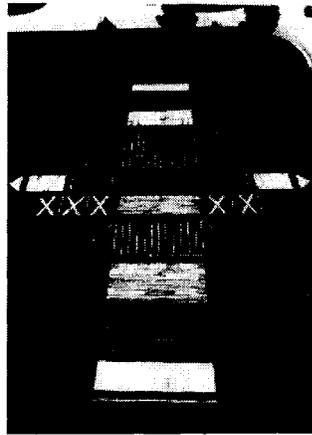


The Storage Projects: Research, Pedagogy & Practice

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The submission of this booklet evidences my intention to expand the discussion of "faculty design" beyond the limits of production relative to a specific object, architecture, or student project. Instead, the enclosed work offers a research-based approach to design informing the operations of architectural pedagogy, academic research, and professional practice.

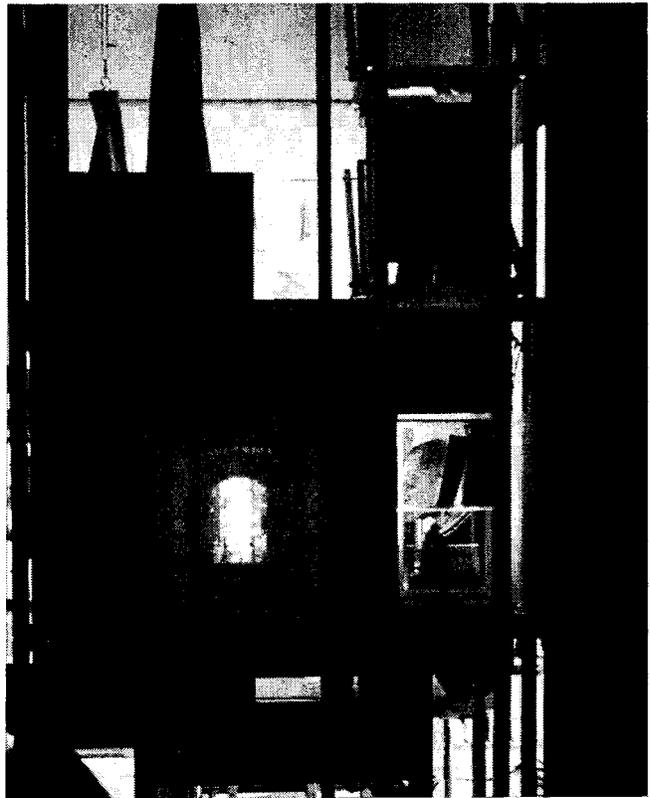
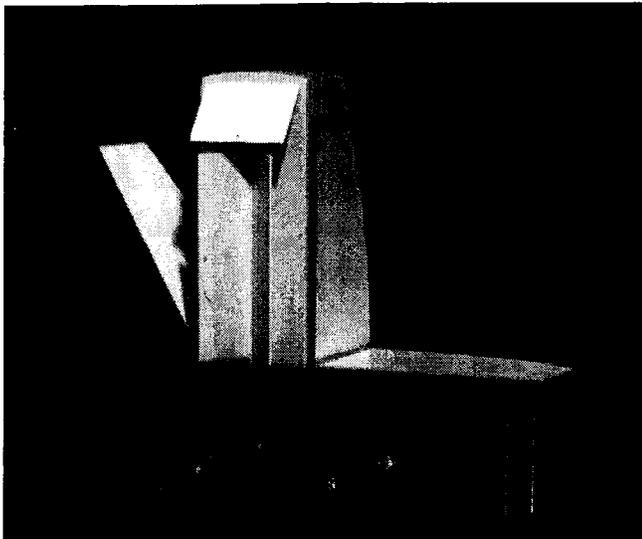
The projects described herein are grounded in the thematic of storage and mobility endemic to the landscape and culture of the American midwest. Addressing a theory of design, the work eschews strategies based on similitude that offer false synthesis or discrete separation between the related actions of the architect, professor, and scholar. Instead, actions undertaken within these interdependent realms share a basic methodological structure while knowledge generated forms an expanded field from which information may be appropriated, interpreted, and applied. The work is accretive, but not linear. Relying on the collection and interpretation of knowledge across disciplines, research-based approaches maintain the important differences framed by the cultural, political, or production methods relative to the individual discipline.



bottom left: Storage/Furniture,
The Mobile Storage Unit
Project.

left: Storage in the Landscape,
The Corn Crib Project.

below: Urban Storage, Information Exchange, Communication Exchange, Body Fluids Exchange.



Within the context of academia, research-based studio pedagogy is above all a teaching strategy, concerned with preparing students to think critically while acting independently. Challenging students to attribute renewed attention to the everyday and the commonplace, personal experience is re-affirmed as a valid mode of understanding. Revealing opportunities for research within the context of the local environment, students challenge the singular authority of "experts" or the currency of "objective" facts. As individual experience alters conventions, research practices often appear "...amiss, aside, irregular, or disordered" reflecting individual control. In the realm of pedagogy, research is a strengthening agent, describing independent strategies of interpretation, students gain confidence in their ability to develop individual processes of design.

Within the realm of practice—where specialization, service, and economy have become operative concerns—research opportunities are often uncovered through the careful scrutiny and re-reading of conventional scenes. At that juncture, the actions of pedagogy and practice overlap. Working tactically, the architect like the student, identifies individual research interests within the context of traditional design problems. Although as professionals we provide a wide range of traditional services, the future expansion of professional opportunities may be lodged in our ability to identify and incorporate research initiatives that define, direct, and distinguish our efforts beyond the limits of convention.

The following work records the development of research-based practices in architectural pedagogy, academic research, and professional practice. Developed over a five-year period, the work begun in 1990 with the Mobile Storage Unit Project continues today as the construction of the first prototypes of the Domestic Sections near construction. Also recorded within the context of the work are the actions of the architecture professor/professional architect. Operating between the poles of pedagogy and professional practice, research-based practices offer the work of architecture as both as cultural activity and constructive discipline.



left: Sub-Urban Storage, The Jones Residence.

below: Urban Storage: Information Exchange, Communication Exchange, Body Fluids Exchange.

bottom: Temporary Storage, Domestic Sections Project.

