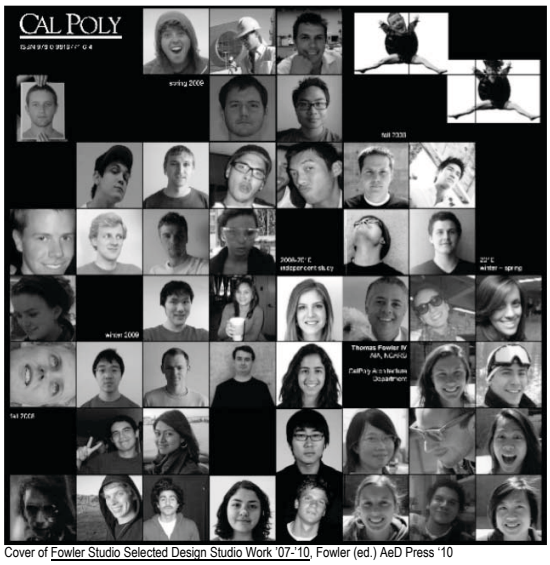
Outdoor Mid Review


Students at Work

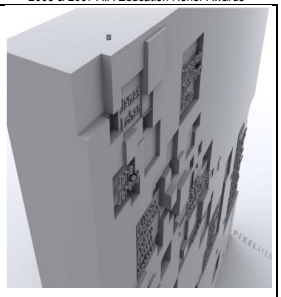
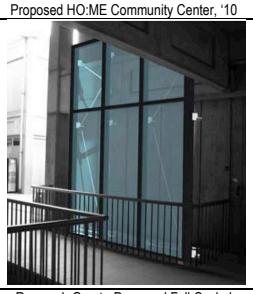
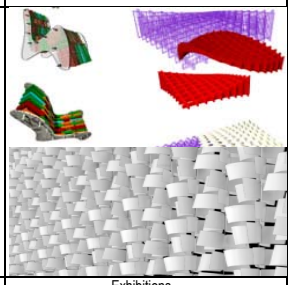
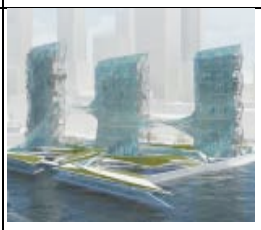
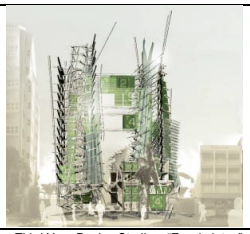
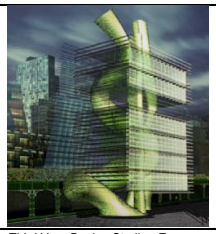
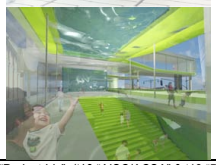
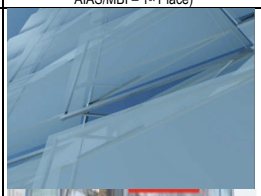
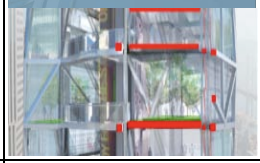
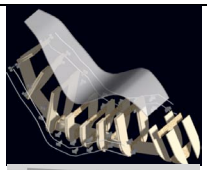


Cover of Fowler Studio Selected Design Studio Work '07-'10, Fowler (ed.) AeD Press '10

Thomas Fowler IV, AIA, NCARB

Portfolio

Portfolio Contents

-Teaching Awards			
	2010 NCARB Prize – "Design Collaboratory"	2009 ACSA Creative Achievement	2008 & 2007 AIA Education Honor Awards
CIDS Community Interdisciplinary Projects Connected to Teaching - Designed and Built Work			
	Intimate Transactions Temporary Theatre Installation, Design and Built, Spring 2008	Modular Display Units – Student Work Archive Room, Designed and Built 2005 + Proposed HO:ME Community Center, '10	Poured-In-Place Concrete Appreciation Wall Poured May 2009 Waiting for Campus Approval for Installation
Research Grants and Exhibitions Connected to Teaching			
	Research Grant - Proposed *Lumiere Ghosting* Portable Virtual Reality Design/Build Theatre Project, 2005 to Current	Research Grant - Proposed Full-Scaled Building Cladding System Installation for Teaching Demonstration, Designed 2003, Installation on Hold	Exhibitions – "Book Furniture", 2009 & "ReKinetic Skins", 2010
Award Winning Student Design Studio Work - 4th Year Interdisciplinary Design Studio - 3rd Year Studio Work			
	Fourth Year Interdisciplinary Design Studio – "Urban Filtration" ('08 ACSA/AISC Competition Winner)	Third Year Design Studio – "Exoskeleton" ('10 ACSA/AISC Honorable Mention + '10 AIAS/MBI – 1st Place)	Third Year Design Studio - Emerge ('10 "Best of Show" (1st Place) Dept. 3rd Year)
Independent Study Student Work -4th Year -5th Year -Furniture Prototypes	 	 	 
	"Project Iris", ('10 "AISC/ACSA" & '10 "D3 Housing Tomorrow" Honorable Mentions) & "Urban Sanctuary" Pediatric Rehabilitation Center ('08 AIAS 2nd Place Winner)	Independent Study 5th Year Thesis Project ('09 AISC/ACSA Honorable Mention)	Boat Chair Prototype (Winner in the local 1st annual '07 "Vellum" Furniture Design Competition) & Mobile Design StudioWorkstationPrototype '05
-Publications -Former Students	 		Gensler San José, Costa Rica PRINCETON UNIVERSITY LEONG LEONG
	ed. Fowler: Design Collaboratory, '07-'10 & Fowler Studio Selected Student Design Studio Work '08-'10	Essay, "On Teaching" Becoming An Architect, ed. Lee Waldrep, PhD	Former Students (Selected) + Misc

Design Collaboratory (DC) – A 4th Year Interdisciplinary (Architecture, Structural Engineering with periodic involvement with Construction Management) Building Design Studio:

Professor Thomas Fowler, IV, AIA in collaboration with Professors Mark Cabrinha, RA; James Doerfler, RA; Kevin Dong, SE, CE; plus a range of industry partners (Architects, Engineers, and Contractors/Fabricators) received a $7,500 2010 NCARB Prize.

Jury comments: "Students were provided the opportunity to fully engage in a studio design project that was enhanced by the support and collaboration of leading architect practitioners. Students from all disciplines participated in the building design to learn the fundamental principals of negotiation and building systems integration. Practitioners interacted with students during lectures, design critiques, and technology training. The jury noted that the project recognized that integration of architecture education and practice leads to more informed and better outcomes and showed ways architects lead teams of professionals to common goals."

Selected NCARB Prize Work

Collaborative Integrative-Interdisciplinary Digital-Design Studio (CIDS) - Community Interdisciplinary Design + Build Work:

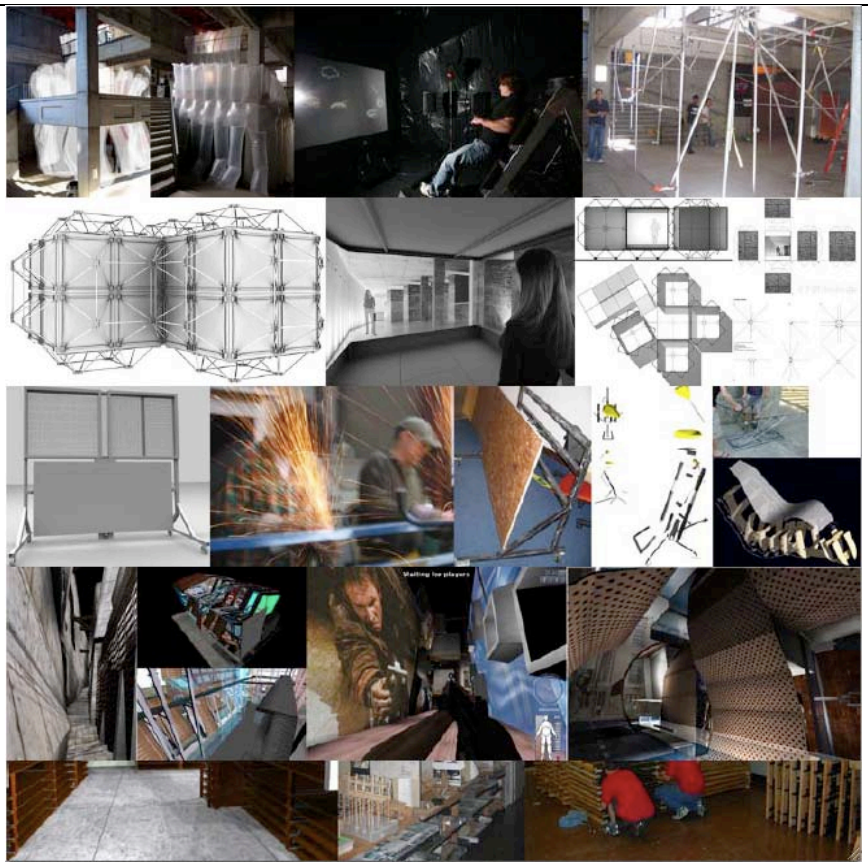
Professor Thomas Fowler IV, AIA, NCARB received the 2009 ACSA Creative Achievement Award and the 2008 American Institute of Architects Educator Honors Award for work with his Collaborative Integrative-Interdisciplinary Digital-Design Studio.

