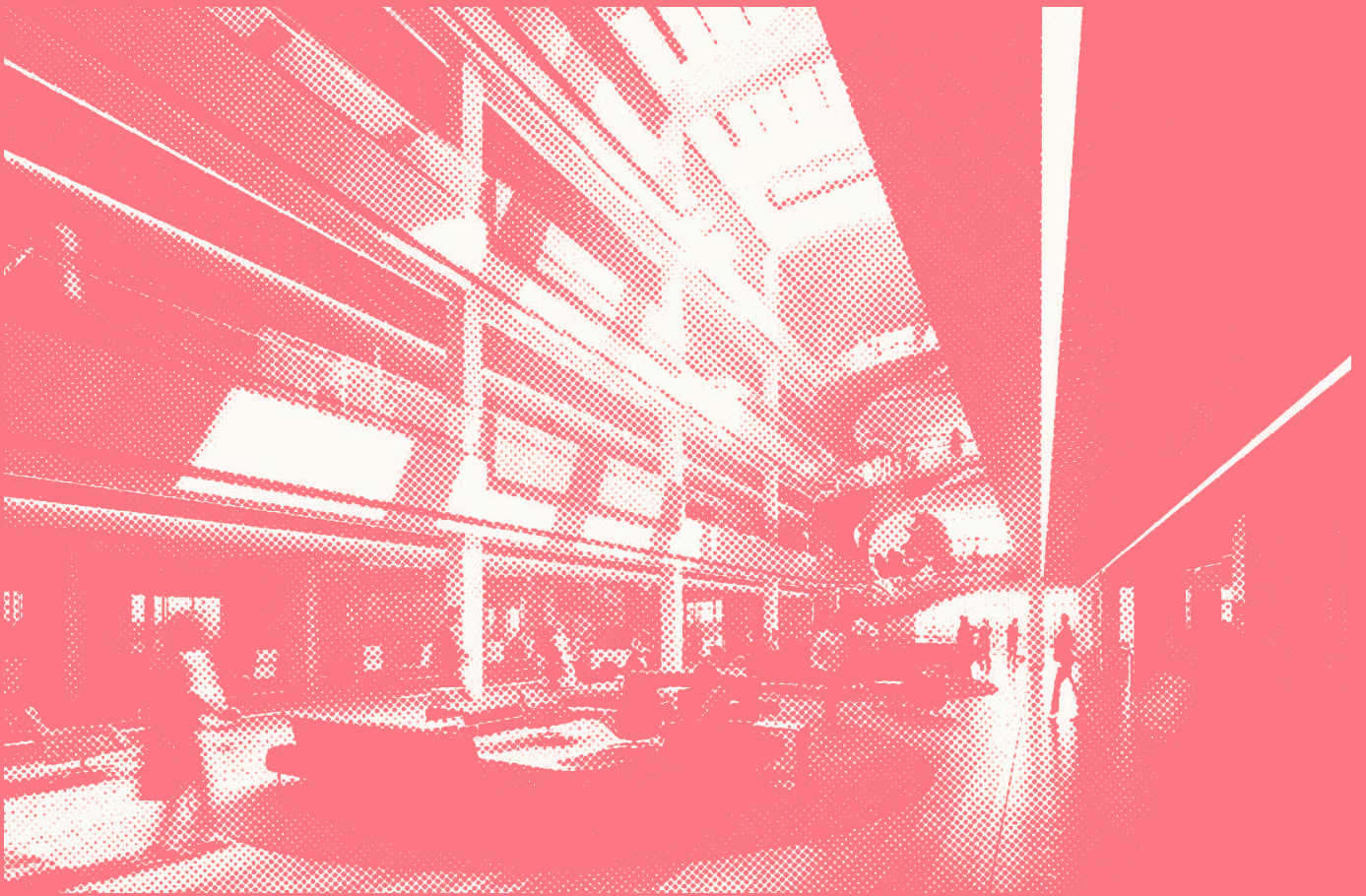




MICHAEL JOSEPH ZEPEDA SELECTED WORKS

2022-2026

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project content order

aerial image
summary
architectural rendering
overview
explanations



MICHAEL JOSEPH ZEPEDA
SELECTED WORKS

2022-2026

INFORMATION

📍 Houston, TX
📞 (713)-854-4295
✉️ MICHAELJZEPEDA1@GMAIL.COM

EDUCATION

University of Houston
Bachelor of Architecture
(Cum Laude)
Minor: Energy and Sustainability |
Aug 2013 – Dec 2017

SKILLS

DESIGN LEADERSHIP

- Creative Direction & Design Strategy
- Multidisciplinary Team Leadership
- Client Engagement & Presentations
- Pursuit & Proposal Development
- Project Delivery & Design Coordination

EXPERIENTIAL DESIGN

- Architectural & Interior Design
- Exhibition & Environmental Design
- Spatial Storytelling & User Experience
- Immersive Media & Technology Integration
- AI-Assisted Design & Visualization, ComfyUI

TECHNICAL SKILLS

- Modeling & CAD: SketchUp, Rhino, Revit, AutoCAD
- Visualization: Lumion, Enscape, D5 Render
- Creative Software: Adobe CC, Figma
- Digital Fabrication & Model Making

SELECTED PROJECTS

Pleasure Island Nature & Visitor Center
Port Arthur, TX
North Bend Elementary
Humble ISD, TX
Ball High School TOR Legacy
Galveston, TX
French Valley Discovery Hangar
Riverside County, CA
Tulley Stadium
Spring Branch ISD, TX
Georgetown University ICC
Washington, DC

INTERESTS

Cinema & storytelling | Photography |
Permaculture | Cooking

SELECTED RECOGNITIONS

Honorable Mention | PBK TASA Booth
txEDCON, 2026
5 Stars of Distinction | North Bend Elementary
TASA/TASB Exhibit of School Architecture, 2025

PROFESSIONAL SUMMARY

Design Director and Associate Principal with nine years of experience leading architectural, experiential, and interdisciplinary design for educational, civic, and cultural environments. Founded and developed Ether Design Lab into PBK's immersive experience design practice, expanding the firm's capabilities across architecture, exhibition design, interactive media, visualization, and emerging technology. Directed design efforts across more than 40 projects, leading multidisciplinary teams and client relationships from initial vision through design development, fabrication, and implementation.

PROFESSIONAL EXPERIENCE

Associate Principal | Design Director

PBK | Immersive Experience Design
Houston, TX | Oct 2024 – Present
Previously: Senior Associate (2023–2024), Associate II (2022–2023), Architectural Designer (2018–2022)

- Founded and led Ether Design Lab, establishing an immersive experience design practice integrating architecture, exhibition design, interactive media, visualization, and emerging technology.
- Direct design strategy and creative development for educational, civic, and cultural environments, guiding projects from pursuits and concept development through documentation, fabrication, and implementation.
- Lead multidisciplinary teams of architects, interior designers, environmental graphic designers, technologists, and fabrication partners, establishing a cohesive design vision across physical and digital experiences.
- Lead client workshops, design presentations, and pursuit efforts, translating complex project requirements into compelling design narratives and experiential environments.
- Direct technology integration for interactive exhibits, immersive audiovisual installations, digital storytelling, and experience-driven architectural environments.
- Mentor designers and develop workflows that expand the firm's capabilities in visualization, interactive prototyping, and interdisciplinary project delivery.
- Led experiential design for North Bend Elementary, recognized with five Stars of Distinction in the 2025 TASA/TASB Exhibit of School Architecture program.

Guest Lecturer | University of Houston

Houston, TX | Jan 2018 – May 2023

- Developed and taught coursework on virtual reality, interactive visualization, and emerging technologies in architectural design.
- Created hands-on workshops and tutorials for more than 115 students, introducing digital tools and experiential design workflows.

Associate | Studio Red Architects

Houston, TX | Feb 2018 – Sep 2018

- Created high-end renderings, animations, and visualization content for various architectural projects.
- Assisted firm partners in design development, quality control, and submittals.
- Contributed to presentation graphics and digital storytelling for client proposals.

Design Team Intern | Kirksey Architecture

Houston, TX | May 2017 – Dec 2017

- Designed VR walkthroughs and interactive presentations for client meetings.
- Assisted in presentation graphics, parametric modeling, and digital fabrication.
- Conducted glare and radiation analysis for sustainable building design.

2 Stars of Distinction | Lakeland Elementary

TASA/TASB Exhibit of School Architecture, 2023

Caudill | Jefferson Early Learning Center

Contributing Team Member, TASA/TASB Exhibit of School Architecture, 2023

ICC Competition | Georgetown University

Contributing Team Member, 2024

The Unzoned City | Published Contributor

Thom Mayne / Morphosis, 2016

Eagle Scout of America
2011

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PREFACE

I believe the strongest design work begins with a clear idea, but it is realized through people, collaboration, and the willingness to keep pushing that idea forward.

My work sits at the intersection of **architecture, interiors, experiential design, technology**, and storytelling. Across schools, museums, cultural destinations, higher education, hospitality, and speculative work, I have been drawn to projects where design can do more than solve a program. It can create identity, build confidence, preserve history, inspire curiosity, and change how people understand a place.

My role has increasingly centered on setting the **vision and leading others toward it**. I work directly with clients to uncover what a project can become, establish the design direction, guide multidisciplinary teams, and remain involved as ideas move from concept through documentation, fabrication, technology integration, and construction. I am equally interested in the big idea and the decisions required to make it real.

Many of the projects in this portfolio also reflect a broader ambition to **expand what an architecture practice can offer**. That has meant integrating exhibit design, UI/UX, digital media, interactive experiences, content development, and new forms of storytelling into traditional architectural services when they create better outcomes for the client.

Underlying all of it is curiosity. I continue to study, experiment, visualize, and learn outside the boundaries of individual projects because I believe creative leadership requires constantly expanding the tools, references, and perspectives brought to the table.

This portfolio focuses not only on **what was designed**, but on **my role in shaping the vision, the ideas I contributed, the teams I led, and the value those decisions created for clients and communities**.



NORTHBEND ELEMENTARY SCHOOL HUMBLE ISD

Year: 2023

Project Status: Constructed

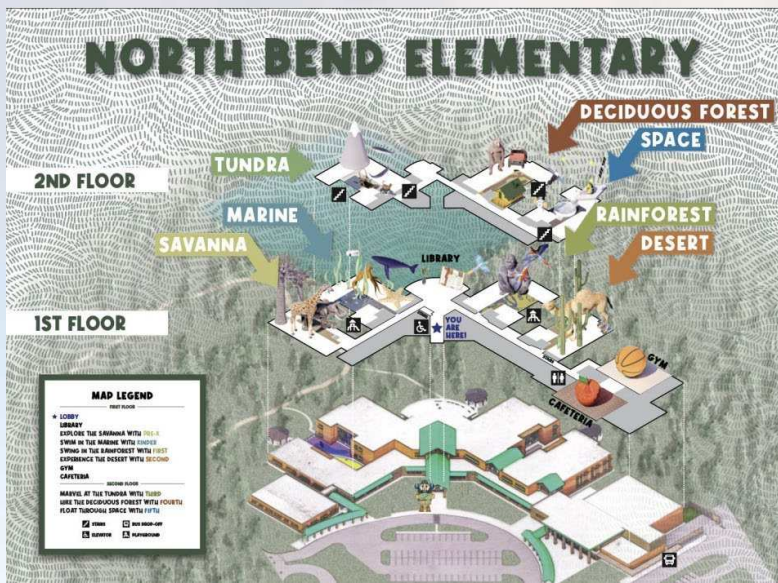
Goal: Create an elementary school where architecture, interiors, and storytelling work together as an immersive learning environment; while delivering the district's educational vision within a disciplined budget.

Role: Design Director / Design Lead

As Lead Designer, I directed the design of North Bend Elementary from the exterior architecture and campus experience through the interiors and experiential learning environments. I established the overall design vision and worked with the project team, district stakeholders, and specialty partners to carry one cohesive idea throughout the school.

The concept transforms the campus into the **Explorer Bobcat's journey**, with each grade-level neighborhood becoming a distinct biome. Architecture, material, graphics, lighting, and learning environments work together to make movement through the school an experience of exploration and discovery.





ONE JOURNEY. DISTINCT BIOMES.

