LESLIE PALACIOS, PhD

# SUMMARY

Environment and Design PhD with experience teaching landscape architecture design studio, graphic, seminar, and engineering courses, seeking a position as an assistant professor for teaching and service.

# EDUCATION

**PhD Environment and Planning**  2020  University of Georgia  College of Environment + Design

**Master of Landscape Architecture**  2012  Virginia Tech  College of Architecture + Urban Studies  Landscape Architecture Program

**Bachelor of Landscape Architecture**  2009  Virginia Tech  College of Architecture + Urban Studies  Landscape

Architecture Program

# TEACHING EXPERIENCE

**Instructor**  Spring 2023, Spring 2022  LA 34600  Site Systems II  Purdue University  Department of Landscape

Architecture  Developed program to instructed in principles of earthworks, grading, surface drainage, and stormwater management. Explored contour lines and topographic representation along with standards of grading practices, notations, and nomenclature. Established lessons for calculating cut and fill and working with stormwater runoff. Teaching utilized small format exercises.

**Instructor**  Spring 2023, Spring 2022  LA 21600  Landscape Architectural Design I  Purdue University  Department of Landscape Architecture  Designed course as an introduction to process and site design for this foundation course for first year landscape architecture students. The course began with principles and elements of design and moved through form and fabric in the landscape environment. The course concluded with a small-scale design problem. Emphasis was given to connecting and applying fundamentals to a real-world situation, understanding, working with critique and honing skills for presenting to stakeholders.

**Instructor**  Fall 2022 LA 11600  Graphic Communications in Design  Purdue University  Department of Landscape Architecture  Developed a course that explored, with the students, hand-graphic including hand drafting, sketching, architectural lettering, conceptual graphics, illustrative renderings, and drawing to scale. Fostered, through short exercises, three-dimensional thinking and associated drawing methods.

**Instructor**  Fall 2022, Fall 2021  LA 24600  Site Systems I Hardscape Materials in the Landscape  Purdue University  Department of Landscape Architecture  Develop course introducing hardscape materials, their properties and uses in the landscape. Instruct in the methods of detailing and specification. Led Field trips to local hardscape purveyors, sites under construction, and finished sites to aid the students understanding of materials. Review historical and contemporary uses of materials. Presented methods of detailing and notation in small format exercises.

**Instructor**  Summer 2022  LA 10600  Accelerated Foundation Studio  Purdue University  Department of Landscape Architecture  Summer studio for students desiring admission to the Landscape Architecture Program. Co-taught bootcamp style high intensity studio to introduce students to graphics and foundational studio processes and design. Taught first half with an emphasis on elements and principles of design and hand graphic and drawing techniques.

**Instructor**  Fall 2021 LA 10100  Survey of Landscape Architecture  Purdue University  Department of Landscape Architecture  Taught general overview of the profession of landscape architecture to undergraduate students in landscape architecture and landscape horticulture-design. Impressed on the students the connection between design and the environment through lectures and exercises that emphasized historical and contemporary design and the art and science supporting the profession.

**Instructor**  Summer 2021, Fall 2019, Spring 2019  LAND 1500e  Design and the Environment (online course)University of Georgia  College of Environment and Design  Developed an online course and all associated materials, including assignments and quizzes, to introduce environment and design and the discipline of landscape architecture and urban design. Reviewed history, influential people, important built projects with the students. Highlighted issues of site planning and spaces, urban design and community planning along with the relationship between landscape architecture and climate change.

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**Instructor**  Spring 2021 LAND 2210  Design Communication I Studio – Hand Graphic  University of Georgia  College of Environment and Design  Developed a hands-on studio course to introduce second year landscape architecture students to semi-professional drafting and landscape architecture standard graphic conventions such as lettering, composition, line quality, symbol development and various orthographic techniques utilizing various artistic media.

**Instructor**  Spring 2021, Spring 2018  LAND 2020  Design Studio II**:** Elements + Principles + Processes University of Georgia

 College of Environment and Design  Developed course content for the design studio. Based largely on Catherine Dee’s foundational *Form and Fabric in Landscape Architecture*, the course centered around the discovery and application of the fundamentals of analysis and synthesis in the conceptual development of landscape architecture. The studio incorporated aspects of digital and hand graphics applications, selection of materials, and development of a design aesthetic.

**Instructor**  Fall 2017  LAND 2010  Fundamentals of Environmental Design University of Georgia  College of Environment and Design  Worked in concert with the other studio faculty to develop first semester studio course material and syllabus that introduces landscape architecture students to projects which integrated a range of design determinants. The emphasis on learning-by-doing as students explore “designerly” ways of thinking and knowing.

**Co-Instructor**  Fall 2017  with Dr. Rosanna Rivera  FYOS 1001 First Year Odyssey – Spatial Thinking: Google Maps and Beyond  University of Georgia  College of Environment and Design  Co-created and developed syllabus and course materials for a first-year experience to introduce non-majors to the College of Environment and Design and some of the mapping technology we use for analysis and design.

**Instructor**  Fall 2011  LAR 1011  Introduction to Landscape Architecture  Virginia Tech  College of Architecture  Dept of Landscape Architecture  Revamped course materials and created new syllabus for online introduction course for non-majors to the landscape architecture program through an exploration of processes, designed places, and influential people in the discipline.

# GRADUATE WORK

**Graduate Assistant**  Fall 2016 through Summer 2017  Assist with the East Georgia State College Master Plan Program Graduate Course  University of Georgia  College of Environment and Design. Assisted with the acquisition and development of course materials. Secured and prepared course maps and prepared a historical survey of the college for use by the students. Participated in desk and pin-up critiques and compiled final documents for the client.