The CIDS provides practice-based courses that forge an integration of the design studio with building technology, starting at third year level of the 5-year Bachelor of Architecture curriculum. Use of advanced tools allow for building systems integration, group case study analysis, design research and collaborative interdisciplinary community design-build projects. Over a third of the undergraduate students have the opportunity to participate in CIDS in one of four ways: enrolling in a required course; signing-up for independent design or research study; joining an interdisciplinary team project; or participating in the competitive annual selection process to join the CIDS work study team.

It is an intense three-quarter integrated sequence of courses, connecting students in the design studio to faculty, industry professionals and clients from a wide range of disciplines, even those outside of architecture. The disciplines that students have collaborated with in the past have included new media arts (film), english, computer science, art & design, architectural engineering (structural engineering), construction management, landscape architecture and city regional planning. Industry professionals have included: building cladding/concrete subcontractors, shade structure manufacturers, virtual reality and motion tracking software companies.

Students acquire an understanding of the theoretical and procedural foundation for effective utilization of digital media in the design process, while being grounded in traditional media. Also as important, we aim to develop awareness and skills so students can succeed in today's media driven profession.

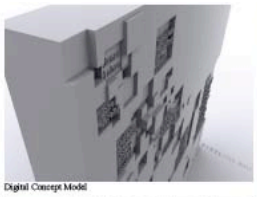
The CIDS framework for engaging the students is multi-faceted: a 1-2 day design studio project conceptualization charrette for interdisciplinary community and/or research grant proposals, 3-4 week interdisciplinary design-build projects, and independent design studio and research projects. The CIDS also provides an environment, which continually assists the student in efforts to give a voice to individual creativity and establishes a learning environment that feeds itself and evolves as the learners grow.



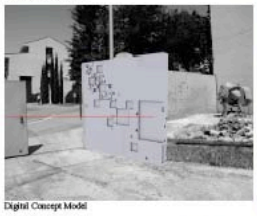
Sampling of CIDS Projects/Activities

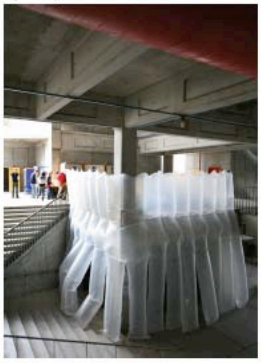
Collaborative Integrative-Interdisciplinary Digital-Design Studio (CIDS):


Digital Concept Model

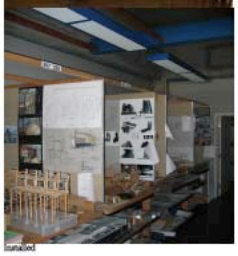

Digital Concept Model


Digital Concept Model


Digital Concept Model




Full Scale Cladding MockUp Installation —


Installed


Installed

Modular Display Units Student Work Archive —

Overview: The modular display units were built to increase the efficiency of the student work archive room. The storage space was almost tripled in capacity for a relatively small space. The initial inspiration to do this was for the impending NAAB visit winter quarter 2005, so the program would not have to take off-line 2 studios for a period of an entire year and the program would also obtain a permanent student archive room. The design of the new MDUs used most of the 2x4s (30% reused in new design) from the existing shelving system. Archive room is open for faculty to bring students in for visits to see the range of work of the entire program.

Client: The College and Department of Architecture (Head + Student Fee Committee)
Course Linkages: Third Year Design (ARCH 351,352,353) and Building Technology Systems Activity (ARCH 341,342)
Faculty / Professional Consultants: Director of College Support Shop
Lead Students: Shoko Ibaragi and Elizabeth Gomes
Budget/Schedule: $13,000 grant received from the Architecture Department's Student Fee Committee to build 13 modular display units. Project completed right before the last NAAB accreditation visit winter quarter 2005.

Appreciation Wall (Poured In-Place Concrete)—

Overview: Appreciation wall will recognize all of the individuals who worked on the design development and/or donated materials for the construction of a tensile structure for the College. The appreciation wall is also part of the structural support system for the tensile structure.

Client: The Construction Management and Architectural Engineering Departments

Course Linkages: Third Year Design (ARCH 353), Building Technology Systems Activity (ARCH 342) and Construction Management Senior Project Students
Faculty / Professional Consultants: Faculty: Elbert Speidel, Construction Management + Professionals: structural engineer, concrete subcontractor, campus facilities department\
Disciplines Involved: Architecture (lead students: Jai Kumaran, Zhong Ren Huang, Chris Nikkel, Hilcia "Christy" Pena, Erika Peel), construction management, architectural engineering (structural engineering)
Budget/Schedule: $200 + (plywood for form work + misc. other supplies), concrete being donated by local subcontractor. Schedule: 2 hour Charrette. Formwork design and construction several weeks. Concrete Pour and installation in a month.

Intimate Transactions Temporary Theatre Pneumatic Structure —

Overview: A pneumatic structure was designed and constructed to house the Intimate Transactions interactive technology system. This technology system allows for each participant to climb aboard a device called the Body Shelf. This Body Shelf device is kind of like a computer mouse that you stand on, and it tracks your movements as your travel through a virtual world to interact and collaborate with one another through a live Internet connection. This virtual collaboration is based on accomplishing a series of goals for sharing and sustainability. The participants are also each immersed in a complex sound environment comprised of an advanced surround sound system of eight large speakers combined with small wearable speakers that send sound vibrations directly to the body of each participant.

Clients: Electrical Engineer Inventor of the Intimate Transactions Technology System (Keith Armstrong), The Director of the New Media Arts Program (David Gillette)

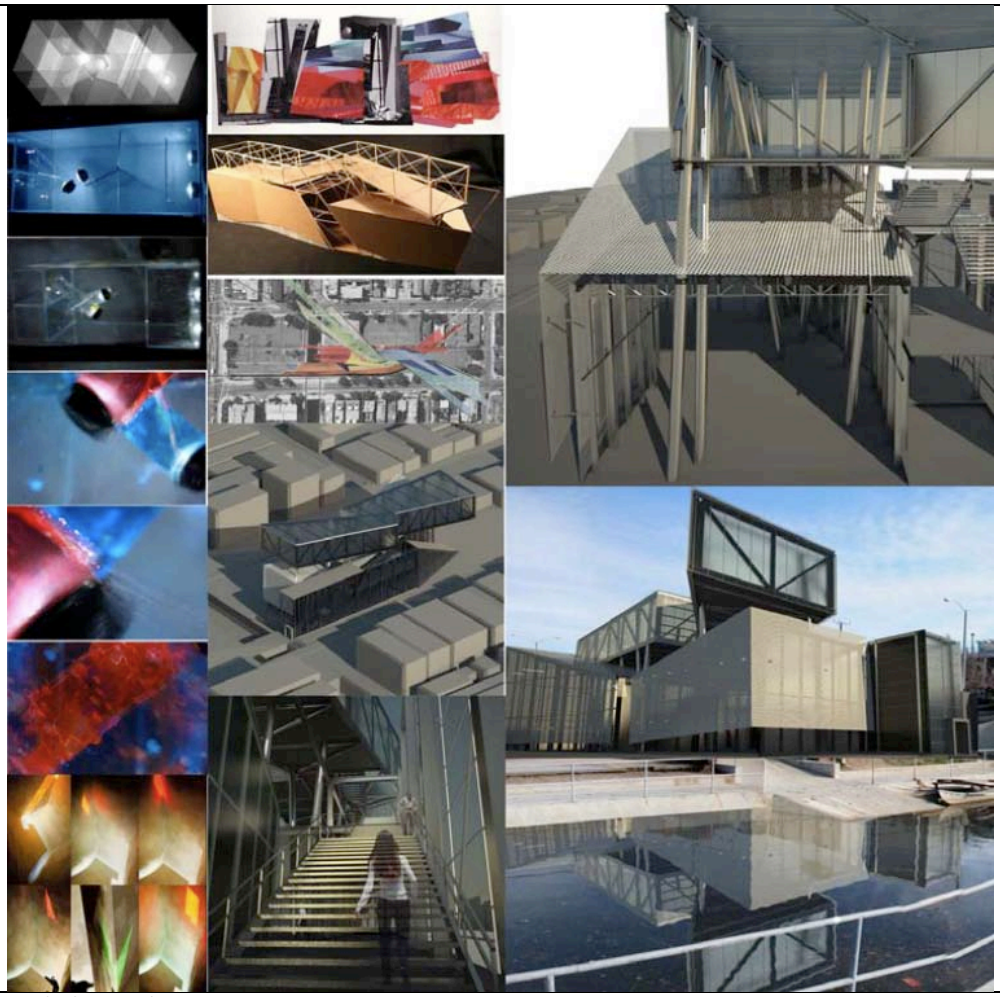
Course Linkages: Third Year Design (ARCH 353), Building Technology Systems Activity (ARCH 342), New Media Arts III (ENGL 413), Polymers in Construction (CM 470)
Faculty / Professional Consultants: Expert on Polymers and Pneumatic Structures (Elbert Speidel), Electrical Engineer Inventor of the Intimate Transactions Technology System (Keith Armstrong)
Disciplines Involved: Over 100 students involved in the design and construction of this project. Architecture, architectural engineering (a.k.a. structural engineering), art & design, construction management, computer science, new media arts/english, landscape architecture.
Budget: $1,000 (Rolls of black and white Polyethylene [1/4 of a mile long] + misc. supplies).
Schedule: Four weeks total: 2 weeks to design and 1 week to construct.