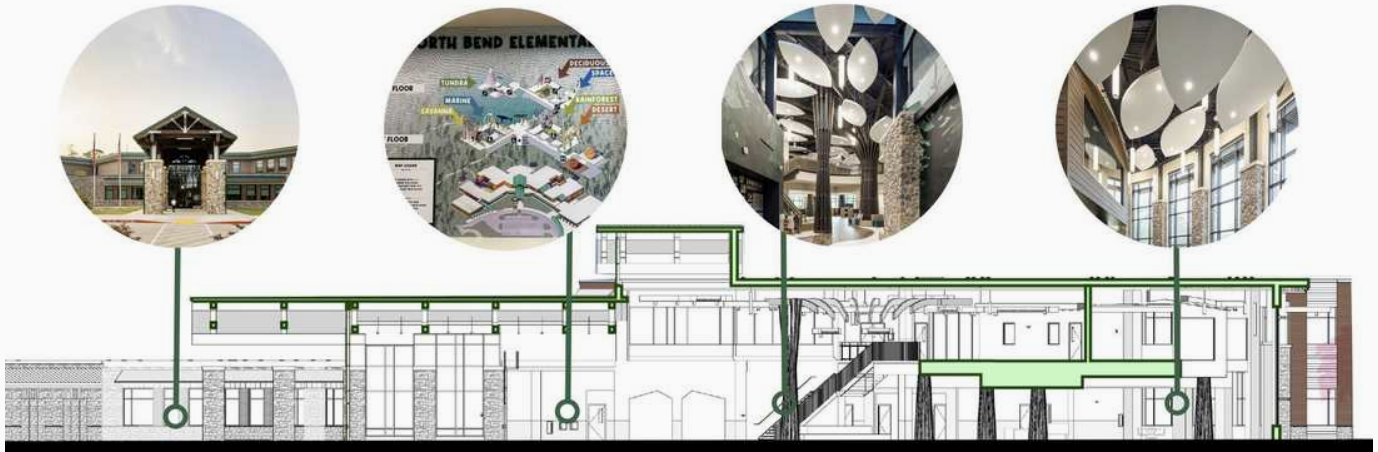
An illustrated campus map introduces students to a journey through rainforest, tundra, marine, savanna, desert, forest, and space. Each biome gives its grade level a recognizable identity while connecting wayfinding, curriculum, and experiential learning into one school-wide narrative.





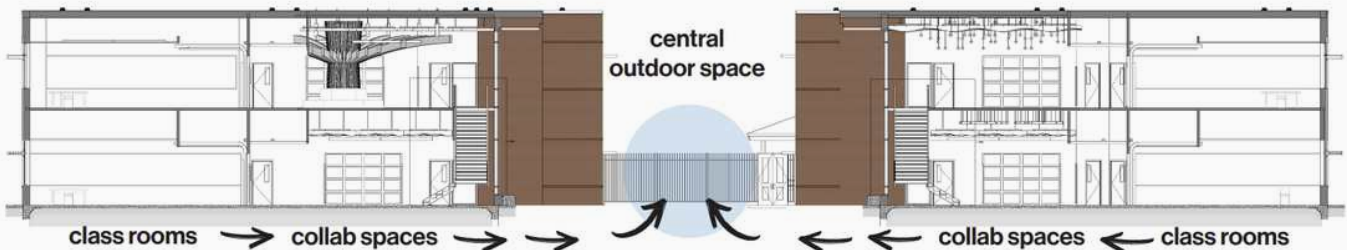
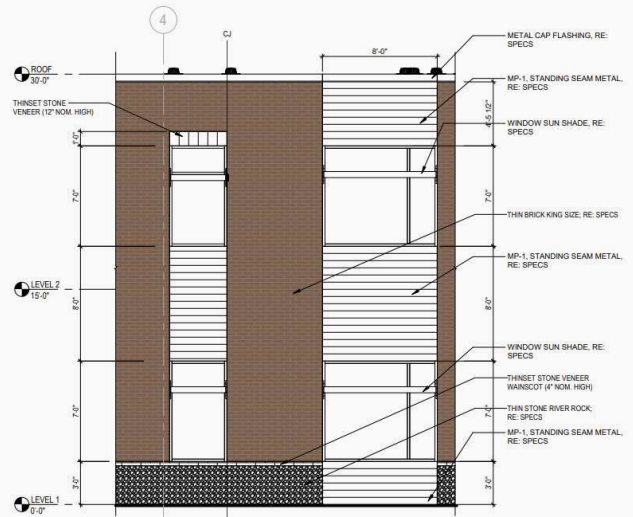
How can the school itself become part of the curriculum?

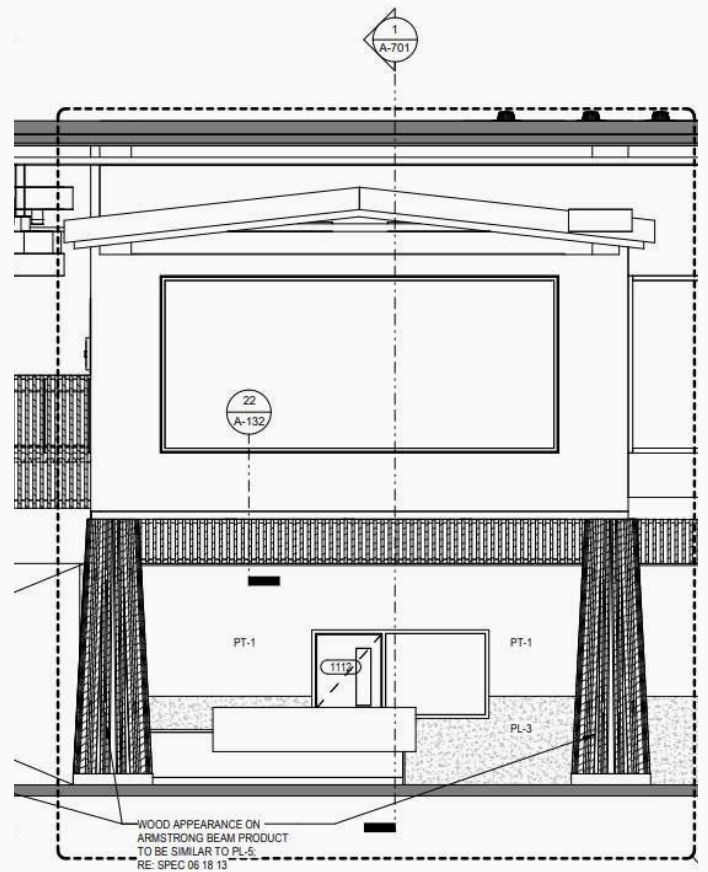




LEARNING BEYOND THE BUILDING

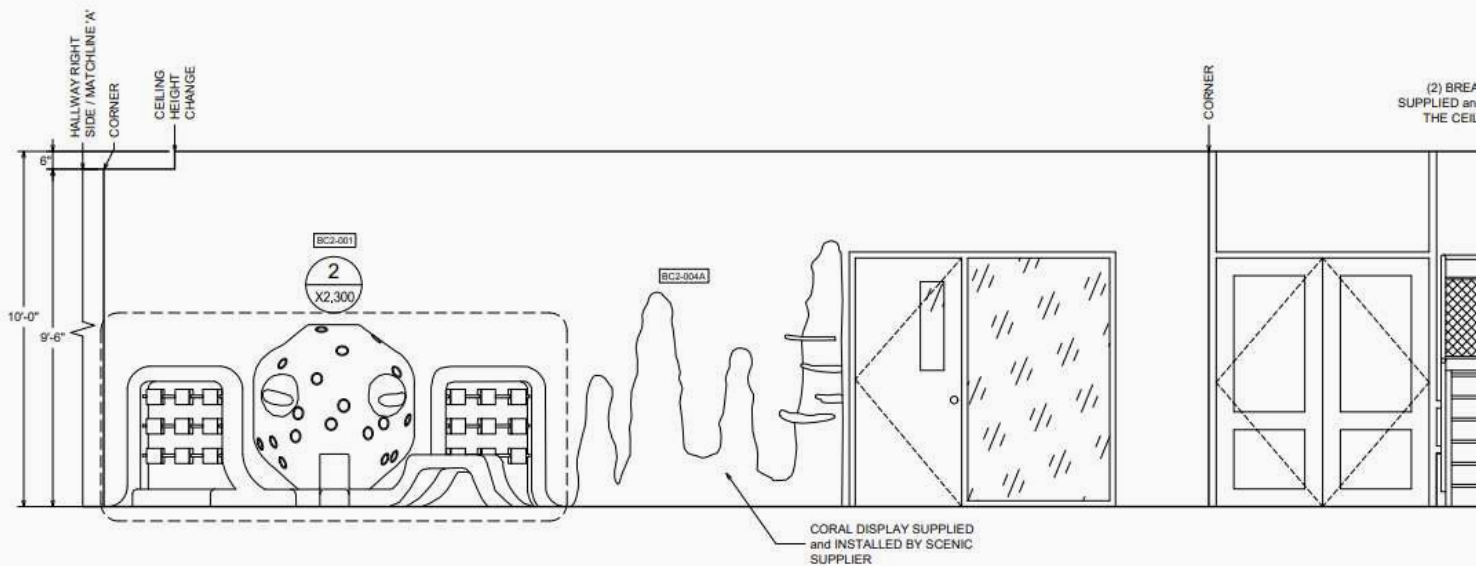
Nature trails, outdoor classrooms, play areas, and shared gathering spaces extend the learning environment beyond the walls of the school. Outdoor learning was integrated into the campus plan from the beginning rather than added as an amenity afterward.





ONE LANGUAGE, INSIDE AND OUT

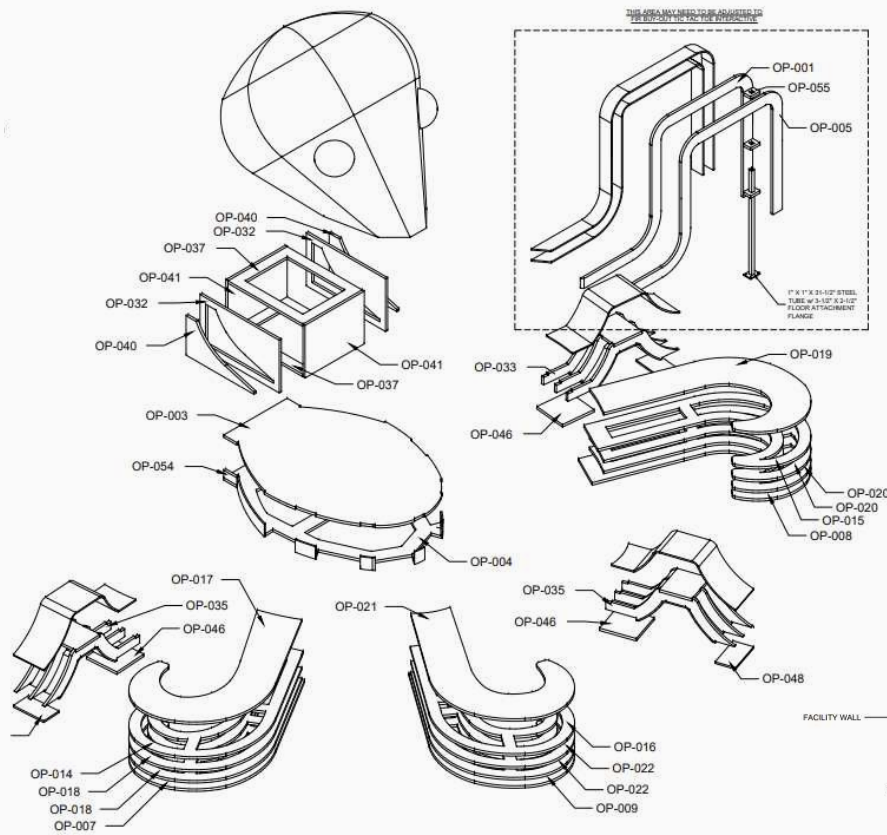
River rock, timber structure, daylight, natural textures, and lodge-inspired forms establish the school's identity at arrival and continue throughout the interiors. The result is a continuous experience rooted in **nature, exploration, and place** rather than a separate architectural and interior concept.



EXPERIENTIAL DESIGN, BROUGHT IN-HOUSE

I designed the biome-based collaboration environments as an extension of the architecture rather than treating them as a separate exhibit package. Custom millwork, lighting, graphics, tactile elements, and themed learning features transformed these shared spaces into immersive environments for play, inquiry, and small-group learning.

