

Rhonda Gilmore

Web Bio

Information

Biography

Biographical Statement

As a design educator, I believe in balancing critical inquiry with skill development: teaching students how to use their intellect and utilize their skills to problem-solve for a design-hungry world is both challenging and immensely rewarding. This combination of left brain / right brain functions known as the design process improves the human condition and I view my role as a guide for students as they endeavor to learn from those problems that require and even plead for a designed response.

Professional

Current Professional Activities

- Member - National Council for Preservation Education
- Member - National Trust for Historic Preservation
- Member - Preservation League of New York

Coordinator, DEA LightLab:

Working with the lighting design firm Atelier Ten and the College of Human Ecology facilities department, the design and impending construction of a lighting lab for student use will be completed in the Winter of 2012.

Coordinator, Interior Design Admissions Committee:

Reviewed portfolios and files for prospective students and worked with College of Human Ecology Admissions Office.

Coordinator, DEA Graduation Reception and Senior Exhibit

Working in conjunction with the Class of 2011 graduating seniors and graduate students in DEA, we created a department-wide reception for the Class and their families as well as an exhibit showcasing student work during their academic careers.

Presenter/Host, "Bring Your Child to Work Day" at Cornell:

For the past nine years, the sophomore design studio has worked with the children of Cornell employees during this annual event, teaching them the basics of the design process. Over 20 children and adults attended the 2011 session, with each participating middle school or high school student taking home drawings for an information kiosk for their school.

Research

Extension

Education

Education

- M.A. 1994 - Cornell University Interior Design
- B.S. 1982 - University of Cincinnati Architecture, Art and Planning
- LEED Associate Professional 2009

Courses

Courses Taught

DEA 1100 - Design Generation[s]

This was the first year we offered a Cornell Summer College course for rising juniors and seniors in high school: as a design immersion experience, the 18 students from around the world (India, London, China, Venezuela, Atlanta, NYC and LA) came together to learn the potential of design as a change agent.

Working as both individuals and in groups, the class was given the opportunity to understand problem-solving on many levels, from the macro-scale of urban planning to the micro-scale of graphic design, web design. Activities included building debris huts in a Cornell forest, visiting 3 LEED certified buildings on campus including a tour of the new Milstein Hall by Rem Koolhaas, and design exercises which addressed social issues relevant to college campus life. The result of all this design activity was an exhibit, designed and installed by the students, showcasing their projects and providing them an opportunity to reflect on their three-week immersion in DEA and Cornell.

DEA 2202 - Design Studio IV

Expanding the academic and professional opportunities of second year interior design students, this course combines both skill development and creative problem-solving in two primary projects:

- health care design
- lighting design for health care settings

During the 2011 course, the students completed the programming/schematic design/design development/construction documents phases for a 7,000 square foot health care facility. Students selected either ophthalmology practices or women's health care practices and used evidence-based design to create viable interiors for these two health care facility types. LEED for Healthcare criteria were also reviewed and incorporated in the students' projects. Studying recent trends in health care and taking multiple field trips to document existing facilities, the students gained a working knowledge of facility design for this expanding segment in the architecture/design community.

Lighting design to foster healing in often stressful medical environments was the focus of the second half of this studio experience. After studying the categories of lighting qualities, lamp types, etc., the students were engaged in lighting their selected healthcare interiors. After learning the rudiments of a reflected ceiling plan, luminaire placement, building construction to support lighting solutions, the students created all design/construction documentation for their lighting decisions. The next component was the actual creation of a wall sconce to be used in their healthcare setting. Students created mock-ups using an actual surface-mounted CFL: these mock-ups became finish models with supporting documentation which were reviewed in class and then became the basis of a lighting exhibit that was installed in the foyer of Mann Library.

DEA 3030 - Introduction to Materials, Finishes, and Furnishings

After the study of interior materials' characteristics and capabilities, the course moves onto the sustainable approach to the selection and specification of "green" interior materials. LEED criteria are connected to the study of creating sustainable interiors with an emphasis on earning points for design decisions. Field trips expose the students to "materials in action" and provide examples of use/maintenance issues. Skills such as life cycle costing and writing green specifications are incorporated in the course, as are group work/presentations on current sustainable material options for the built environment. Visiting lecturers this year included Kerri Marshall and Tony Roman from e2e materials, a company producing plant-based composites here in Ithaca, NY.

DEA 3050 - Construction Documents and Detailing

Putting construction documents in context involves the study of archival drawings in the Kroch Rare and Manuscript Collection. Students analyze drawings from the late 19th and early 20th centuries and then transition to the study of construction document production in the last 3 centuries. Exercises address the organizational structure of a set of documents for construction and include the creation of a series of drawings: floor plans, furniture floor plans, reflected ceiling plans, interior elevations, etc. for the design of a teleconferencing space here in the College of Human Ecology. Students visit several teleconference installations on campus and actually participate in a teleconference to better

design an environment that supports virtual meetings.

DEA 4401 - Design Studio VII

This adaptive re-use / preservation studio serves as the only comprehensive studio experience for students in the interior design option / DEA. Students learn the benefits of historic preservation relevant to sustainable design, are introduced to the LEED system, and study an existing historic structure to use as the context for their interior design solutions. Due to the location of the National Trust for Historic Preservation annual conference in Buffalo, NY, the seniors worked with the firm Flynn Battaglia (known for work at Cornell as well) to design the interiors of the Genesee Gateway: a series of 8 buildings near downtown Buffalo. The students traveled to the site, completed the documentation and analysis of these structures, and then selected appropriate uses based on demographics and feasibility studies for Buffalo. After the physical documentation and adaptive re-use assessment of the buildings was completed, the students selected those buildings which best suited their use or functional requirements for their chosen facility types. Schemes included: hotels, co-housing, dining, a wedding consulting firm, a medical library/housing and an animation studio among others. Schematic design and design development phases included the two-dimensional and three-dimensional representation of their design solutions. The semester concluded with the creation of construction drawings documenting each students' intentions and a final presentation given to a partner with Flynn Battaglia.

DEA 4230 - Restaurant Charrette

A collaborative experience that brought together design students from the University of Cincinnati and Cornell to suggest design modifications for a winery/cafe located on Seneca Lake in central New York state: working with the owners of Red Newt Winery, student groups (incorporating a mix of UC & CU students) visited and documented the site, made design recommendations and presented their final solutions via Skype to the owners, Deb and David Whiting (due to a snow storm which prevented their traveling to campus to view the students' work). This entire experience was contained within one weekend...

Websites

Related Websites

http://courseinfo.cit.cornell.edu/courses/DEA_423/

Administration

Administrative Responsibilities

CHE / Design Team

Provided design consultation services to the College for the new HEB (Human Ecology Building) and the renovation of Martha Van Rensselaer Hall including design reviews of architectural submissions to the College, site visits, and FF&E selection

DEA / ID Admissions Committee:

As chair of this group, I worked with several other ID faculty to review prospective freshmen and transfer student files and portfolios. We reviewed over 48 files for the year 2011. We also met with HE Admissions staff throughout the year, discussing strategies for marketing and accessibility for future studio groups

DEA Advisor:

Worked with 8 students in the spring and fall of 2010 as an advisor on course selection, professional practice strategies, and other pertinent student issues

DEA Senior Show & Reception

Coordinated seniors' exhibit installation and design for their Senior Show.
Coordinated senior and graduate student reception for parents and families of our graduating class of 2010 on Commencement Day

NEOCON Exhibit

Coordinated the installation of student work / exhibit at the Merchandise Mart in Chicago, IL for NEOCON, June 2010

Publications