Selected CIDS Projects

Integrated Project Studio (IPS) - 3rd Year Design Studio Integrated with an Environmental Control Systems Activity Course:

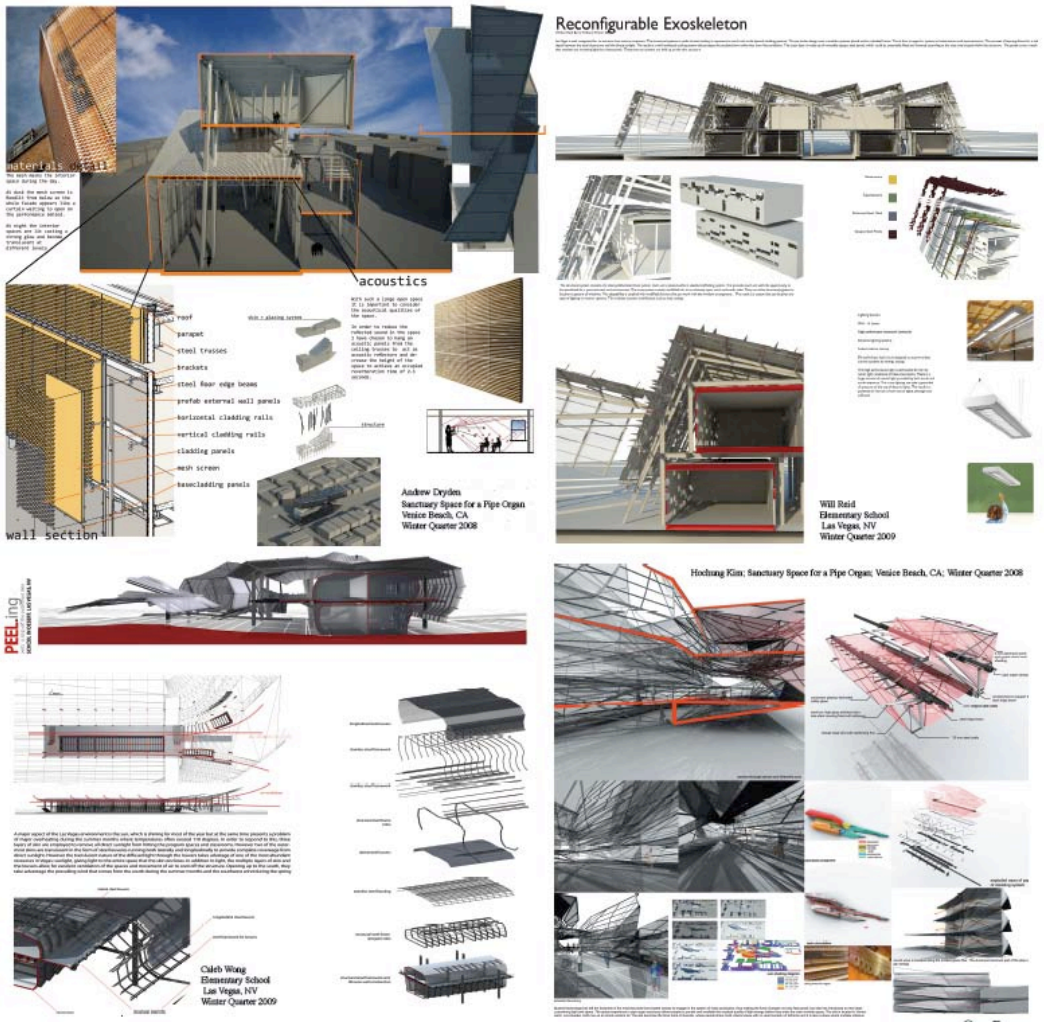
Professor Thomas Fowler IV, AIA, NCARB in collaboration with Full-Time Lecturer and managing principal of a local firm Barry Williams, received a 2009 American Institute of Architects Honors Award for work with their Integrated Project Studio (IPS).

Over a four-year period Professor Thomas Fowler, IV, AIA and Full-Time Lecturer and managing principal of a local firm Barry L. Williams, AIA have collaborated in teaching the Integrated Project Studio. The IPS combines the content of a third year building design studio (BDS) and that of a building environmental systems studio (BES). The difficulty of synchronizing the environmental systems lecture topics (taught by another instructor), with the building design and environmental systems studios (one of ten sections) are formidable in such a short 10-week period. So instructors linked and tightly choreographed these two studios by framing the coursework into thirds, to emphasize to the third year students that environmental content is not distinct from building design. In the first third of the quarter, students worked in collaborative case study project teams in BES to acquire a "rules of thumb" technical working knowledge of core topics such as day lighting, electric lighting, thermal performance of buildings, acoustics and water systems (building spaces and systems evaluated); and also teams worked on parallel assignments with the same topics in BDS for an understanding of the poetic implications for environmental systems (light/sound/water machines, day/electric light and acoustical installation activities). The second third of the quarter is the application of acquired technical and poetic knowledge for inFORMing each of the student's individual design projects in BDS. This is where students continued their understanding that buildings are not discrete objects but rather an assemblage of systems and elements that are connected to and interact with the larger world. Course discussions are focused less on the what (what it is, what it looks like) and more on the how (how it works, how it interfaces with the surrounding environment). The final third of the course time is the refinement of each student's individual building design project based on the input from both instructors.



A Sampling of IPS Projects/Activities

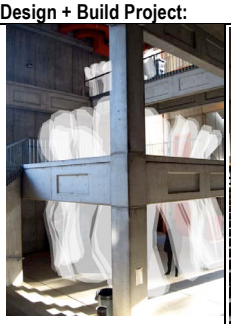
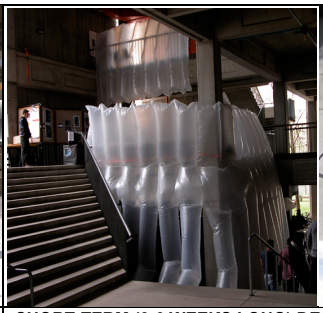
Integrated Project Studio (IPS)



The above architecture projects illustrate how third year students have integrated lessons learned from environmental control systems precedent studies (day/electric lighting, acoustics, thermal optimization, etc.) for informing the architectural outcomes of a range of projects. The project locations range in building types (Elementary School and A Sanctuary Space for a Pipe Organ) and site locations (Venice Beach, California and Los Vegas, Nevada). Projects show site configuration, cladding system development, component parts of buildings (structure, circulation, etc) and the vertical cross-section of spaces.

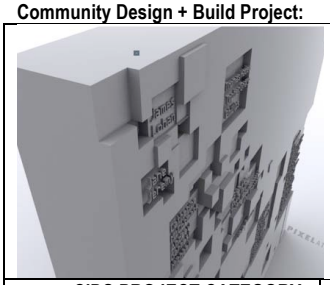
Selected IPS Projects

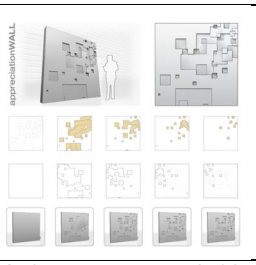
Community Design + Build Project:

CIDS PROJECT CATEGORY:	**SHORT-TERM (3-6 WEEKS LONG) DESIGN AND CONSTRUCTION PROJECTS**
Project Title:	Intimate Transactions Temporary Theatre
Date:	Spring 2007
Course Linkage(s):	Third Year Design (ARCH 353), Building Technology Systems Activity (ARCH 342), New Media Arts III (ENGL 413), Polymers in Construction (CM 470)
Disciplines Involved:	Architecture, architectural engineering (structural engineering), art & design, construction management, computer science, new media arts/english, landscape architecture. Over 100 students (architecture students: Bradley Chicoine, April Fame, Walter Garcia, Paul Goss, Matthew Granelli, Jeff Hammerquist, Ben Handy, Zhong Ren Huang, Tucker Huey, Jason Immaraju, Ahmadreza Kashani, Karen Kemp, Jai Kumaran, Ryan Lamb, Arthur Loh, Guillermo Perez, Jason Pignolet, Alexander Polzin, Lulu Saleh, plus other students from the other disciplines) involved in the design and construction of this project.
Technology Used:	Digital modeling, and heat sealer machine to construct pneumatic structure skin.
Design Studio Project Connection:	Students' in ARCH 353 & 342 used the Intimate Transactions Structure as point of departure for developing the third year design studio project (Satellite Automobile Assembly Plant Design Project).
Client(s):	Keith Armstrong, Inventor of Intimate Transactions, David Gillette, Director of Liberal Arts and Engineering Studies and Director of the New Media Arts Program.
Faculty / Professional Consultants:	Professor Thomas Fowler, CIDS Director, Elbert Speidel, Construction Management Instructor and Expert on Polymers and Pneumatic Structures.
Budget:	$1,000 (Rolls of black and white Polyethylene [1/4 of a mile long] + misc. supplies)
Schedule:	Four weeks total: 2 weeks to design and 1 week to construct
Project Description:	A pneumatic structure was designed and constructed to house the Intimate Transactions interactive technology system. This technology system allows for each participant to climb aboard a device called the Body Shelf (it is like a computer mouse that you stand on), which tracks your movements as your travel through a virtual world and interact and collaborative with one another through a live Internet connection. This virtual collaboration is based on accomplishing a series of tasks of sharing and sustainability. The participants are also each immersed in a complex sound environment comprised of an advanced surround sound system of eight large speakers combined with small wearable speakers that send sound vibrations directly into the body of each participant.