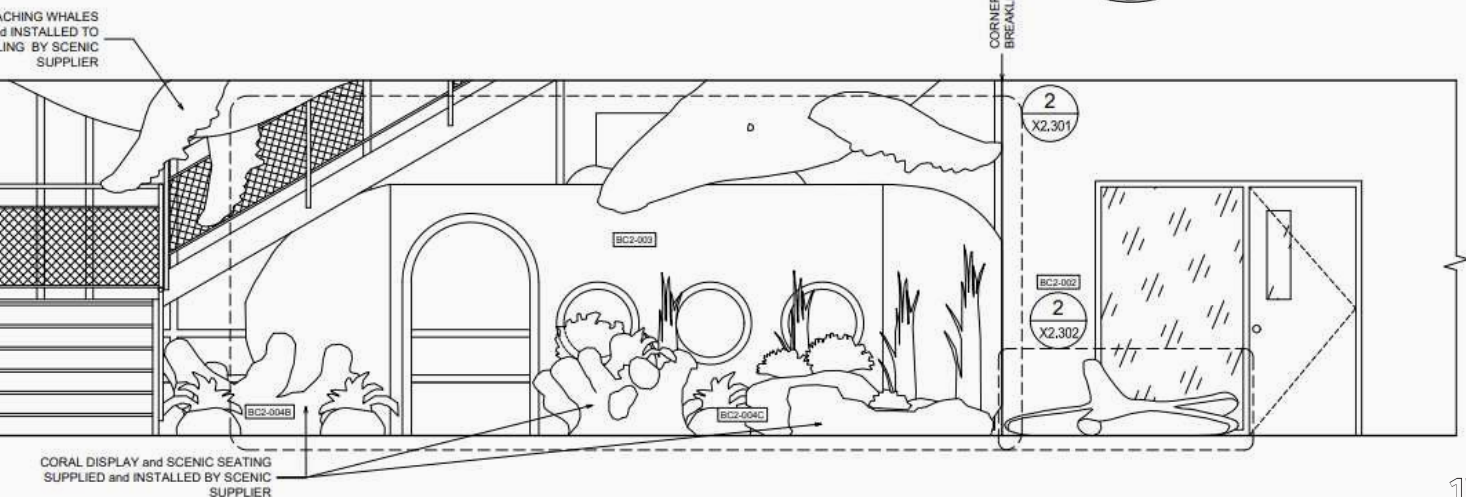
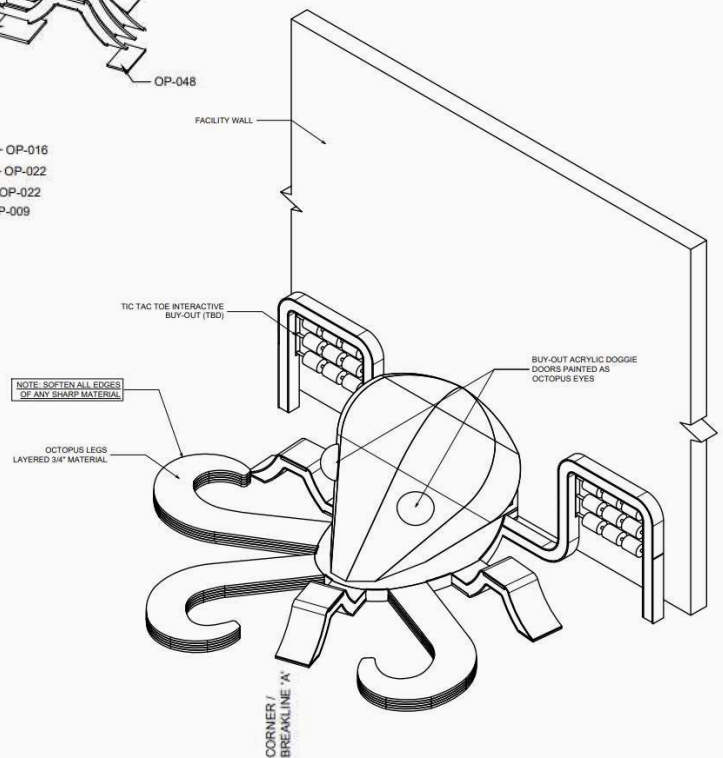
Bringing this scope into PBK created significant savings for the client.

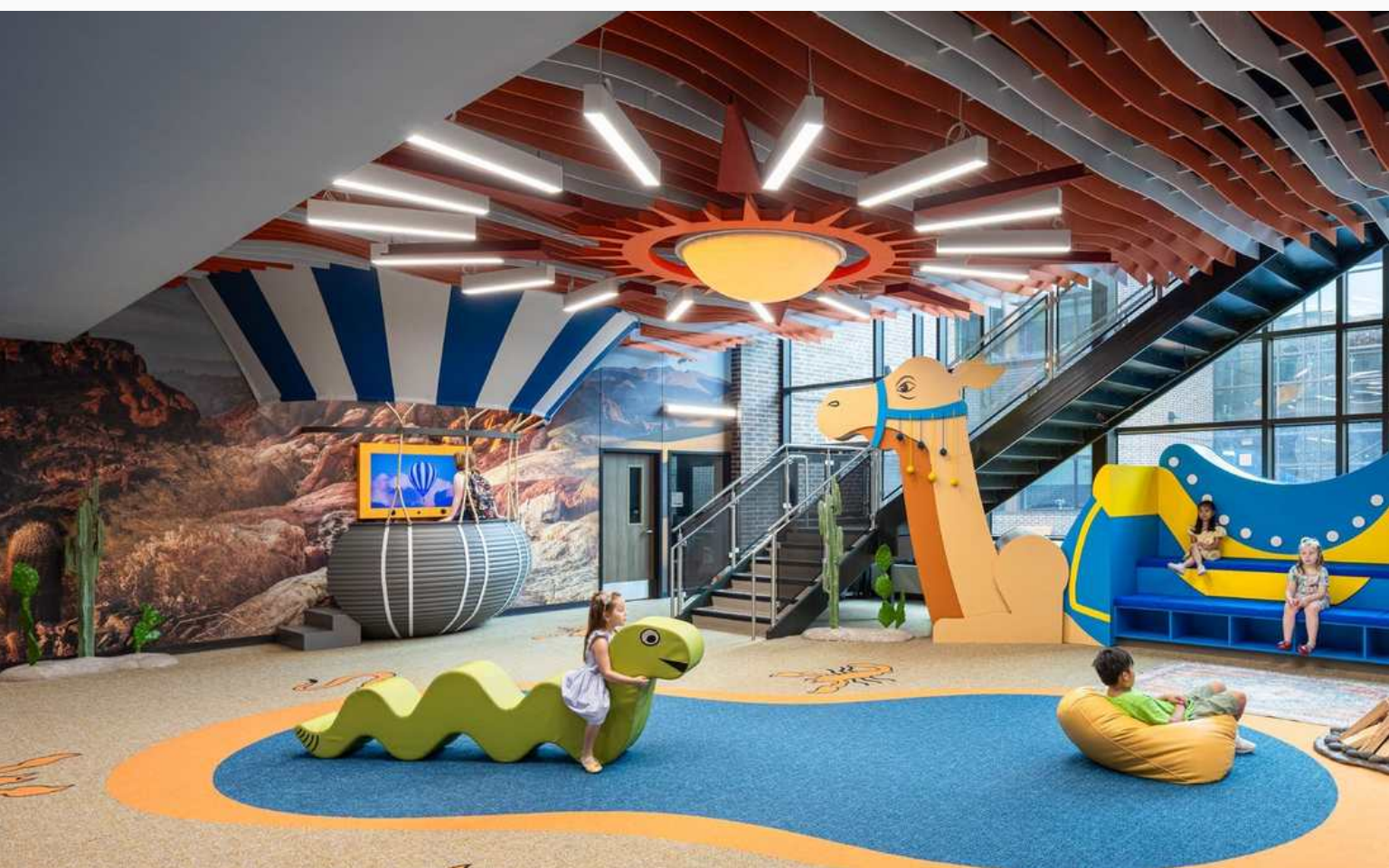


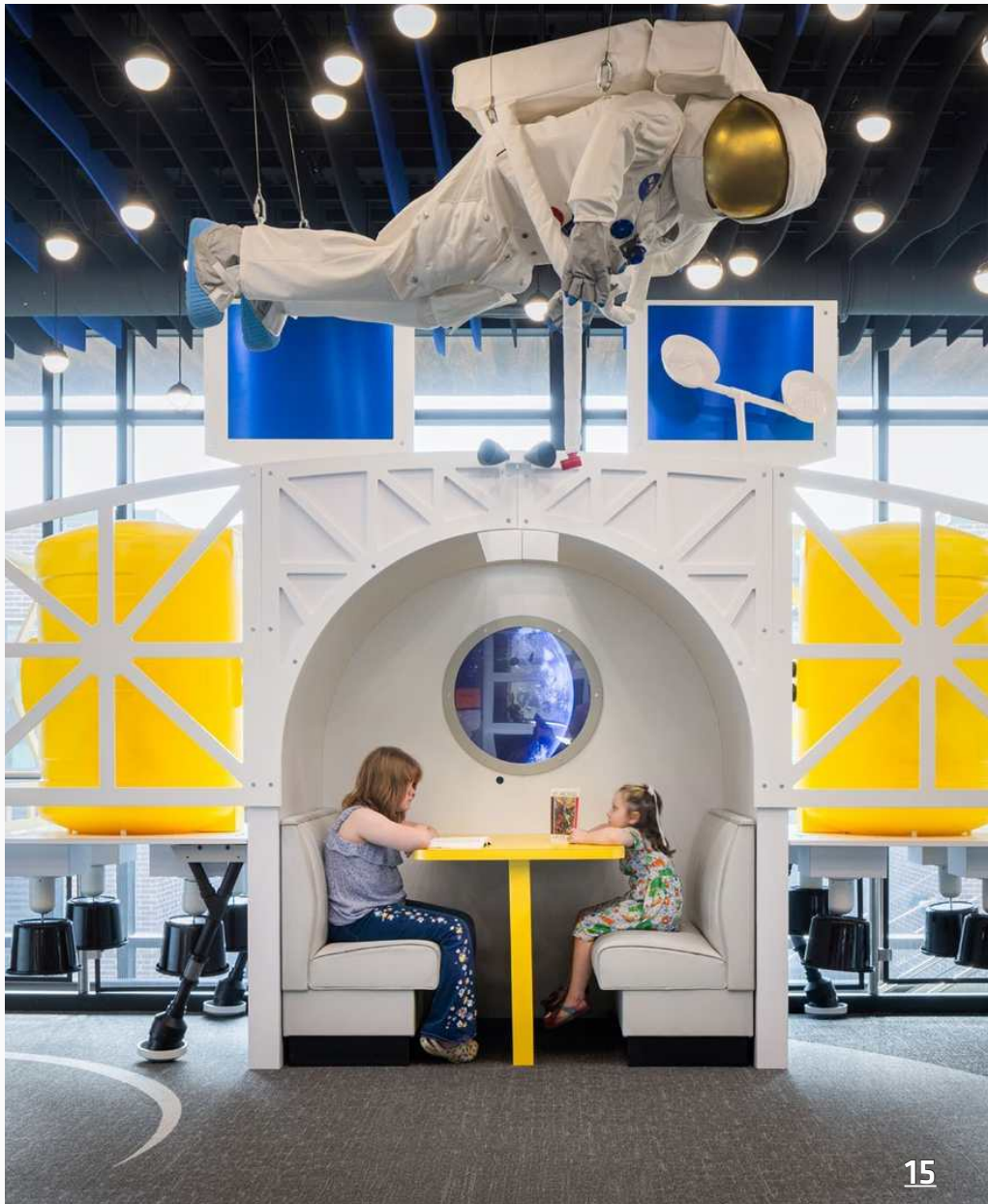
EXPERIENCE AT EVERY SCALE

The collaboration zones were designed alongside the architectural interiors so that storytelling, learning, and play felt embedded within the building rather than applied after the fact.

Drawing Credit: Fabrication shop drawings by Exhibit Concepts.











A SMALL FOOTPRINT WITH DISTRICT-WIDE REACH

North Bend incorporates **six virtual teaching studios** supporting remote instruction, lesson recording, live broadcasting, and professional development. What occupies a relatively small portion of the building creates a resource capable of serving educators and students across the district.

The virtual studio responds to a lesson reinforced by the pandemic: schools need infrastructure capable of supporting learning beyond a physical classroom. Integrated into the campus rather than treated as temporary technology, the studios provide a permanent platform for **remote learning, training, content creation, and real-time connection.**





FRENCH VALLEY DISCOVERY HANGAR

Year: 2026

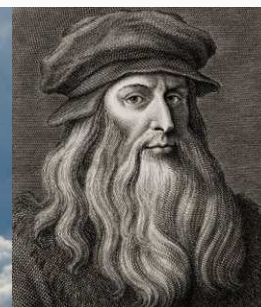
Project Status: Completed

Goal: Create an **immersive aviation discovery center** that transforms the history, science, and future of flight into hands-on experiences for children and families while giving the client a flexible, maintainable, and cost-conscious platform for continued learning.

