into becoming designers who are not only skilled, but also thoughtful, curious, and deeply engaged with the world.