Community Design + Build Project:

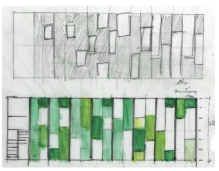




CIDS PROJECT CATEGORY:	SHORT-TERM (1-5 DAYS) CONCEPTUAL PROJECT GENERATION CHARRETTE
Project Title:	Appreciation Wall — Poured-In-Place Concrete
Date:	From Spring 2007 — Current
Course Linkage(s):	Third Year Design (ARCH 353), Building Technology Systems Activity (ARCH 342) and Construction Management Senior Project Students. Designed by students Zhong Ren Huang and Jai Kumaran. CIDS work study students Chris Nikkel, Christy Pena and Erika Peel refined concept and design formwork system for concrete pour.
Disciplines Involved:	Architecture, construction management, architectural engineering (structural engineering)
Technology Used & (Technology Learned About):	Digital modeling (form work design and concrete codes, the latest technology of concrete, and the facilities approval process)
Design Studio Project Connection:	Limited connection to design studio work since accomplished too late in the quarter to be of any integration help for student studio projects.
Client(s):	Construction Management and Architectural Engineering Departments
Faculty / Professional Consultants:	Elbert Speidel, Construction Management Instructor, Structural Engineering Department, concrete subcontractor, and campus facilities department
Budget:	$200 + (plywood for form work + misc. other supplies), concrete donated by subcontractor (Hanson).
Schedule:	One-day charrette for 4 groups of architecture to develop proposals for appreciation wall. One solution selected to build and CIDS work-study students made refinements in formwork design to simply construction, and constructed the formwork to prepare for pour.
Current Status:	Wall installation is waiting for the final approval from the campus facilities department to be installed in place.
Project Description:	Appreciation wall will recognize all of the individuals, who worked on the design development and/or donated materials for the construction of a tensile shade structure, which the appreciation wall is a part of the support for.

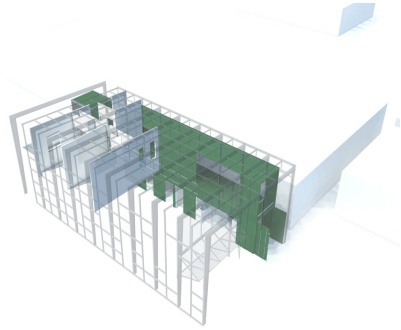
Community Design + Build Project:

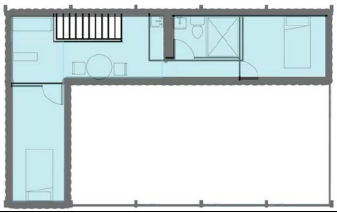





CIDS PROJECT CATEGORY:	**SHORT-TERM (3-6 WEEKS LONG) DESIGN AND CONSTRUCTION PROJECTS**
Project Title:	Local Housing Authority Community Center
Date:	Spring 2010
Course Linkage(s):	Third Year Design (ARCH 353), and Building Technology Systems Activity (ARCH 342)
Disciplines Involved:	Architecture, Structural Engineering, Contractor/Estimator and Energy Consultant
Technology Used:	Digital modeling
Design Studio Project Connection:	Project provided students knowledge regarding structural and cladding systems for individual design projects that they were developing in the design studio.
Client(s):	Housing Authority of San Luis Obispo, CA + HO:ME Interdisciplinary Design Team
Faculty / Professional Consultants:	Professor Thomas Fowler, CIDS Director + HO:ME Design Team and Eco Steel Company
Budget:	Projected @ $200,000
Schedule:	Phase One (Spring 2010)- Three weeks total: students worked in groups and had three rounds of design proposals to select this final version. Phase Two (Fall 2010 – Spring 2011)- to develop construction documents of project. Phase Three (2011-2011) Construction.
Project Description:	Use of Shipping Containers for Developing Prefabricated Core Utility Components of the Building (Bathroom and Kitchen areas) and use of a structural steel frame system and composite cladding panel systems from Eco Steel.

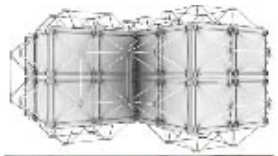


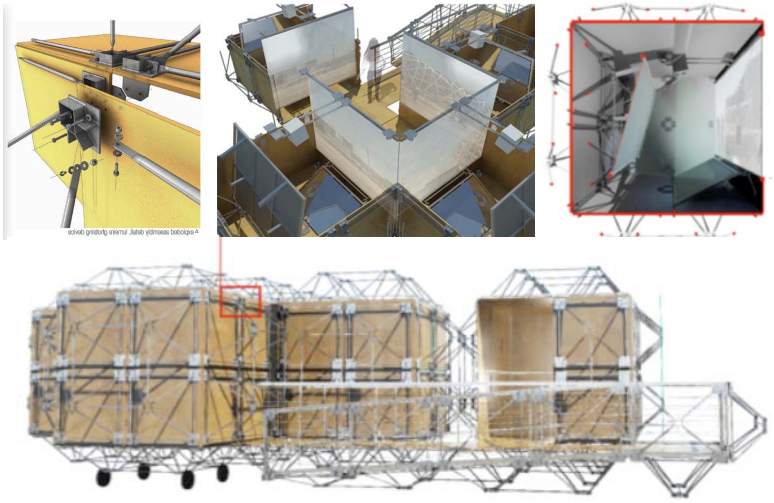


Components of Community Center: Skin Pattern Design, Axonometric Showing Structure and Program, Immersive View of Community Space and Plans

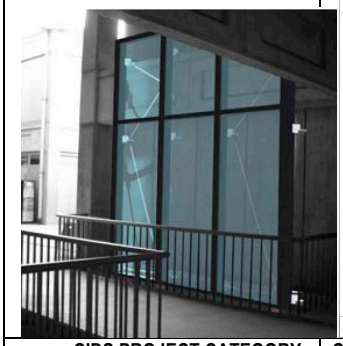
Research Grant:

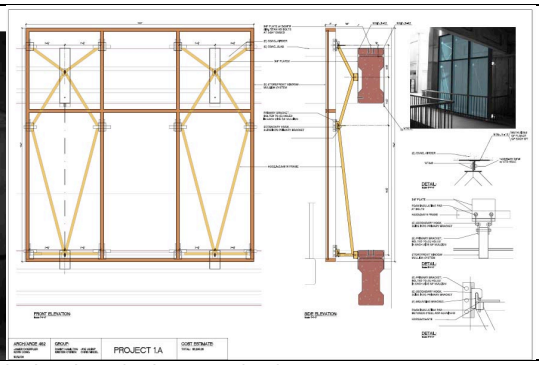
 	
PROJECT CATEGORY:	**SHORT-TERM (1-5 DAYS) PROJECT CONCEPT GENERATION CHARRETTE**
Project Title:	Lumiere Ghosting Portable Virtual Reality Theatre
Date:	2005 — Current
Course Linkage(s):	Third Year Design (ARCH 351, 352, 353) and Building Technology Systems Activity (ARCH 341,342)
Disciplines Involved:	Architecture, Architectural Engineering, Construction Management, and New Media Arts.
Technology Used and (Technology Learned About):	The construction documents are being developed using Revit, Building Information Modeling (BIM) software.
Design Studio Project Connection:	Design studio courses have had students work in groups to propose a range of solutions for this portable theater.
Client(s):	New Media Arts Department
Faculty / Professional Consultants:	Architecture and New Media Arts
Budget:	Projected cost of $20,000 to build structure
Schedule:	Prototype of structure is currently being built.
Project Description:	This is a portable rear projection virtual reality theater that allows for persons to have picture captured for mapping onto avatar for interactive exchange with another person via this immersive room.



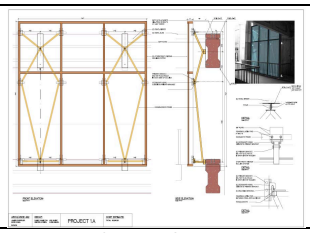
Portable Theatre Components (cladding system detail, interior view of immersive projection screens, detail of rear projection system and overall structure showing exoskeleton system)

Research Grant:

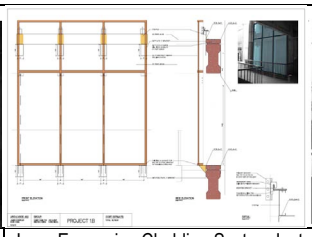




CIDS PROJECT CATEGORY:	**CIDS RESEARCH GRANT PROJECT**
Project Title:	Proposed Full-Scaled Cladding Mock Up
Date:	2003 Grant received from the College's Innovation in Teaching Fund
Course Linkage(s):	Third Year Design (ARCH 353), Building Technology Systems Activity (ARCH 342), and Interdisciplinary (Arch, Arce and CM) Building Cladding Course (ARCH 460) [by other instructors]
Disciplines Involved:	Original grant proposal (Architecture, Construction Management) Proposed installation of full-sized cladding system (Architecture, Construction Management, Architectural Engineering, and Cladding Subcontractor)
Technology Used and (Technology Learned About):	Digital modeling (curtain wall technology)
Design Studio Project Connection:	Architecture students in instructor's Third year Design Studio and architecture, construction management and architectural engineering students in Cladding Course have learned about building cladding systems in being involved with the work that has been done to date for installing the curtain wall system
Client(s):	For the Installation: The College and University's Facilities Department
Faculty / Professional Consultants:	Architecture (Building Technology Systems faculty), Construction Management, Architectural Engineering, and Curtain Wall Subcontractor
Budget:	$4,000 grant develop the framework for building a series of full-scaled cladding mockups, drawings, collecting materials for developing a database of cladding systems. Full Scaled Unitized Curtain Wall System Donated by Subcontractor.
Schedule:	Schedule for installation currently on hold – waiting approval from the university's facilities department
Project Description:	The grant provided funds to develop the framework for building a series of full-scaled cladding mockups, drawings, collecting materials for developing a database of cladding systems, so students in architecture, construction management and architectural engineering students can obtain a better understanding of the issues (from all the different discipline perspectives) associated with the design, construction and installation of building cladding systems. The Building Cladding Course had interdisciplinary teams design the connection details to hang this curtain wall system in a central location of the college so it can be used as a teaching tool.