**Graduate Teaching Assistant**  Spring 2012  LAR 3015 Design Studio  Site Program and Community

Virginia Tech  College of Architecture  Dept of Landscape Architecture  Participated in desk crits and assisted with document preparation for the course.

**Graduate Teaching Assistant**  Fall 2010  LAR 2164 Landform Function & Aesthetics Virginia Tech  College of Architecture  Dept of Landscape Architecture  Assisted instructor with classroom instruction and document preparation.

# PUBLICATIONS & PRESENTATIONS

**Dissertation** September 2020  *Exploring the Relationship Between Studio-Based Learning and Active Learning in the Landscape Architecture Design Studio.* The landscape architecture design studio has seen little change in its 120 years in academe in the United States, and limited research on its pedagogic processes has been conducted. This study was intended to explore the relationship between studio-based learning, as manifested in the landscape architecture design studio, and active learning. It is reasoned that there are similarities between active learning and studio-based learning and that active learning could find value in design studio pedagogy. Moreover, the design studio should look to active learning’s inclusion of reflection

**Presentation**  October 2019  UGA Innovation in Teaching Conference  *Teaching Spatial Design History to Design Students with a Hands-on Learning Method* Students in design disciplines learn best through experiential hands-on methods of problem solving. Thus, design histories taught through traditional lecture applications do not necessarily achieve desired learning outcomes involving spatial understanding of design decisions. These decisions are vital to developing a sense of space and place when designing for the built environment. Active learning has been the subject

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of research in many disciplines resulting in efficacy of effectiveness in achieving learning outcomes. However, the active learning research into design field remains largely negligible. By applying an active learning pedagogy to a design discipline history course, the aim of this action research project is to determine if hands-on activity and reflective action will develop deeper understanding of spatial design principles.

**Presentation**  October 2018  UGA Innovation in Teaching Conference  *Engaging the Z-Generation Students in Doing and Thinking: Active Learning in the Design Studio*  For decades design studio has been said to be among the most innovative teaching environments in higher education. Studio teachers claim that something magical often happens when students learn in that setting, which inspires more creative and innovative students. With the university student population drastically changed in comparison to previous generations, a need to address the unique characteristics and learning modes of the constantly connected and clicking Z-generation needs to be taught in innovative and relevant ways. Active learning strategies, based on the design studio pedagogy, have been proven to engage previous generations in doing meaningful learning activities and thinking about what they are doing.

This study explores the extent to which undergraduate faculty and Z-generation students implement active learning strategies, such as project-based learning, in the design studio; and in cases where active learning is used, how the teaching is driven by any significant knowledge of active learning.

**Presentation**  March 2017  UGA Interdisciplinary Research Innovation Symposium Conference  *Spatial Literacy: Designing a Pedagogy*  Spatial literacy a teachable, learnable and important competency for relating to, interpreting, and moving through the world. Visual literacy is the ability to recognize and understand ideas conveyed through visible actions or images. How to read visuals representation and create images and understanding and comprehending the visual as a part of the larger body of sensory knowledge and skills. Being able to use what is seen is a skill toward understanding the visual in a meaningful manner and to create images to relay information.

**Graduate Thesis**  December 2012  *The Value of Inclusion of the Peri-Urban Interface on Quality of Life for the Urban Population*  This paper examines peri-urban space existing separate from the urban fabric and often in between urban and rural landscapes. This is a largely neglected area and often considered by each side as belonging to the other. Contemporary studies identify two sides associated with the rural-urban fringe: the expanding built settlements and ebbing countryside, ignoring significance and the circumstance of the spaces. The peri-urban fringe is a planning opportunity, which provides services beyond simple human habitat or wasteland of undesirable function. This paper examines a series of case studies, which display peri-urban land-use planning and design through established areas, boundaries, and buffers spanning North America, Western Europe, and Australia. Each area is examined to determine scope, program, and ecological and social impacts.

**Poster Presentation**  May 2012  International Federation of Landscape Architects  Cape Town 

*Bringing the Peri-Urban Interface to the Forefront of Design and Planning*  The Peri urban interface exists at the suburban edge and deserves attention as conservation and preservation land. This island of land provides an opportunity to bring and/or connect natural and recreational areas with the urban fabric. This connection to natural and open spaces increases the likelihood of increased activity for the urban dweller.

**Poster Presentation**  February 2012  The 2012 Virginia Teach College of Architecture and Urban Studies

Annual Graduate Student Poster Symposium  Blacksburg, Virginia  *Pleasure House Point: Deep Mapping and the Passage of Time, Influence, and Emotion.* An exercise in deep mapping that explored the historic Pleasure House shore area at the mouth of the Chesapeake Bay. Mapping revealed the history of the shoreline’s physical, environmental, and emotional changes over the centuries.

**Conference Presentation**  November 2011  Spaces and Flows Conference  Prato, Italy  *The Peri-Urban Interface: Strategies for a Wholesome and Healthy Urban Population*  The peri urban interface is an underutilized area of the urban interface which can provide alternatives to high density urban environments while creating healthy and environmental connections for the suburban population.

# AWARDS & CERTIFICATES

* Spring 2021 Kappa Alpha Kappa Honor Society
* Spring 2019 LEED Green Associate Certificate
* Spring 2012 Sigma Lambda Alpha Honor Society

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