

Teaching

Steffen Lehmann's broad areas of teaching:

- Sustainable architecture and urban design (advanced design studios)
- Research in new technologies for future cities
- Architecture and urbanism theory
- Impact on social behaviour of individuals and communities
- design interventions to improve sustainability, adaptive reuse and regeneration
- Leadership in design and urban governance

He has a strong commitment to transformative teaching at undergraduate and postgraduate level.

His teaching is in the following subject areas:

- Architectural and Urban Design Studio
- Urban History, Theory & Criticism
- Research Methods
- Design for Urban Regeneration and Sustainable Cities
- Ph.D. Supervisor and Examiner
- Ph.D. thesis supervision; advanced research training
- Guest lectures on design theory and sustainable city design across disciplines

Prof. Steffen Lehmann has been teaching on sustainable architecture and urbanism since the 1990s and has an extensive international network, connecting with a variety of experts and organizations worldwide.

Key questions are:

- *How can we shape the urban development towards sustainable futures?*
- *What is a vision of sustainable cities as an engine for greening the economy?*
- *How can we better deal with the interdisciplinary challenges in sustainable cities?*

Steffen has taught modules across disciplines at Schools of Architecture at five universities and received consistently very good student evaluations. He has led major curriculum initiatives and introduced new approaches to teaching. He is training 'critical thinking' and makes students passionate about architecture and sustainability.

Inspiring • Transforming • Learning • For life

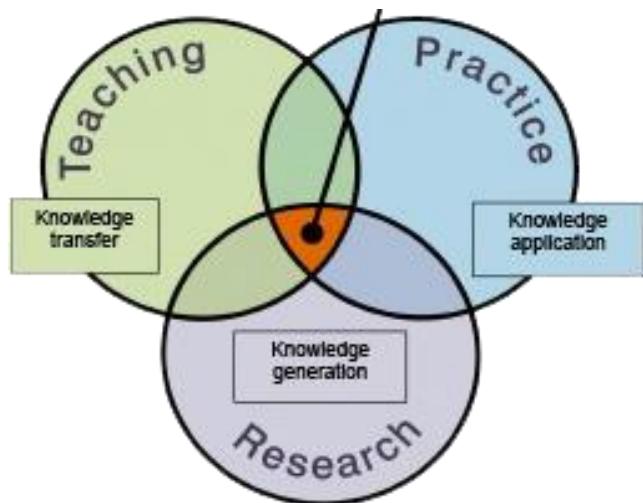
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Architectural design applies critical methods of creative thinking to develop and implement innovative solutions and advance knowledge.

My interest is centred on teaching and learning within the speculative studio setting that allows for a nexus between making and discovery, and the possibility for both to influence the other.

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Our activities are located here



Teaching architectural and urban design research

Diagram of the teaching-research-practice nexus.
Good design is always research-informed.

Since 1991, Dr. Steffen Lehmann has initiated and led numerous advanced and research-driven city design studios in Master programmes around the world, with invitations to teach at leading design schools, such as the Technical University of Munich (DAAD-Professor), University of California Berkeley, Tongji University and National University Singapore, which further influenced his thinking.

Since then, he has trained over 1,000 architecture graduates, and many of them went on to become successful architects in their own rights, won awards or became university lecturers. His academic appointments since then include senior positions at universities in the UK, Australia, Germany, Asia and the USA.

He has taught advanced design studios in team with Harry Seidler, Hans Hollein, Arata Isozaki and other eminent architects. He is particularly interested in the dynamic relationship that can exist between Teaching - Research - Practice.

In 2008, he received the **Award for Teaching Excellence** at the University of Newcastle (Australia), recognizing his significant contribution in the field of teaching sustainable design principles and in Ph.D. supervision.

**Being a good city leader is one of the most important jobs there is.
As a city leader you hold the key to both your own and your city's success.
We teach you the tools and practical strategies necessary to be a leader in sustainable urban transformation and development of a liveable city.**

Over the last 25 years, he was invited as Visiting Design Critic to design studios at leading universities worldwide (at over 50 universities), including:

Architectural Association School
Technical University Berlin
Boston Architectural College
Technical University Munich
Kunsthochschule Berlin-Weissensee
Technical University Braunschweig
Kingston Polytechnic London
National University of Singapore
North London Polytechnic
The University of Newcastle NSW
University of Applied Sciences & Technology Berlin
Queensland University of Technology
University of Applied Sciences Mainz
The University of Queensland
University of Applied Sciences Trier
The University of Adelaide
University of Applied Sciences Detmold
Uni Tech Lae PNG
University of Applied Sciences Holzminden
Chulalongkorn University Bangkok
Tongji University Shanghai
Technical University Istanbul Turkey
City University Hong Kong
John Moores University Liverpool
University of Cincinnati
University of Newcastle upon Tyne, UK
Florida International University Miami
Rizvi College of Architecture Mumbai
Columbia University New York
School of Planning & Architecture Delhi
Cal Poly San Louis Obispo
Summer Academy Salzburg
Harvard University GSD
Technical University Vienna
University of California at Berkeley
The University of South Australia
New School of Architecture & Design San Diego
KTH Stockholm Sweden
Curtin University
The University of Western Australia
University of Indonesia
The University of Portsmouth

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I want students to develop an entrepreneurial spirit and establish a critical position based on research. I always recommend to students: Find out what you love to do and you will be successful at it.