More Expensive Cladding System Installation (with x-bracing) with Photo Montage installed (right)



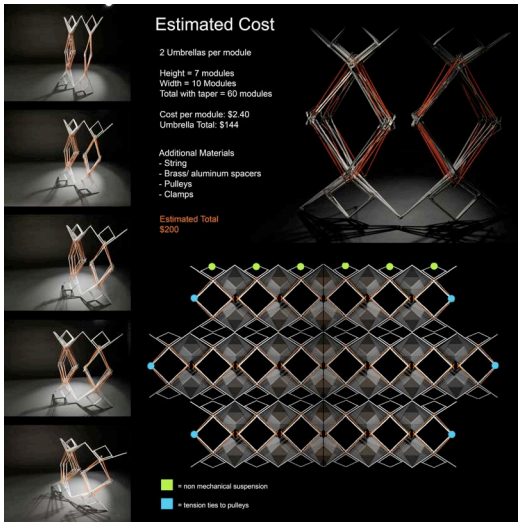
Less Expensive Cladding System Installation (without x-bracing) with Photo Montage installed (right)

Exhibitions and Furniture:

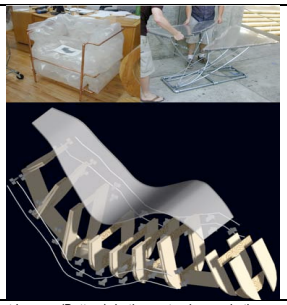
The reKinetic Design Studio led by architecture professor Tom Fowler, is a two-quarter (winter and spring) third year architecture course where students learn the practical implications of how to design buildings that effectively respond to the surrounding environment. The full-scaled kinetic sculptures provide a way to look at enclosure systems of space. The series of installations have been developed from a range of collaborative design studio experimental studies for building enclosure systems. During the third year of the architecture program, students in the practice portion of the curriculum learn about the building enclosure systems (typically referred to as skins', or 'cladding') through case study investigations accomplished in teams of 2-3 students. From this research, students are required to translate this knowledge in the design-development of their own quarter-long building design project.

There were four rekinetic installations:
skINHALE
We've Lost our Marbles!
The Light Modulator
Swarm
Wind Wall

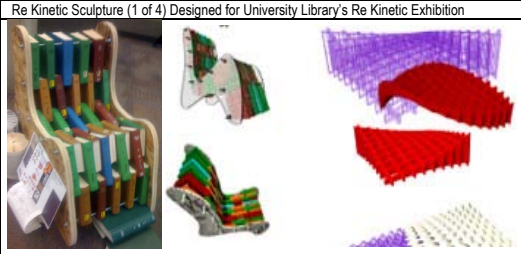
Re Kinetic Exhibition Poster



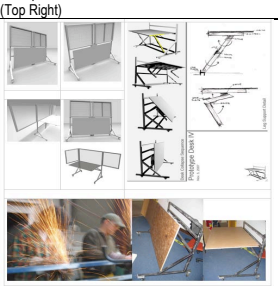
Re Kinetic Sculpture (1 of 4) Designed for University Library's Re Kinetic Exhibition



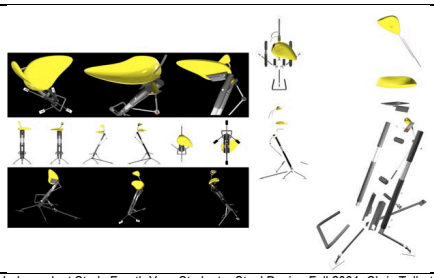
Cube Chair (Top Left) and Boat Lounge (Bottom), both won top honors in the First Annual "Vellum" Furniture Competition 2005
Tension Diagram Table, 2005 (Top Right)



Furniture (1 of 4) Designed for University Library's Book Fair Spring '09
(Constructed out of the university library's discarded books)

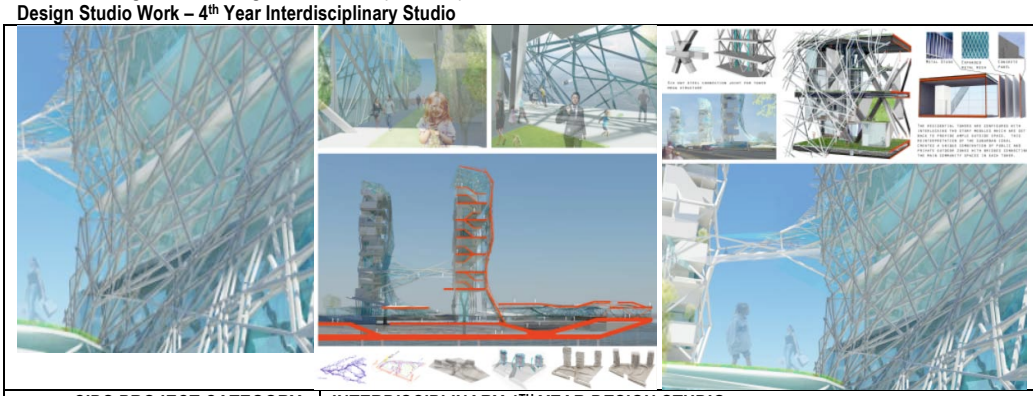


Independent Study WorkStation Prototype, Spring 2003, Hugo Martinez

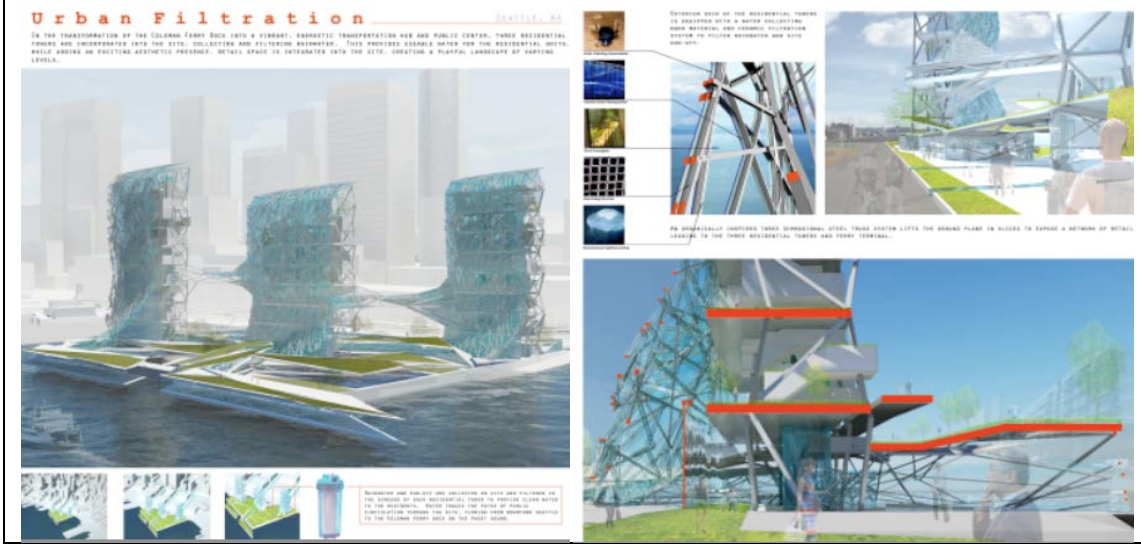


Independent Study Fourth Year Student – Stool Design Fall 2001, Chris Talbot

Award Winning Student Design Studio Work (Selected):
Design Studio Work – 4th Year Interdisciplinary Studio



CIDS PROJECT CATEGORY:	**INTERDISCIPLINARY 4TH YEAR DESIGN STUDIO**
Project Title:	Urban Filtration
Date:	Winter & Spring 2008
Course Linkage(s):	Fourth Year Architecture Design (ARCH 452 + 453)
Disciplines Involved:	Architecture & Architectural Engineering
Technology Used and (Technology Learned About):	Advanced digital modeling, voranoid pattern used to generate building's cladding system, and building's structural system integration cladding and program.
Design Studio Project Connection:	Interdisciplinary Team of Students: Architecture: Megan K. West, Rachel Glabe & Architectural Engineering: Catlin Potter, Leigh Guggemos
International Student Design Competition Recognition:	Honorable Mention for 2008 ACSA/AISC (Steel) Competition
Faculty / Professional Consultants:	Thomas Fowler IV (Arch), Jim Doerfler (Arch) Mark Cabrinha (Arch), and Kevin Dong (Arce)
Budget:	N/A
Schedule:	Project designed during Winter and Spring 2008.
Project Conceptual Description of Cladding System:	A system of five materials is employed to filter the water. The first layer, located on the outer most portion of the screen, is the water-collecting nanomaterial coating. Inspired by a desert beetle, a pattern of alternating raised hydrophilic (water attracting) sections, which cause tiny water droplets to attach, and hydrophobic (water repelling) surfaces, which catch droplets that spill over from the hydrophilic section is used to attract condensation in the air onto the screens to be filtered. Second, a ceramic layer uses the material's natural microscopic pores to prevent the passage of bacteria or viruses while water molecules emerge from the filter free of contaminates. The third layer is made up of Powerglass panels, glass that is imbedded with translucent photovoltaic cells without visible lines or patterns to generate electricity for the site. The glass also protects the structural steel layer, which is constructed as a truss system similar to the retail structure, from the corrosive effects of water. The last material is a bioluminescent coating applied to the structural steel facing the residential units to provide a diffuse glow during overcast weather and at night. The various screen layers are held together with a simple bolt system that runs through the ceramic, glass and steel at each major intersection of the panels.