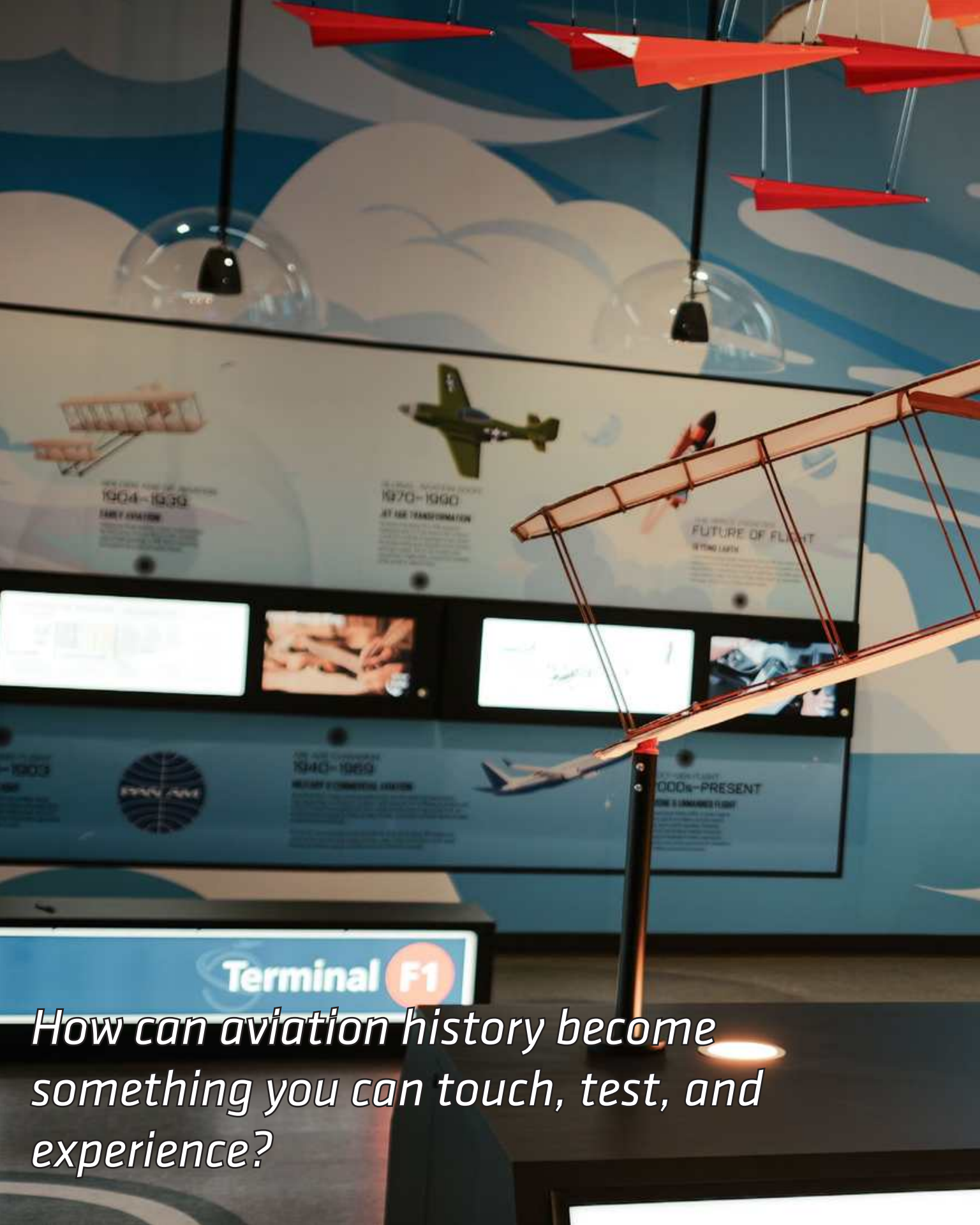
Role: Design Lead

French Valley Discovery Hangar transforms aviation into an environment for **active exploration and discovery**. Rather than approaching the project as a traditional museum, the experience combines physical exhibits, digital interactives, media, graphics, and hands-on experimentation to invite visitors to understand flight by testing, playing, and participating.

I led the **overall design vision, experiential strategy, and multidisciplinary design team**, guiding the project from early concept through implementation. The visitor journey was developed as one connected experience, balancing aviation history with the principles of flight, experimentation, and a forward-looking view of the industry.

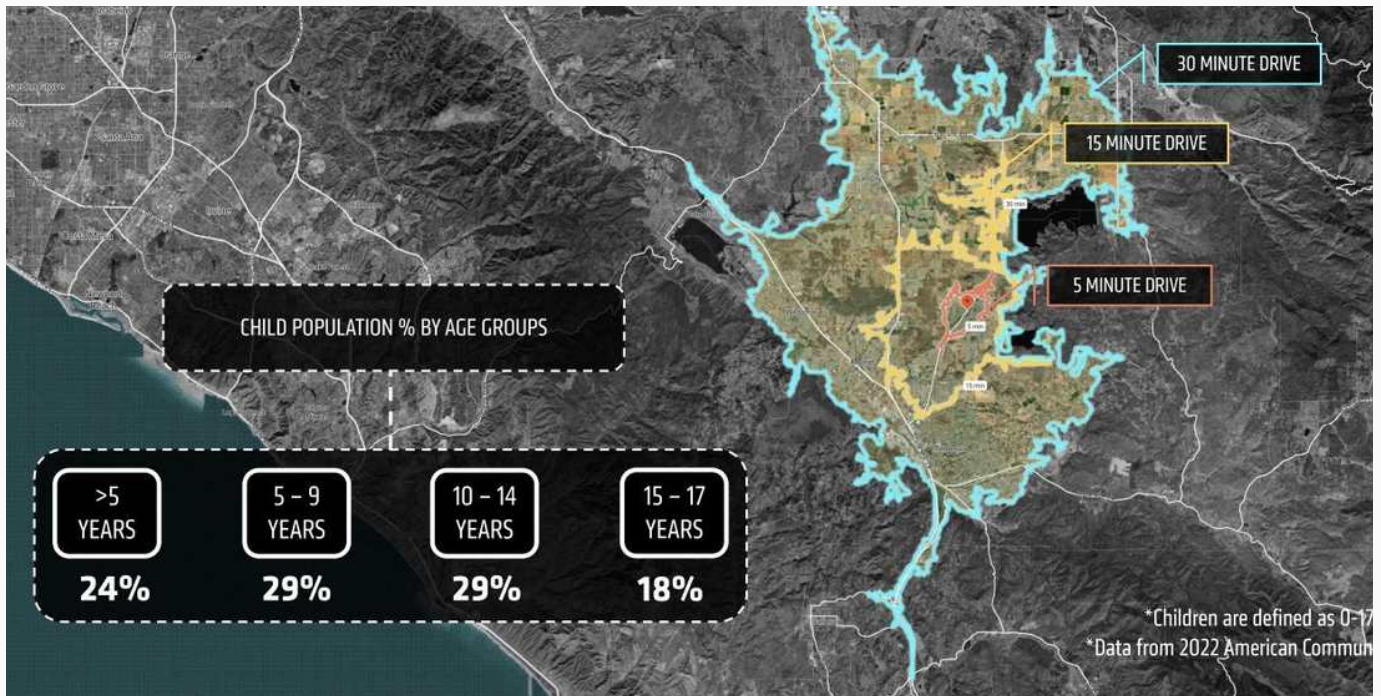
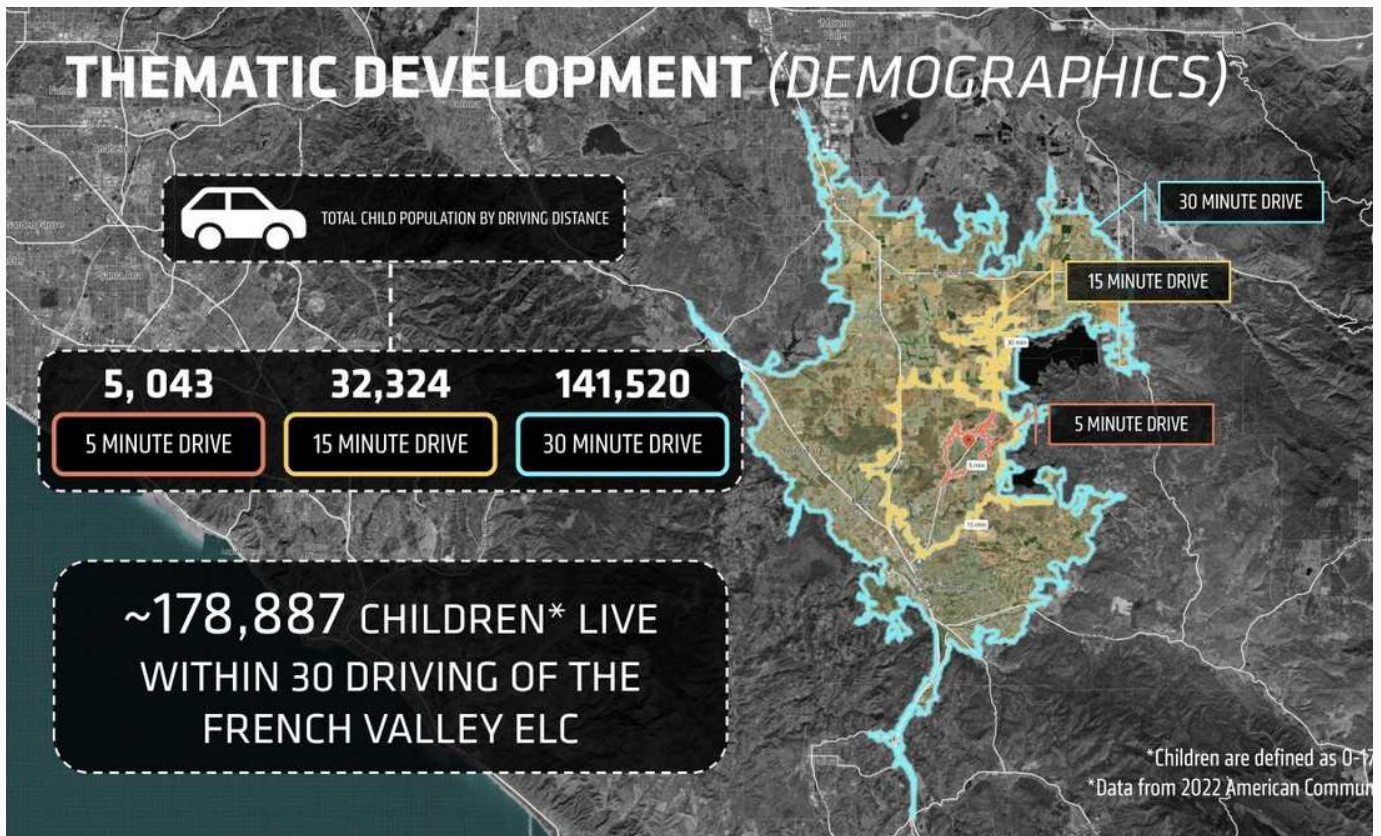


The design language draws from airports, aircraft, early experimentation, and the optimism of flight to create an experience that feels familiar, playful, and forward-looking.



How can aviation history become something you can touch, test, and experience?