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Ph.D. Supervision

Dr. Steffen Lehmann has successfully supervised a variety of interdisciplinary Masters and Ph.D. research studies as Primary Supervisor (since 2003) in the field of sustainable architecture, urbanism, design theory and socio-technical change.

He has been Primary Supervisor of over 12 Ph.D. students and 3 Postdoctoral Fellows.

Steffen is open to discuss proposals with potential Ph.D. candidates that connect to his field and are interested in exploring open-ended questions. Ph.D. students will have the freedom to strategically ‘design’ their own research, and to ‘research’ in design. Ph.D. students will form a critical opinion and continually reframe the question of our urban futures and how the design professions might evolve.

He has also been an **External Examiner** for Ph.D. thesis at leading universities, including the University of Sydney, the University of Western Australia, Monash University, Bond University, the University of Salford, Hong Kong Polytechnic University, and KTH University Stockholm.

Invited to lecture at top universities worldwide

Steffen has been teaching design studios for over 30 years.

"It is important to teach our students the value of diversity, to become critical thinkers, and to inspire intellectual curiosity."



Dr Steffen Lehmann has lectured at the top architecture and design schools in the world,

- Architectural Association School of Architecture – United Kingdom
- Delft University of Technology – Netherlands
- University of California, Berkeley – United States
- Harvard University – United States
- University of Oxford – United Kingdom
- National University of Singapore – Singapore
- Tsinghua University and Tongji University – China
- Hong Kong Polytechnic University – SAR Hong Kong
- Polytechnic University of Milan – Italy
- Technical University Munich – Germany
- Technical University Berlin – Germany
- The University of Sydney – Australia
- University of New South Wales – Australia
- The University of Melbourne – Australia
- KTH Royal Institute of Technology – Sweden
- Technical University Vienna – Austria
- The University of Portsmouth – United Kingdom

Dr Steffen Lehmann recommends these helpful books on research methodology:

Recommended reading for a survey of research methods used in the architecture and design disciplines:

- Robert E. Stake (1995). *The Art of Case Study Research*, Sage Publications
- Robert K. Yin (2008). *Case Study Research: Design and Methods*, (4th Edition)
- Robert K. Yin (2012). *Applications of Case Study Research (Applied Social Research Methods, 3rd Edition)*, Sage Publications
- Abbas Tashakkori, Charles Teddlie (2010). *Handbook of Mixed Methods in Social & Behavioural Research* (2nd Edition)
- Floyd J. Fowler (2008). *Survey Research Methods* (4th Edition)
- Alan Bryman (2012). *Social Research Methods* (4th Edition)

Teaching Impact Statement

International leadership in teaching

Over the last 30 years, my work has been truly interdisciplinary. My design expertise has a broad outlook and integrates expertise from a wide range of disciplines, including from planning, social sciences and the arts. I bring a strong vision and a collaborative spirit, which I use to productively coordinate both administrative and cultural agendas across disciplines.

My distinguished teaching career commenced in 1991 as design studio instructor at the Metropolitan University London (then North London Polytechnic) with the primary goal of positively impacting learning and pedagogy within the academy, profession, and the communities that we serve.

After graduating from the Architectural Association School of Architecture (London) with an AA Dipl., I practiced in some of the world's leading offices: I first worked with Pritzker Prize winners, James Stirling in London and then with Arata Isozaki in Tokyo. I was particularly interested in the refined architecture of Japan, and lucky to work very closely with internationally celebrated architect and urbanist Arata Isozaki on significant projects worldwide (including award-winning competition entries for Potsdamer Platz Berlin, Twin Towers Vienna, museum proposals in Munich and Stuttgart, and the international architecture exhibition in Fukuoka).

In 1993, I established my own studio, *Steffen Lehmann Architekten & Stadtplaner BDA* in Berlin.

In the early 1990s, I was closely engaged in teaching design studios in collaboration with Arata Isozaki and Hans Hollein, at a time when both were at the height of their world-recognized careers. For educators, these practices (Stirling, Isozaki, Hollein) represented an ideal role model for emerging voices in the educational, scholarly and design worlds. My approach to practice and teaching was formed during these crucial years.

The ethos of an institution leading in environmentally conscious education is of particular interest to me. Based on the effectiveness and influence of my innovative, positive teaching methods and the holistic systemic way I introduced environmental sustainability into the syllabus, I received the Award for Teaching Excellence by the University of Newcastle (NSW, 2009), the highest award recognizing teaching excellence. In 2020, I received the Top 100 Global Leader in Education award.