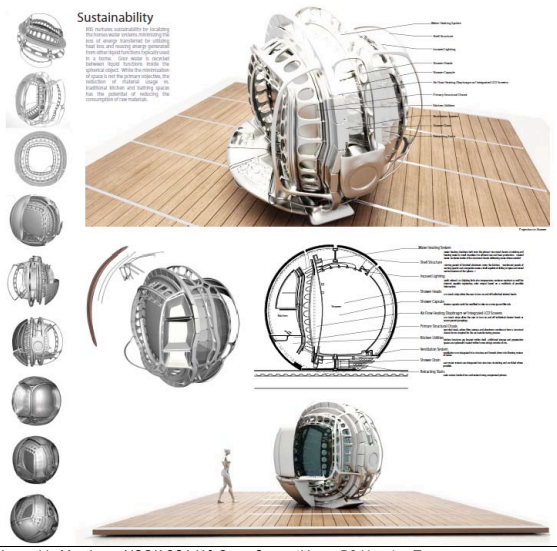


Award Winning Student Design Studio Work (Selected):

Design Studio Work – 3rd Year Design Studio (Fall Quarter 2009)

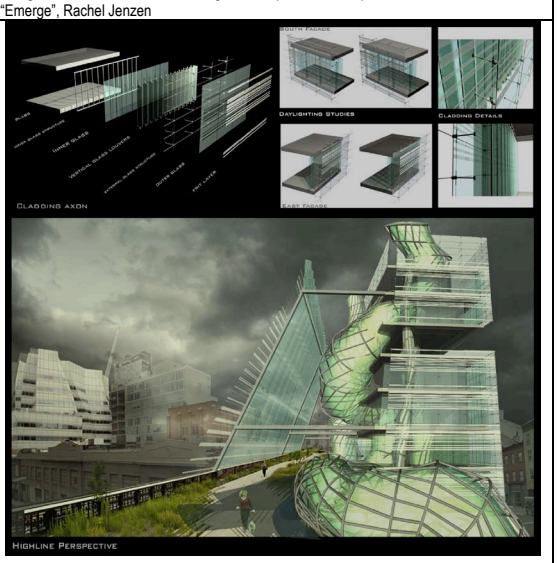
3rd Place Winner AISC/ACSA '10 Open Competition + 1st Place AIAS/MBT Hotel Competition

Design Studio Work – 5th Year Independent Study ('09-'10) –
"Project Iris", Cody Williams



Honorable Mentions: AISC/ACSA '10 Open Competition + D3 Housing Tomorrow

Design Studio Work – 3rd Year Design Studio (Winter Qtr '09) –
"Emerge", Rachel Jenzen

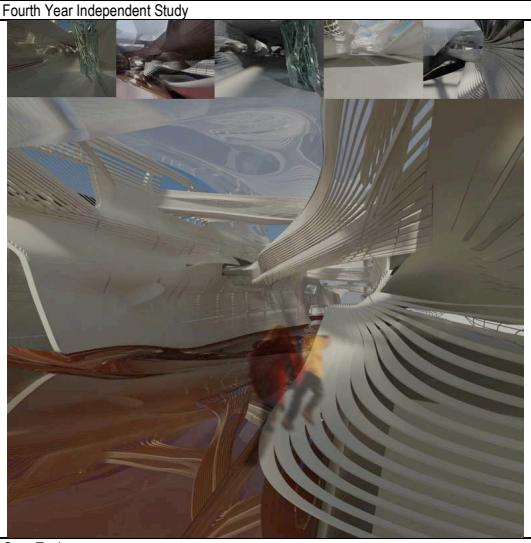


Best of Show (1st Place) 2010 3rd Year Juried Review

Fourth Year Independent Study

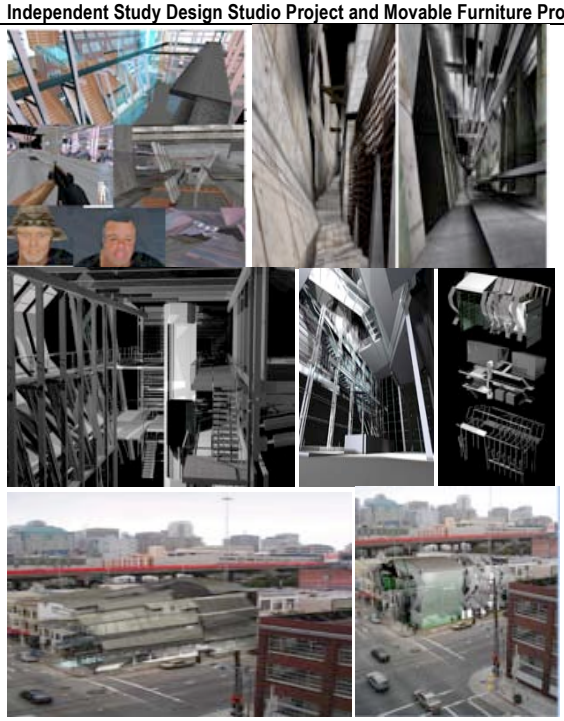
Rachel Glabe
Second Place '07 AIAS/Kawneer Pediatric Rehabilitation Center Competition, NYC

Fourth Year Independent Study

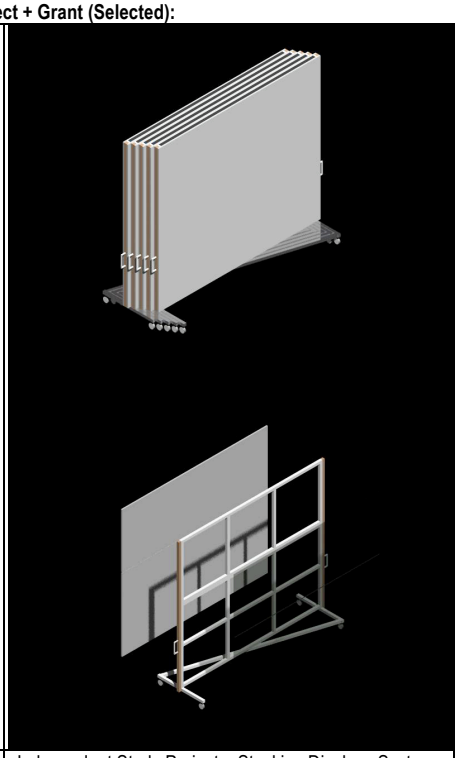


Greg Taylor
Honorable Mention '07 AISC/AISC Competition

Independent Study Design Studio Project and Movable Furniture Project + Grant (Selected):



Independent Study Projects – Range of Students
Creating Video Gaming Environments, Spring 2006



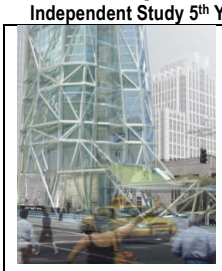
Independent Study Project – Stacking Displays System
Prototype Built, Spring 2010

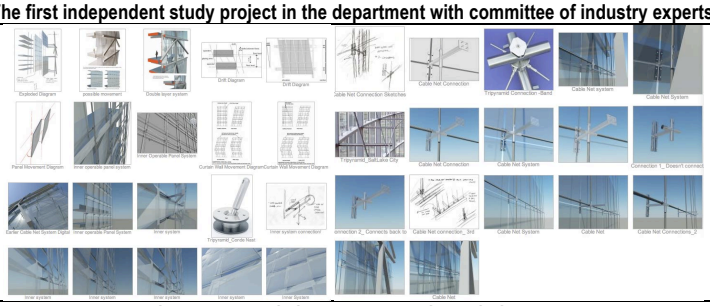
DAD'S STUDENT OVERVIEW PAGE

DAD'S STUDENT PROJECT EDIT PAGE

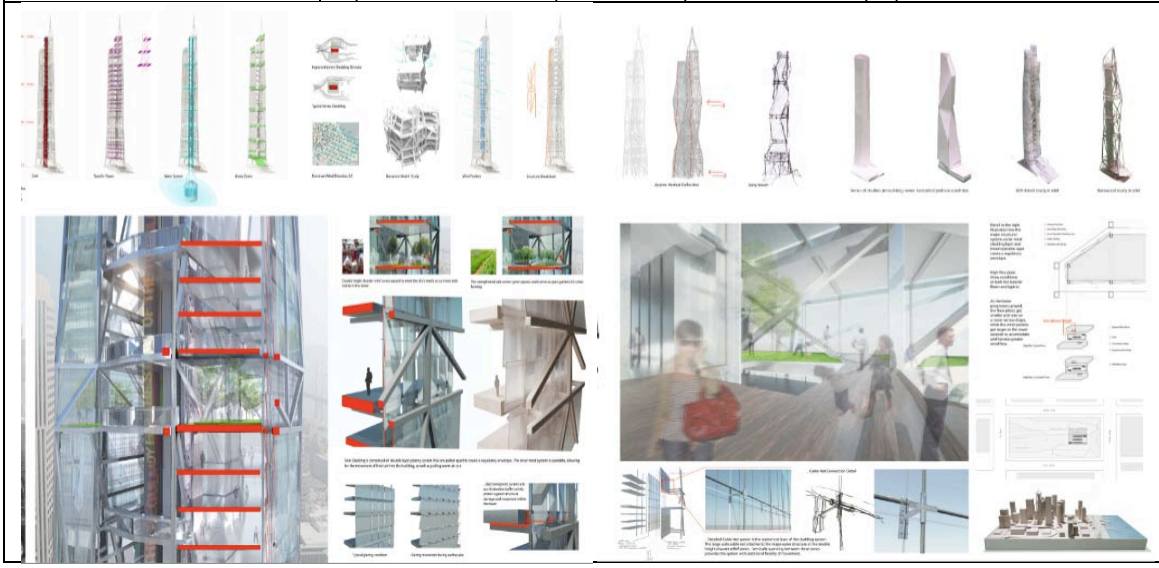
Proposed Design Authoring Database (DAD)
Research Grant Project, '00 to Current