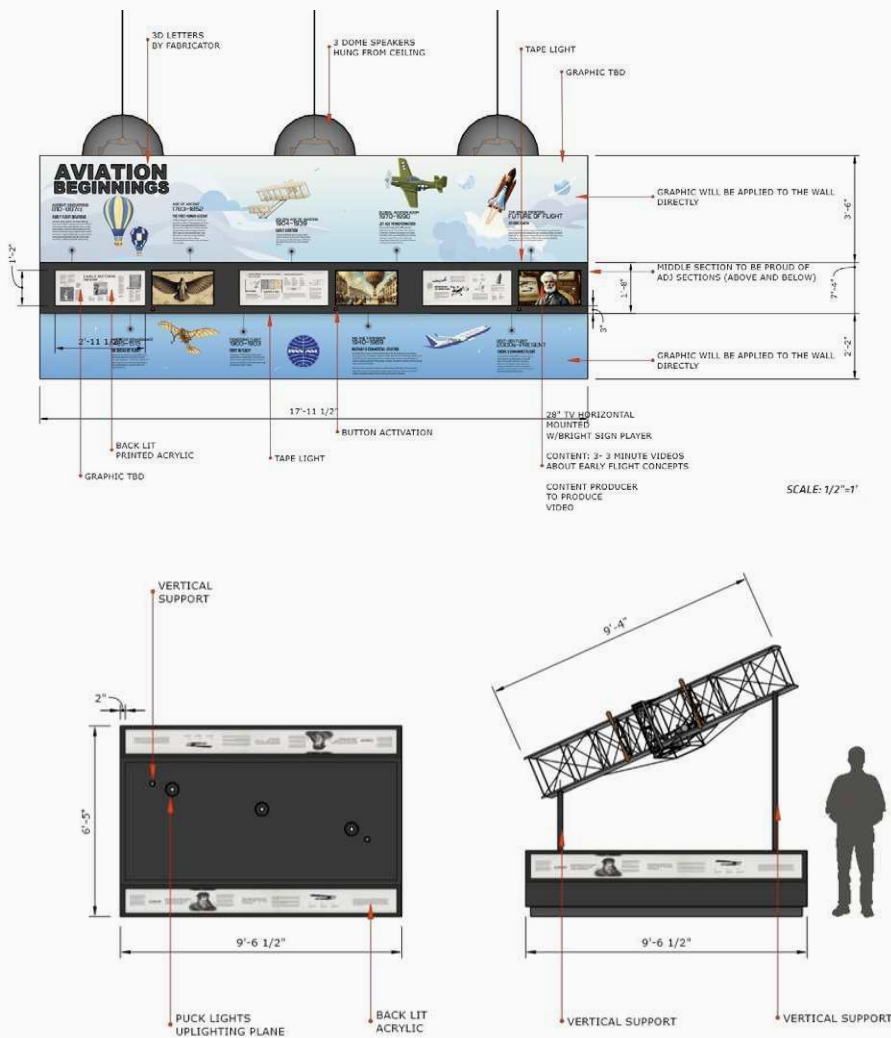




DESIGNING FOR THE AUDIENCE

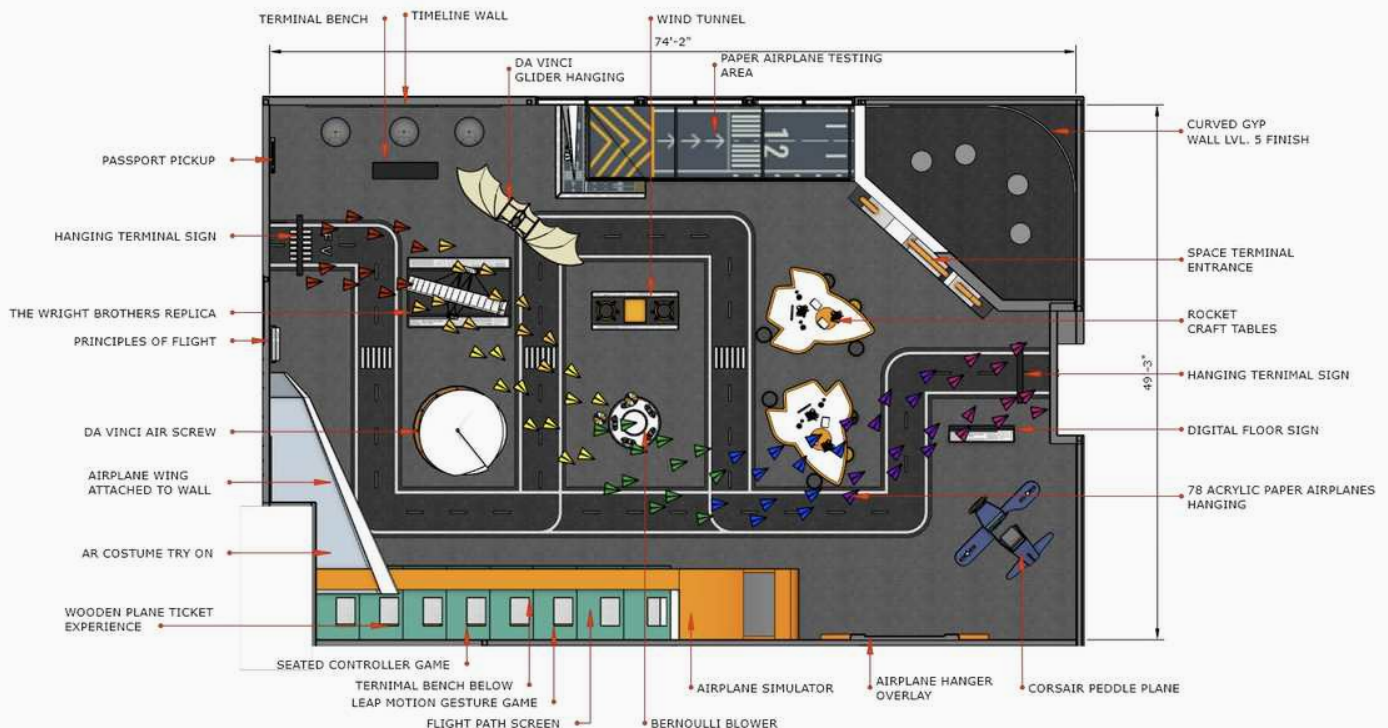
Early research helped define the Discovery Hangar as a family-focused destination serving a broad regional audience. Demographic analysis, age ranges, and travel distances informed the scale, accessibility, and variety of experiences throughout the exhibit.

The resulting strategy combines **different levels of physical, digital, and interpretive engagement**, allowing younger visitors, older children, families, and school groups to experience aviation in different ways.



Our team led the **research and development of interpretive content, reader rails, exhibit graphics, and physical experiences**, allowing storytelling and design to develop together rather than as separate packages.

Specialized media partners were integrated for the production of **historical timeline videos and Future of Flight media**, giving the client a coordinated service from research and storytelling through exhibit design, digital content, fabrication coordination, and implementation.



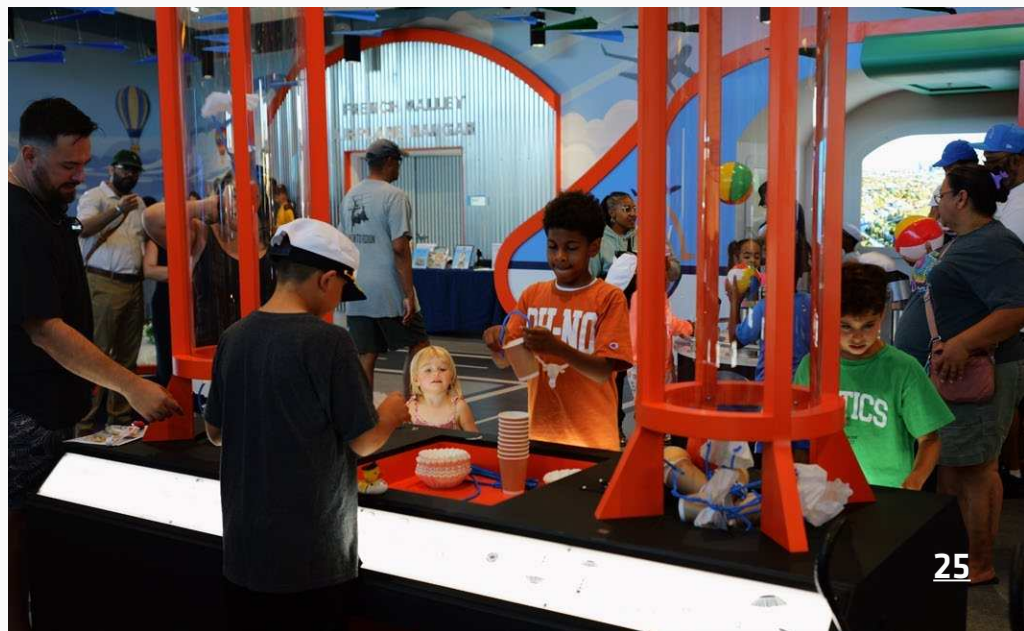




The completed Discovery Hangar brings together **hands-on experimentation, immersive environments, digital interactives, interpretive graphics, and media** within a single visitor journey.

Architecture, exhibit design, UI/UX, graphics, content, media, fabrication, and technology were coordinated around one experience rather than delivered as disconnected scopes.

That integrated approach allowed PBK Ether to provide the client with a **turnkey experiential design service** while protecting both the design vision and the project budget.





MONTGOMERY ELEMENTARY SCHOOL RENOVATION

Year: 2023

Project Status: Completed

Goal: Transform key spaces throughout an existing elementary school into welcoming, student-centered environments that inspire curiosity, strengthen school identity, and give every child opportunities to read, create, collaborate, speak, and be seen.

Role: Design Lead

Montgomery Elementary's renovation created an opportunity to rethink more than finishes and furniture. I developed the overall design vision for the **library, learning and collaboration spaces, feature walls, and other student-focused environments** throughout the campus, using each intervention to reinforce confidence, belonging, and pride.

The design uses **simple oversized forms, warm wood, playful color, aviation-inspired elements, graphics, and integrated lighting** to create spaces that feel imaginative without becoming overly themed. Across the school, the goal was consistent: create environments where children feel comfortable exploring ideas, expressing themselves, and taking ownership of their learning.







How can a school renovation help every child feel confident enough to take the stage?





DESIGNING FOR CHOICE

The existing library was functional but offered limited opportunities for different types of learning and engagement. The redesign transforms it into a **flexible learning commons** where reading, storytelling, media, collaboration, presentation, and independent discovery can happen simultaneously. A raised presentation platform creates a place for students to **share ideas,**

read aloud, perform, and build confidence, while integrated reading niches offer smaller spaces for retreat and independent learning. Curved furniture, varied seating, integrated shelving, and open floor area allow children to **choose how and where they engage,** creating a library that supports both participation and quiet discovery.





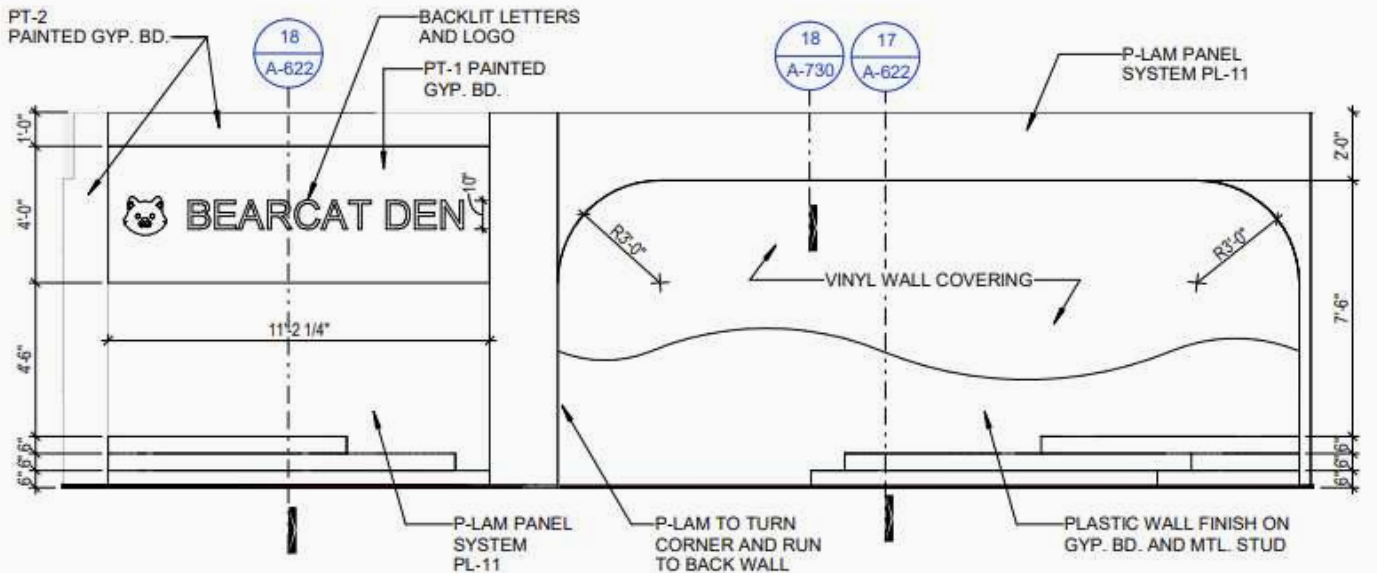
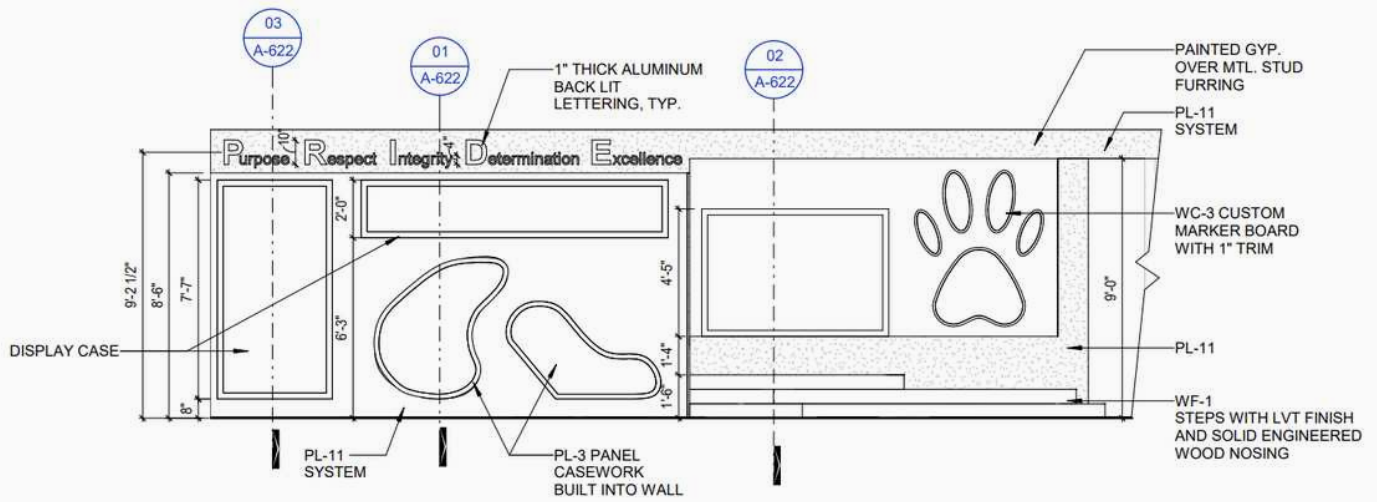
BEFORE