Steffen Lehmann teaching with Daniel Libeskind, February 2020

I have been an educator for 30 years and have continuously received very positive student evaluations; comments and feedback received is always integrated into the various aspects of the course of study. I have taught a wide range of studios, seminars, lecture courses and workshops within the design and architecture curriculum. My main areas of teaching include:

- Architectural Design Studios
- Urban Design Studios
- Research Methods for Designers and Architects
- Principles of Sustainable Design, Urban Regeneration and Green Cities
- Contemporary Issues in Urbanism
- Ph.D. Thesis Supervision

This broad scope of instruction has taught me how to be flexible and prepared across the breadth of design education.

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I consider the design studio as place of knowledge integration and synthesis of lessons learned in other classes, including history/theory/criticism, structures, technology, sustainable design and social science. I teach that all good design decisions are research-based.

My new book 'Trans-Atlantic Engagements: The Contribution and Impact of German Educators on US Architectural Education' (forthcoming, 2021) is a deep analysis of contemporary architectural and design education in the US and its history in the 20th and 21st centuries.

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While my teaching philosophy and pedagogical goals continually evolve, they include the following pillars:

- Creating new knowledge through rigorous individual discovery and a collaborative teaching-research-nexus that recognizes teaching as a way to disseminate concepts and knowledge;
- Embracing the principles of lifelong learning and continuous enhancement of our methods, skills and ways of engagement (including the participation in design competitions and conducting field-trips to important projects);
- Offering meaningful opportunities to students for engaged learning, research and application of their skills and knowledge in real projects for hands-on project based inquiry (with real clients from outside the university), including assignments that involve working in digital fabrication and bringing in external guest teachers;
- Integrating cutting-edge design computing technology as well as engagement in critical professional dialogue and disciplinary discourse.

One of my key goals for student learning is for students to be empowered and to take ownership of their design process, concepts and unique ideas so that they can establish a framework and tool-kit for success in their future careers.

The results of my studio teaching have been published and exhibited nationally and internationally. Due to the interdisciplinary nature of my research, students and Ph.D. candidates actively seek me out as advisor. Over the last 30 years, I have trained and coached thousands of students, and some of my former students have become very successful architects and professors at leading institutions worldwide.

I have created and led 'Global Studios' (study abroad programs) for my students in Berlin, Shanghai, Hong Kong, Barcelona, Mexico-City, Sydney and other places of interest where we engaged and collaborated locally with top schools of architecture & design and local government. I am a very active fund-raiser and many of these educational activities have been funded by my generous donors, so that students from various socio-economic backgrounds can travel and participate.

I have demonstrated excellent leadership skills, led accreditation procedures of various schools, and have served as a Chair and Director of three large schools in Australia (in Brisbane and Perth) and in the U.S. (in Las Vegas).

Strategic leadership of large schools: I have significant leadership experience and have led complex schools and reformed curricula in the U.S., the UK, and in Australia:

- o Director of the School of Architecture, University of Nevada Las Vegas (USA)
- o Head of School of Design & the Built Environment, Perth (Australia)
- o Chair, Department of Architecture, Queensland University of Technology, Brisbane

I believe that diversity contributes to a rich and stimulating learning environment, one that best prepares leaders-in-the-making for the challenges and opportunities of tomorrow. I welcome and encourage diversity and seek to recruit and retain a diverse workforce, to maintain the excellence of the school and college, and to offer our students richly varied perspectives and ways of knowing and learning. Since there is not only one way to design, it is important that our students learn about a diversity of approaches and views.

I am inclusive and respectful of each student's unique learning style, individuality and needs. I have adapted my course delivery to accommodate diverse perspectives, and I am committed to fostering an equitable student experience.

As Former Director of the UNLV School of Architecture, I enjoy wide-ranging executive autonomy and I am translating (in collaboration with my leadership team) our strategic outlook into programmatic initiatives and impact, dealing with rapidly changing professions and a transforming society.

At UNLV, I have been responsible for academic standards and the management of the budget and finances, all academic personnel actions, non-permanent and staff hiring, coordination of all teaching workloads and service assignments of faculty and the program needs of all academic programs, while ensuring school compliance with university policies.

I provide strategic and collaborative leadership, and vision for faculty and staff initiatives including public programs, curricular development, recruitment, marketing, student affairs, and external outreach; appoint and coordinate the activities of School administrators. I was the primary liaison for all matters relating to the School, advocating for resources and support; and engage in alumni and donor cultivation, and fund-raising in coordination with the University's development team.

Perspectives and future trends to consider: Being a leader in design education, I navigate a number of pressures, trends and challenges, such as:

- The numbers of international students at our schools are likely to further increase, with an increasingly diverse student cohort;
- Students face growing pressures related to high living costs, tuition fees, and available time for a demanding programme of study; many students are concerned about the difficult transition into practice;
- Social responsibility, ethics, and rapid technological change are seen as important drivers of future curriculum development; our programmes will need to balance fundamentals with emerging subject areas; and teaching approaches that embrace new technologies (e.g. including online teaching) while keeping students critically engaged;
- The nexus between teaching and research is an area of growing importance, with research themes being closely integrated into the teaching programme, though this approach seems still underdeveloped in most schools and colleges.