Award Winning Student Design Studio Work (Selected):
Independent Study 5th Year Project (The first independent study project in the department with committee of industry experts)

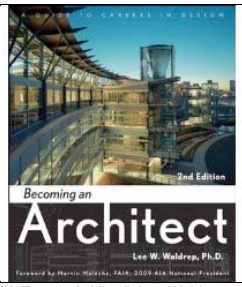




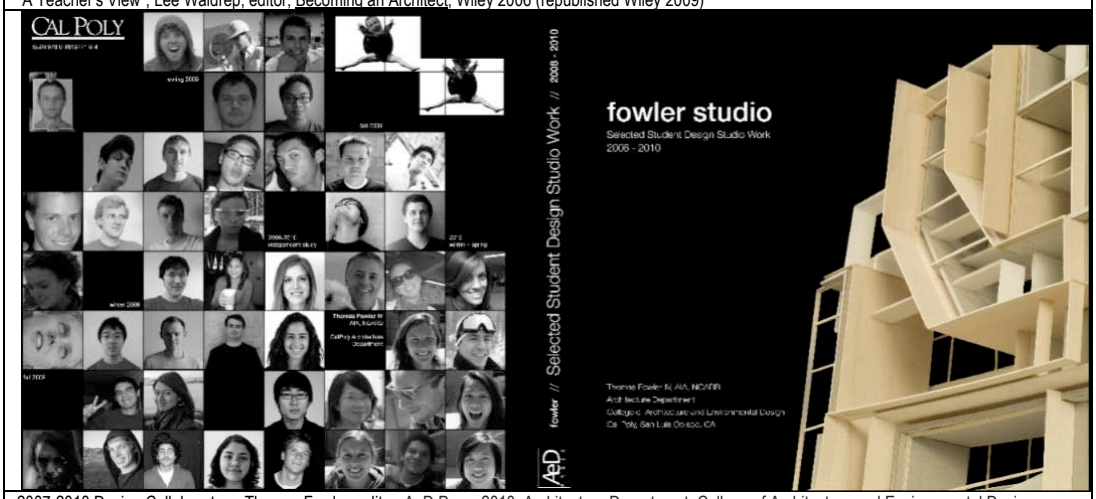
CIDS PROJECT CATEGORY:	**INDEPENDENT STUDY THESIS — BUILDING DESIGN**
Project Title:	Frequency In Flux – Seismology Center in San Francisco, CA, By Rachel Taylor
Date:	Spring 2008 — Winter 2009
Course Linkage(s):	Fifth Year Architecture Design (ARCH 492)
Disciplines Involved:	Thesis Committee Chair for committee composed of outside consultants from Industry which included design/build cladding consultant and engineers (structural, environmental and mechanical) and two faculty members from architecture (building systems and advanced technology fabrication expertise) and two faculty members from structural engineering (seismic and building systems integration)
Technology Used and (Technology Learned About):	Advanced digital modeling, cladding system design and construction, and 3D printing
Design Studio Project Connection:	Thesis project provided students in third year and fourth year studios with a greater understanding of cladding systems design.
International Student Design Competition Recognition:	Honorable Mention for 2009 ACSA/AISC (Steel) Competition
Faculty / Professional Consultants:	Committee composed of Professors Doefler, Cabrinha, Dong & Rihal (structural engineers) with leading industry experts: Structural Engineering (Mark Sarkisian, Head of SOM/SF's Structural Engineering Department, Environmental Engineering (Keith Boswell, Director of SOM/SF's Technical Division), Mechanical Engineer (Clark Bisel, Senior Vice President for Flack + Kurtz, SF, CA) and Cladding Designers/Subcontractors (Tripyramid, Boston, MA).
Budget:	N/A
Schedule:	Thesis project duration: Spring Qtr '08, Summer Qtr '08 (competitively selected for summer internship at SOM/SF, CA), Fall Qtr '08 & Winter Qtr '09 [Graduated June '09 (B.ARCH)]
Project Description:	A Seismological research and monitoring facility designed cable of withstanding the largest possible quake and outfitted with the latest prediction technology would be of great value to the city. The tower's ability to function as safe zone in the event of an earthquake would provide a much needed disaster relief safe harbor, while as educational aspect could inform the public and help them to be better prepared.



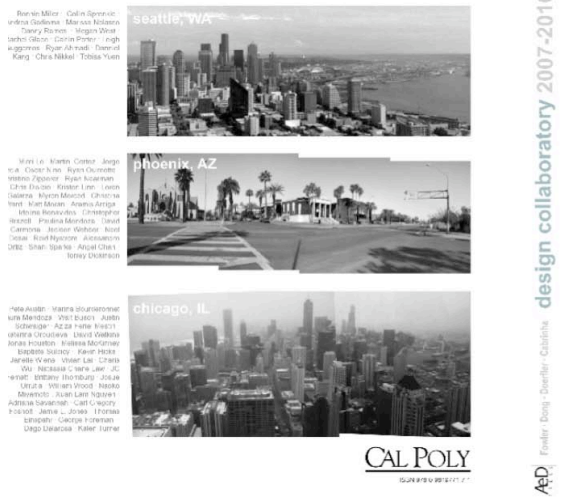
Books:

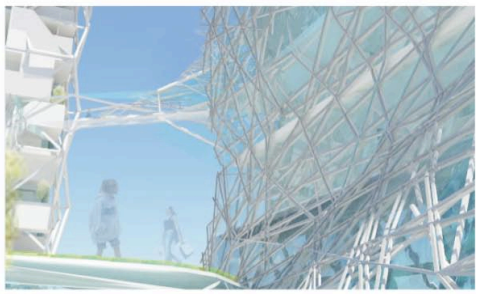


"A Teacher's View", Lee Waldrep, editor, Becoming an Architect, Wiley 2006 (republished Wiley 2009)



2007-2010 Design Collaboratory, Thomas Fowler, editor, AeD Press 2010, Architecture Department, College of Architecture and Environmental Design, California Polytechnic State University, San Luis Obispo, CA, ISBN 978-0-9819771-7-1





2007-2010 Design Collaboratory, Thomas Fowler, editor, AeD Press 2010, Architecture Department, College of Architecture and Environmental Design, California Polytechnic State University, San Luis Obispo, CA, ISBN 978-0-9819771-7-1

Former Students (Selected):

ADRIANA CUELLER, BARCH '00

A student in my Fall Quarter '97 Third Year Design Studio and Constructability Seminar Course
Currently: Started a small practice in *Tijuana*, Mexico and teaching part-time at the New School, San Diego, CA
Excerpts from a letter on 10/22/'06:

"I was always inspired by the work exhibited by students of Thomas Fowler on the outdoors of the architecture building. In the fall of 1997, I carefully choose Professor Fowler for my first third-year design course in Cal Poly."

"This (his) class has been a crucial turning point in my career. Through intensive multi-task exercises, Professor Fowler strongly emphasized the value of process in architecture. The intense production rested on a well-elaborated work structure that released each student to follow a path of creativity. Since the early stages of the class, a highly stimulative environment was created through the immediate production and interactive discussions between classmates."

"In addition to Fowler's successful pedagogic values in architecture, his kind, energetic and open personality facilitated an accessible and collaborative learning environment. His support and advices guided my motivation acquired in his class and opened myself for a wide range of architectural explorations."

"The impact Professor Fowler has had on me is still un-veiling after so many years. Evidently, what I experienced in his class gave me the security to expose myself to further challenges and I feel extremely grateful for it."

Post Cal Poly:

Adriana worked for Teddy Cruz for several years in San Diego, then attended Harvard Graduate School of Design where she finished a Master Degree on Design Studies in 2004. While at Harvard, she was awarded the Annual Award for Excellence in Housing Design for the architectural and urban proposals for Huixquilucan, México. She was awarded a 11-month Rome Prize Fellowship for Design in 2006 by the American Academy in Rome (at a young age of 29 years old), where she developed her independent research called *Trajectories*: an exploration of mapping through movement, the transformative aspects of Rome perceived today. Worked for Teddy Cruz, Award Winning Architect/Teacher in San Diego and *Rafael* Vinoly, NY.

DOMINIC LEONG, BARCH '01

A student in my Spring Quarter '99 Third Year Design Studio and Constructability Seminar Course
Currently: Started his award winning practice (most recent award 09/20/2010 winner of the Building Fashion Design Challenge Competition), Leong Leong Architecture, New York, < http://www.leong-leong.com/> and founding partner (1 of 3) of PARA.
Excerpts from a letter on 10/20/'06:

"Tom conducts his studio with an infectious charisma that brings a level of energy to the studio that I still find inspiring. His commitment to his studio is unwavering and tireless. I consider Tom a significant and enduring influence on my development as an architect and future educator. My education at CalPoly, in particular Tom Fowler, has provided me with a robust foundation for pursuing my aspirations as an architect in the most critical and demanding environments. I'm very pleased to recommend Tom with my absolute highest regards."