CONFIDENCE THROUGH DESIGN

Small stages and presentation areas were intentionally incorporated throughout the renovation. The goal was not simply to provide seating, but to give students repeated opportunities to stand in front of others, share something they created, and become comfortable being heard.



RENDERING CONCEPT



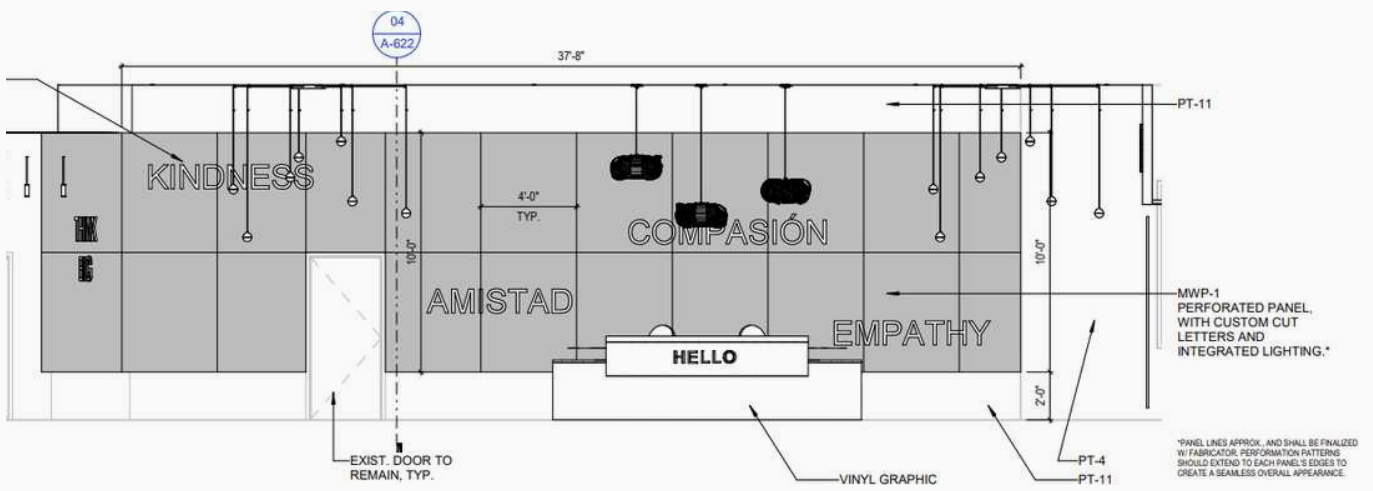


VALUES MADE VISIBLE

Feature walls, graphics, collaboration zones, media spaces, and student amenities carry a consistent visual language throughout the campus, giving previously disconnected areas a shared identity. Words including **kindness, respect, perseverance, compassion, empathy, and friendship** become part of the physical environment rather than messages confined to posters. Typography, pattern, color, and light transform the school's values

into everyday visual cues that reinforce how students are encouraged to treat themselves and one another. The graphic language relies on **large shapes, simple motifs, aircraft, clouds, perforated patterns, and bold moments of color** to create an environment that feels energetic and approachable while remaining durable and architecturally integrated.





Across the library, collaboration spaces, gym-related improvements, feature walls, and shared student areas, the design creates multiple ways to participate. Some students want to perform. Some want to collaborate. Some need a quiet place to read.





PLEASURE ISLAND NATURE & VISITOR CENTER - PORT ARTHUR, TX

Year: 2026

Project Status: Design Development

Goal: Create a **new gateway to Pleasure Island** that connects visitors to the ecology, culture, recreation, and community of the Gulf Coast through architecture, landscape, exhibits, and immersive learning.

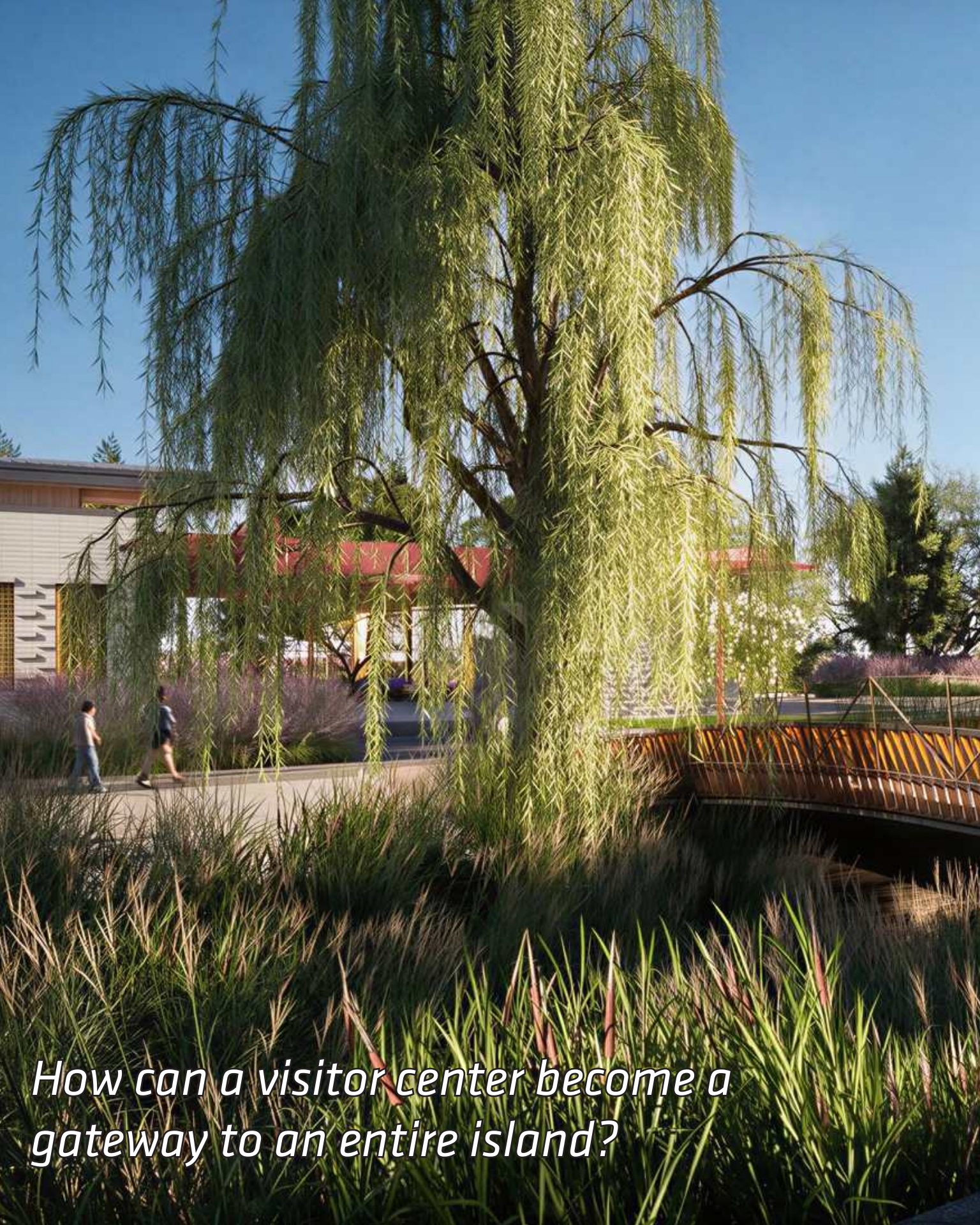
Role: Design Director / Design Lead

The Pleasure Island Nature & Visitor Center began as a competition vision for a new civic and educational destination on the island. I helped shape the winning design approach and now lead the project through design development, directing the integration of **architecture, interiors, exhibits, landscape, and visitor experience** into one cohesive vision.

Working directly with the client, I lead a multidisciplinary design team across each layer of the project. The strength of the concept built significant client confidence in the project. As the vision developed, the client **expanded the project budget to roughly three times its original level**, allowing the team to pursue a more ambitious long-term destination for Pleasure Island.







How can a visitor center become a gateway to an entire island?





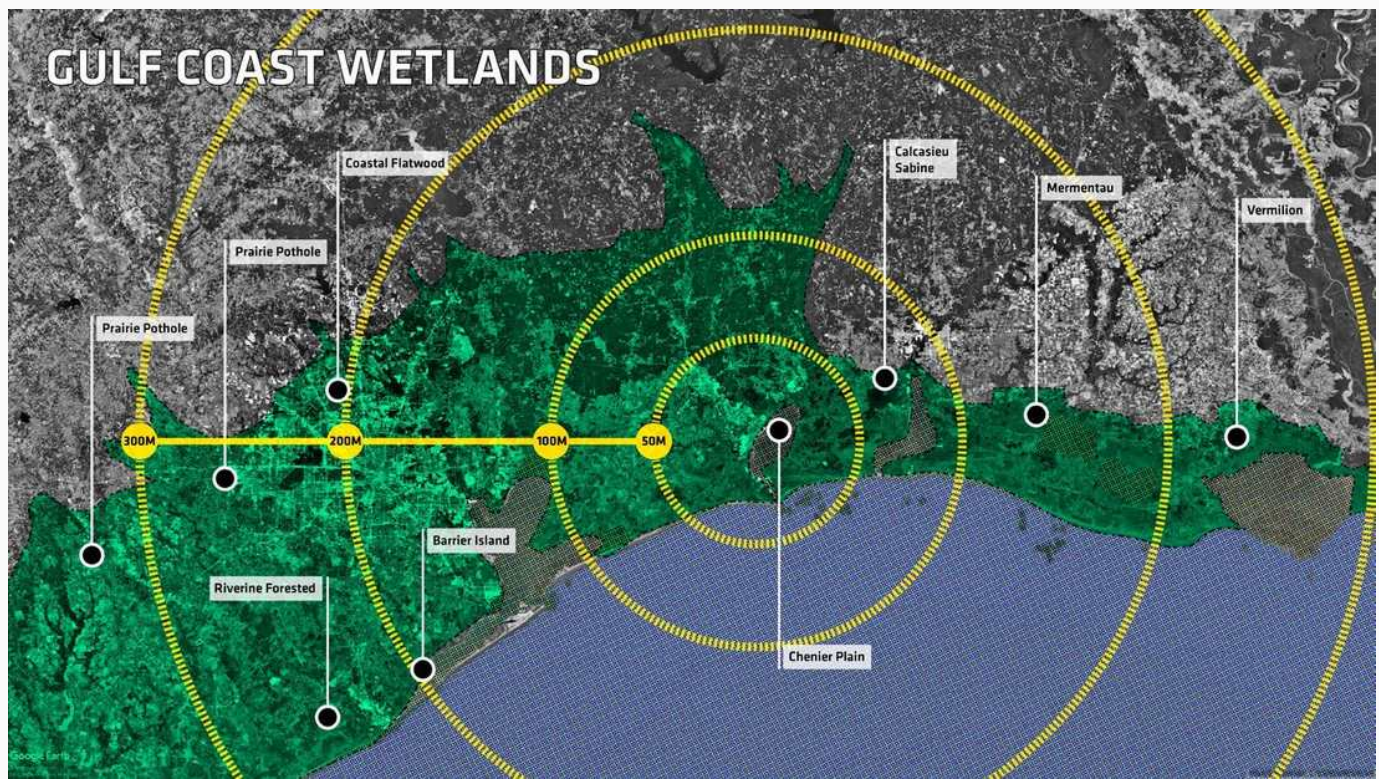
The architecture was developed as a series of approachable, low-scaled forms connected by shaded outdoor spaces, trellises, porches, bridges, and native planting. Rather than creating an isolated object, the design allows the **building and landscape to operate as one visitor experience.**





The café extends into a shaded gathering area, and pedestrian paths connect visitors back to the larger island. The center becomes a **launch point for exploration rather than the final destination.**





DESIGNING WITH THE LIVING EDGE

Pleasure Island sits within a larger network of **wetlands, coastal habitat, waterways, industry, migration routes, and recreational landscapes**. Research into the Gulf Coast ecology helped establish the center as a place where visitors can understand these interconnected systems before encountering them firsthand outside.

