

Teaching Experience

University of Oregon
School of Architecture and
Interior Design
Visiting Assistant Professor
June 2007 - Present
Adjunct Graduate Instructor
Sept. 2005 - June 2007

Interior Architecture 383, 2nd year studio - Fall 2007 - As coordinator for the principals interior studio, I developed a retail focused project and supporting assignments to illustrate a distinctive design process. The studio implemented various exercises to aid the students in conceptualizing their retail environment. They began by creating a product catalog, consumer profiles, & narrative sketch. To better understand the project, the students were asked to "reconstruct" a new product for their store from salvaged or recycled materials. This emphasized the reclaim aspect of the studio and allowed the students to begin to understand sustainability on multiple levels. The Reclaim Retail studio utilized perspective drawings to investigate materials, lighting, spatial experience, and product display details.

Architecture 383, 2nd year studio - Fall 2006 - In preparation for the term, the studio faculty coordinator and I developed the studio curriculum and assignments; we co-taught the studio with 3 additional faculty. The project, a satellite design build school, focused on the integration of architecture and landscape architecture through a series of exercises addressing various scales of design. Additionally, we investigated sustainable design issues such as daylighting, ventilation, and reclaimed / recycled materials. As a supplement to the studio, I developed the studio journal assignment, a means of placing emphasis on the process rather than the final product. I also conducted a lecture focused on social equity and social responsibility through design, highlighting the work of Samuel Mockbe and the rural studio.

Architecture 283 & 284, 1st year studios - Winter & Spring 2007/08 - This 2 term introductory studio is designed to illustrate fundamental design principals and skills through a series of sequential projects. During these studios we focus on architectural elements, place making, spatial ordering, human activities, and the nature of the design process. Through the duration of the 2 terms the students will investigate hand and digital media as forms for communication.

2D graphics for professional practice - Winter & Spring 2006, Winter 2008 this course taught Auto CAD as a design tool and combined Adobe programs for graphic communication I developed this course in response to students' desire to obtain the skills needed for the profession.

Graduate Teaching Fellow (GTF) positions

Arch 202 Design Skills - Winter 2006 - Introductory hand media course illustrating orthographic drawing conventions, perspective techniques, and multi media. Responsible for 2 studio sections (32 students) and conducted perspective drawing and marker rendering workshops.

University of Cincinnati
School of Architecture and
Interior Design
Adjunct Professor
Sept. 2004 - 2005

Interior Design 203, 2nd year studio - Spring / Summer 2005 - I lead interior design 203 studio where I developed the studio program, assignments, and design process. The project focused on branded corporate environments while introducing a different approach to the design process, allowing the students to conceptualize space prior to space planning.

Interior Design 202, 2nd year studio - Winter 2005 - instructed and developed the sequential Interior Design studio, A Global American Cultural Center, in conjunction with Hank Hildebrandt. The studio allowed for a strong research component and introduced space planning concepts in a traditional design process format.

Architecture 201, Immersion studio - Fall 2004 - As part of a 7 faculty team, I co-taught the Immersion Studio with both architecture and interior design students. I was responsible for a 20 student analytical section, as well as the design advocate for an additional 20 students. Immersion is an all inclusive seminar based design studio integrating lecture courses in building construction, environmental technologies, architectural history, and communication skills into the studio design process. Other responsibilities included grading research and analytical documents and conducting seminar lectures.

Throughout the duration of the second year curriculum, the students maintained a process journal allowing them to reflect on their progression and learn from their development. Samples of student work can be seen in my portfolio. Complete journals are available upon request or at time of interview.