"Tom's emphasis on the rigorous exploration of representational techniques, from analog to digital, provided me with the tools to develop my own architectural voice. As my ideological positions have shifted and matured over the course of my education, many of the techniques and working methodologies that I learned in Tom's studio still inform my thinking process. Specifically, the simultaneous exploration of multiple representational techniques such as diagrams, drawings, analog and digital models has become an invaluable skill in a high-intensity, design-oriented firm such as Bernard Tschumi Architects."

Post Cal Poly:

Dominic attended Columbia University where he received a Master's in Advanced Architectural Design in 2003 with honors. He worked with Bernard Tschumi Architects in New York City for three years after graduating from Columbia GSAPP. During that time period, he was actively involved with the realization of a 6,000 seat concert hall in Limoges, France, as well as numerous international competitions. He designed and project managed an installation for the Swiss Pavilion in the 2006 Venice Architecture Biennale. In addition, he was a teaching assistant for Bernard Tschumi's studio at Columbia GSAPP (Spring 2006). Winner of the 2007 Young Architects Award (with Jonathan Lott, & Brian Price), Architectural League of NY for PARA-Project, New York City,

JONATHON LOTT, BARCH '03

A student in my Winter Quarter '01 Third Year Design Studio and linked Environmental Controls Seminar Course (Taught by another instructor)
Currently: Assistant Professor of Architecture @ Syracuse University and founding partner (1 of 3) of PARA, an award winning firm.
Excerpts from a letter on 10/21/'06

"In nine years (at the time of the letter) of architectural training, Tom Fowler has easily been one of my greatest influences."

"I have been asked several times since by prospective graduate students, what is the one thing that best prepared me for my experience at the GSD. My response is always: Tom Fowler's studio."

"Tom's studio also introduced me to the collaborative working environment of digital platforms. And while design software is obviously important media to master for today's architect, I would argue that Tom's teaching of communication through digital platforms is absolutely vital in an architect's training. This prepared me well for my graduate education, but equally for the working environment I experienced while at OMA."

Post Cal Poly:

Jonathan received a Master of Architecture from Harvard's Graduated School of Design (June 2005) with Distinction. Upon graduation, awarded the John E. Thayer Scholarship, the Alpha Rho Chi Medal, and his final studio project, for Rem Koolhaas, was nominated for the James Templeton Kelley Prize. Following graduation he accepted a summer teaching position with Harvard and then took a job with OMA in New York City as a project architect on their Louisville tower. Project editor for PRAXIS Journal of Writing + Building and recently received a Graham Foundation grant to publish a proposal called *PARAthesis*, discussing research initiatives within academe. Winner of the 2007 Young Architects Award (with Dominic Leong, & Brian Price), Architectural League of NY for PARA, New York City

FRANK T. MAHON, BARCH '03

A student in my Winter Quarter '01 Third Year Design Studio and linked Environmental Controls Seminar Course (Taught by another instructor)
Currrently: Working for Diller Scofidio + Renfro, New York
Excerpts from a letter on 10/19/'06:

"I remember the third-year design studio I took with Tom as one of the most challenging and tiring, but also inspiring and lasting experiences of my career at Cal Poly. Tom inspired the best in his students and showed us with our own work what we could accomplish. The lessons I learned from Tom about education, design, and myself have remained with me since.

"Tom often told us we must "suspend disbelief" in order to achieve inventive design. I found this philosophy to be in amazing abundance at Gehry Partners (worked there for four years), reminding me of Tom's studio.

"In addition to the practical applicability of Tom's architectural lessons, he became an important advisor and mentor as I embarked upon the graduate school application process."

"I had brought images of the projects I was working on (at Frank Gehry's – when he visit Cal Poly sometime in '05) and after I was finished sharing, much to my surprise late on a Friday evening, Tom was eager to share with me the work he had been doing. He showed me much of his previous students' work, including many typically exquisitely detailed "Fowler basswood models," and discussed how the work had been evolving since I had been in his class, as well as the new directions he had been pursuing. Tom was eager for my input and thoughts and had made me comfortable enough to offer both praise and critique. As minor as this encounter might seem, it has strongly buoyed my conviction to teach. Tom's eagerness to treat me as a peer, to learn from me, and to seriously discuss his pedagogy has stayed with me since and reminded me of my own potential in the educational realm. "

Post Cal Poly:

Frank became a design model builder for Gehry Partners, LLP (for four years), where he worked on a 6,500 square meter office building in Basel, a competition for a 50,000 square meter museum of art in Hong Kong, and a 10,000 square meter museum of contemporary art in Paris. He attended Princeton's 1.5-year Master of Architecture program.

SAMUEL BERMUDEZ, BARCH '04

A student in my Winter Quarter '03 Third Year Design Studio and linked Environmental Controls Seminar Course (Taught by another instructor)
Currrently: Leading Gensler's San Jose, Costa Rica Office (General Manager) after only 5 years out of school.
Excerpts from a letter 09/30/09 (see full letter attached):

"Tom taught me the value of time and out ability to come up with outstanding ideas with the stroke of a pencil, a quick model, or a digital sketch."

Post Cal Poly:

Sam convinced Arthur Gensler to have him start the Costa Rica Office. Recently speaking with Sam, the office is doing well even in these uncertain global economic times.

Unsolicited Letters from Practitioners on Students' Design Studio Work:

On 6/29/02 12:50 PM,
FROM "David.Diamond@som.com" <David.Diamond@som.com> wrote:

Tom, Thank you for the postcards of your students' final projects (Prada Retail Center Project, San Francisco, CA). I was quite impressed by the quality of both the design and the graphic presentations, especially considering they are only third year. I liked most of the students' designs much better than what Rem Koolhaus is proposing for the site, which I agree with the critics who claim it looks like a giant cheese grater. I passed the postcards along to Patrick Daly, who is the senior design associate partner responsible for Electronic Arts, and he was also very impressed with the quality of your students' work. Your students should be encouraged to keep in touch with SOM when they graduate, or they should apply for summer internships if they are interested. I hope that you are enjoying your summer break, and please feel free to keep in touch with me in the future.

David Diamond, Associate
Skidmore, Owings & Merrill LLP, One Front Street, San Francisco, CA 94111, 415.981.1555

On 4/15/03 3:18 PM,
FROM "Alice Carey" <acarey@carey-sf.com> wrote:
I am speaking at the CA Preservation Foundation Conference on designing in an historic district. I am using the Prada project as an example. I ran across your web site with student projects. Did they use the same program as the real thing? Would I be able to obtain some of the projects electronically to use in a power point show.

Congratulations on being rated the second best architecture school in the country.

A Cal Grad
ARC

Alice Carey, President
Carey & Co Inc., Old Engine Co. No., 2460 Bush St, San Francisco CA 94108, 415-773-0773

A Selected Sampling of Third Year Design Studio Projects, Prada Retail Center Project in San Francisco, CA (same site and program as OMA's proposed Prada Project), Spring 2002

Developed SOM/SF Professional Studio for Fall 2009 (Students take a Design Studio for academic credit and work as an intern for 20 hours a week)

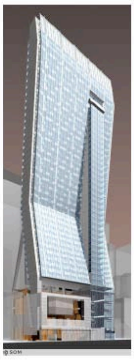
SOM – ADVANCED HIGH RISE LAB
Fall 2009

Concept - The SOM San Francisco Office, *High Rise Lab* will be an academic studio for advanced level students exploring topics related to interdisciplinary building system integration and its influence on form making.
Mirroring the firm's collaborative creative culture, the studio will be co-instructed by a Senior Designer from the firm's Architectural Studios and a Senior Structural Engineer. As appropriate, expertise from other members of the office as well as consultants will be drawn upon for topic specific discussions, lectures and critiques.
In recognition of the global trend towards urbanization of our population and the challenges this will pose for future design professionals, the studio problem will focus on an urban high-rise. Issues of scale, mixed-use, tectonics, enclosure, structure and environmental performance will all be topics for exploration.

Students - 2 each from:
- Cal Poly - 4th year students (will also work as interns up to 20 hrs per week)
- CCA* – 4th year, 5th year or Masters Students
- UC Berkeley* – Masters Students

Prerequisites - Students should be from advanced levels of an accredited architectural program (leading to either a Bachelors of Architecture or a Masters of Architecture). Required completed coursework include 1 Architectural History/Theory Class, and 1 Structures Class.

Selection - Students will be nominated by faculty at their particular institution and submit a portfolio for final selection by the SOM. This selection process will occur in the late spring, prior to the summer break.



Studio - Studio Space will be provided in SOM/SF's offices. This will provide the students with maximum opportunities to collaborate with one another and the instructors as well as providing access to the office's resources.

Calendar - The studio calendar will follow the 14-week semester (classes start in August) system of the CCA and UC Berkeley students and the Cal Poly students will start at this time too.

Contact - DO NOT CONTACT SOM OR CAL POLY'S SAN FRANCISCO URBAN DESIGN INTERNSHIP PROGRAM COORDINATOR DIRECTLY.

Interested 4th year students are strongly encouraged to contact Professor Thomas Fowler, IV, AIA tfowler@calpoly.edu for additional information about this program and for feedback on draft portfolio submissions before the end of Fall Quarter 2008.

Applications will be due to Professor Fowler via email by no later than Friday January 23, 2009. Late submissions will not be accepted. Students will be required to submit a SINGLE 8 ½ x 11 electronic document (NOT TO EXCEED 2 MBs) that has student's portfolio not to exceed 10 pages, plus a one page resume, and cover letter not exceeding a single page indicating why you would like to participate in this professional studio. SOM will make their selections for professional studio by Monday March 2nd. Accepted students will start the professional studio in August. Also, depending on space availability, there may be an opportunity for accepted students to participate in SOM's summer internship program, which starts the first week in June.