CULTURE + NATURE

The center also provides space for community identity and local expression. Environmental graphics, public art, outdoor learning, and gathering areas allow the project to represent Pleasure Island not simply as an ecological destination, but as a place shaped by **people, history, industry, recreation, and nature**.



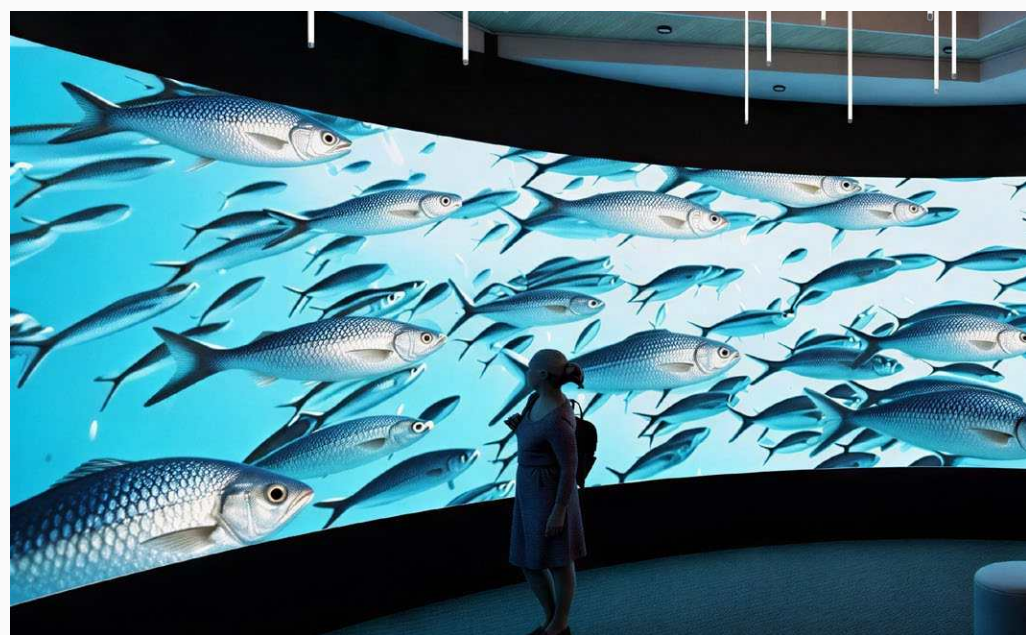


SITE STRATEGY

The site plan organizes the building around a sequence of outdoor rooms, native landscapes, walking paths, gathering areas, and learning opportunities. Architecture is intentionally porous, allowing **landscape, environmental education, and recreation** to move through the project rather than stop at the building envelope.

Sketch credit: Clark Condon







Rather than treating exhibits as objects inserted after the building was designed, the exhibit program is being coordinated directly with the architecture, interiors, lighting, technology, structure, and building systems.

Experiences such as the **central jellyfish gallery, touch tank, habitat interpretation, interactive mapping, and immersive media environments** become organizing elements of the visitor experience rather than secondary additions.





GEORGE TOWN UNIVERSITY WALSH SCHOOL OF FOREIGN SERVICE

Year: 2026

Project Status: Competition Win / Phased Implementation

Goal: Create a new vision for the School of Foreign Service that makes its global mission, academic culture, and connection to diplomacy visible through architecture, technology, and shared learning experiences.

Role: Design Director / Design Lead

The School of Foreign Service competition asked us to imagine how an existing academic environment could better express an institution with a truly global mission. Working within Yann Weymouth's overall design direction, I led key elements of the **design vision, storytelling, experiential strategy, and technology integration** that helped define PBK's winning proposal.

My work focused on **creating memorable experiences around the school's identity**, from the central spiral stair and suspended digital globe to the learning stair, Global Vision Dome, digital storytelling, and conference environments overlooking Washington, D.C. Together, these interventions turn the building into a physical expression of **global connection, dialogue, and foreign service**.







*How can global affairs become an
immersive learning experience?*

Maps with Mark



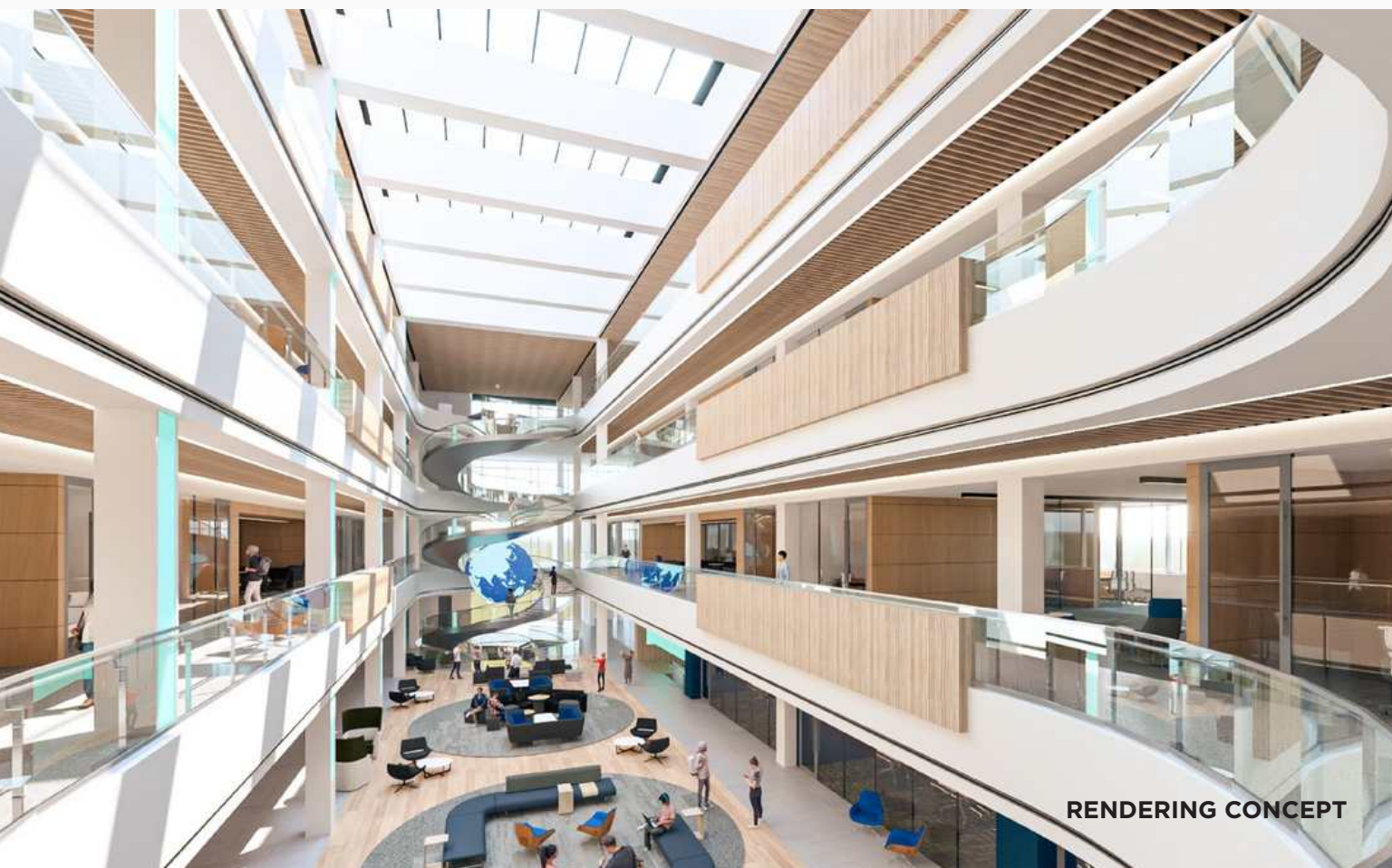


FROM CIRCULATION TO LEARNING

The existing atrium offered scale and connectivity but lacked a strong identity or reason to gather. Our vision reimaged the central circulation system as a **shared academic experience**, using architecture, media, and informal learning spaces to activate the heart of the school.

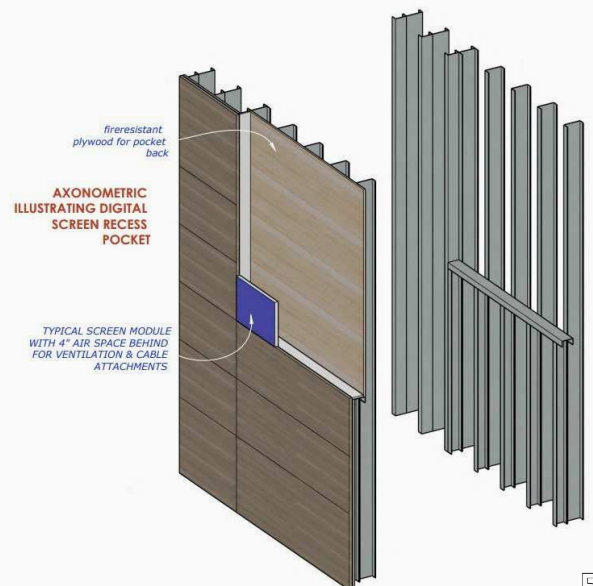
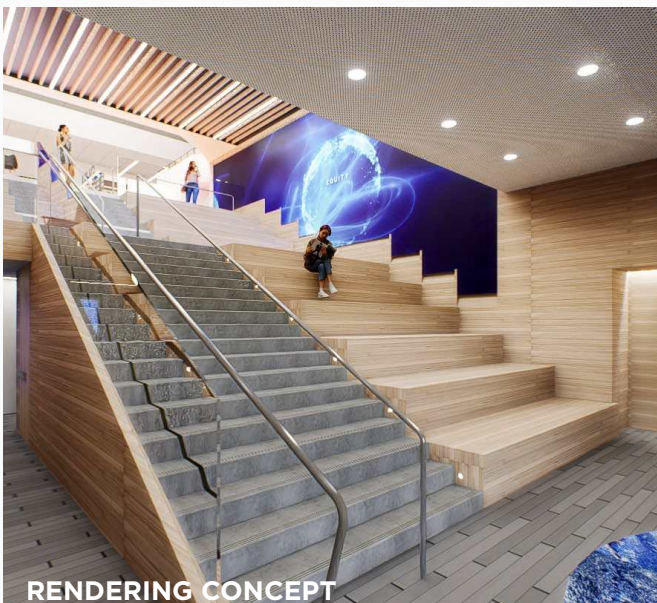
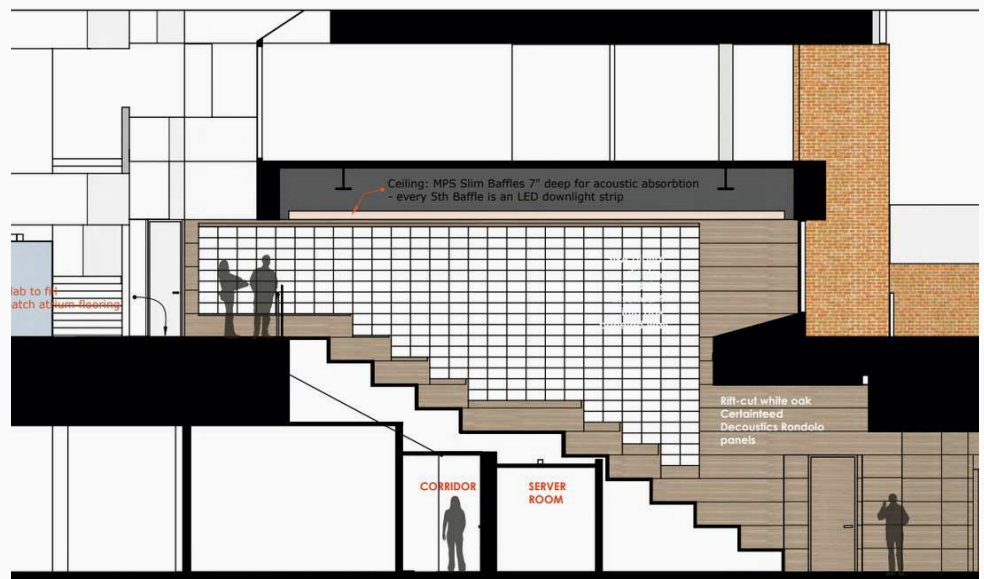
A FIRST PHASE WITH LARGER PURPOSE

The learning stair was developed as an early phase of the broader vision. Rather than treating the stair as circulation alone, I helped transform it into a **place for gathering, teaching, digital storytelling, and spontaneous exchange**.





The digital screen was designed as part of the architectural composition rather than an applied display. We also developed a visual identity and content strategy for the screen so the first completed phase could begin communicating the larger SFS vision immediately.





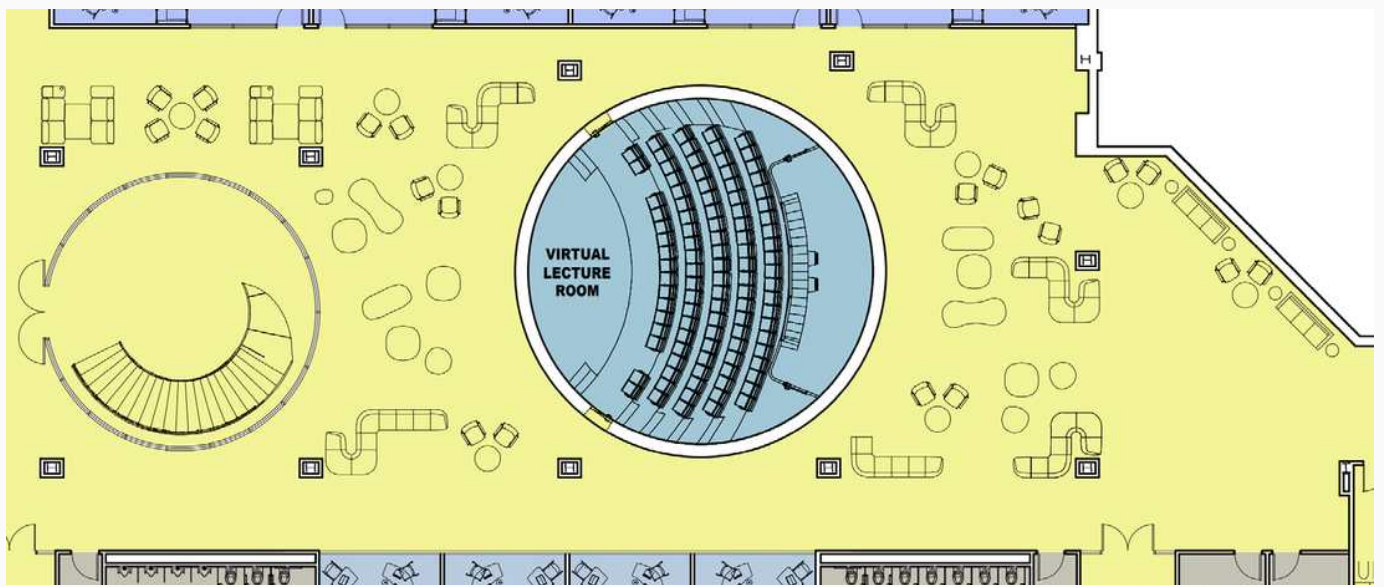
THE D.C. CONNECTION

The conference environment was positioned to take advantage of sweeping views toward Washington, D.C., reinforcing a direct visual connection between **academic study and the institutions where foreign policy is shaped.**

DESIGNING A ROOM AROUND THE CURRICULUM

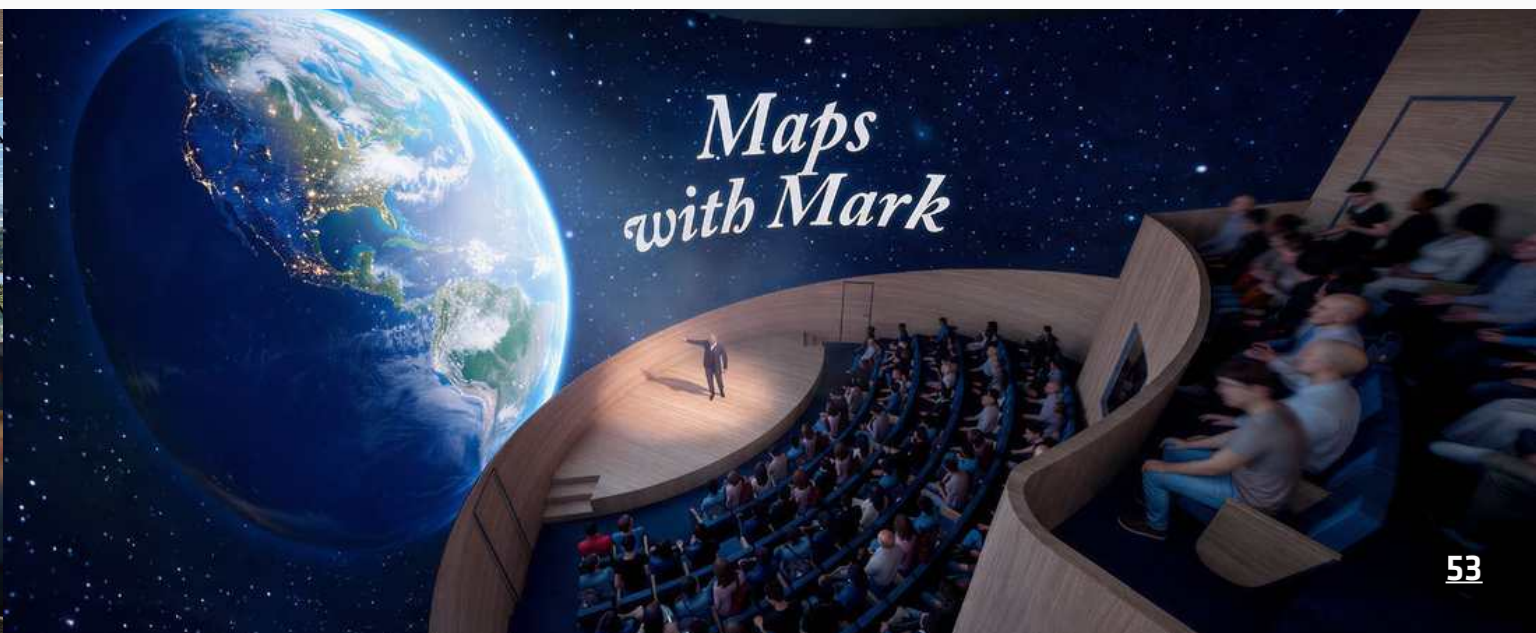
The Global Vision Dome was conceived around **Maps of the Modern World**, an iconic first-year course and required component of the BSFS curriculum. The course uses geography as a framework for understanding contemporary political and international issues, making it an ideal opportunity to **rethink how space and technology could deepen learning.**



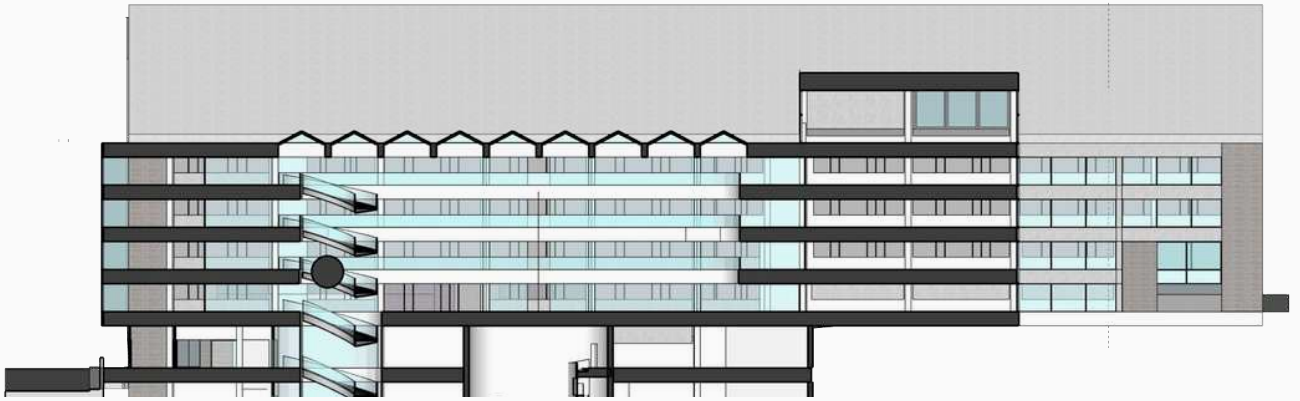


MAPS WITH MARK

The concept builds on Professor Mark Giordano's Maps of the Modern World curriculum, creating a dedicated environment where **geography, politics, culture, and storytelling** can be experienced at a scale appropriate to the global issues being discussed. Georgetown itself describes Maps of the Modern World as integral to the first-year SFS experience.







A SYMBOL OF GLOBAL CONNECTION

The globe becomes more than an object. Suspended within the central stair, it represents the school's relationship to the world and creates a continuously changing digital focal point for **global events, data, geography, and institutional storytelling**. Digital media continues at the building entrance, where an integrated feature wall gives the School of Foreign Service a platform to highlight **faculty, students, research, diplomacy, global initiatives, and impact**.





SCOTT FAMILY GISD TOR LEGACY

Year: 2026

Project Status: Completed

Goal: Create a **living archive of Ball High School and Galveston**, preserving generations of history while using digital media, oral histories, artifacts, and immersive storytelling to connect that legacy to current and future students.

Role: Design Director / Design Lead

Ball High School's history stretches back to 1884, but the Tor Legacy Center was conceived to **make that history active rather than archival**. I led the overall design vision, exhibit planning, architectural integration, graphics, and digital experience for a space that brings together artifacts, historic imagery, personal stories, and interactive media.

The design balances **preservation with participation**. Historic objects and the original architectural model anchor visitors in the school's past, while digital archives, oral histories, changing media, and interactive experiences allow the collection to continue growing with every generation.



PLAYERS of the Ball High School football "Goldie" Harris (extending to 48)







TOR LEGACY V



How can a school's history live through the people who are currently shaping it?



VOICES





Onboarding II

Onboarding preview shows the user how to interact with vertical scroll to search through years



Search By Year

User goes to select a year



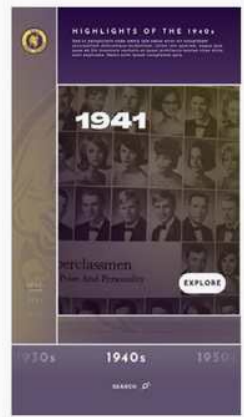
Global Search*

User selects global search triggering an overlay where user can type in a name with search results populated that direct to a content page



Search By Year

User selects year and content scrolls vertically or user swipes vertically to change year



Search By Year

Year snaps to selected year breakpoint

HISTORY IN THE FIRST PERSON

The **Tor Legacy Voices** experience captures the school's history through the people who lived it. Rather than relying only on institutional timelines, we interviewed alumni and community leaders whose memories add emotion, nuance, and personal perspective to the collection.

Pictured: David H. O'Neal, Jr.
(right) Maureen M. Patton (bottom)

Photographer: Jeremy Hudges



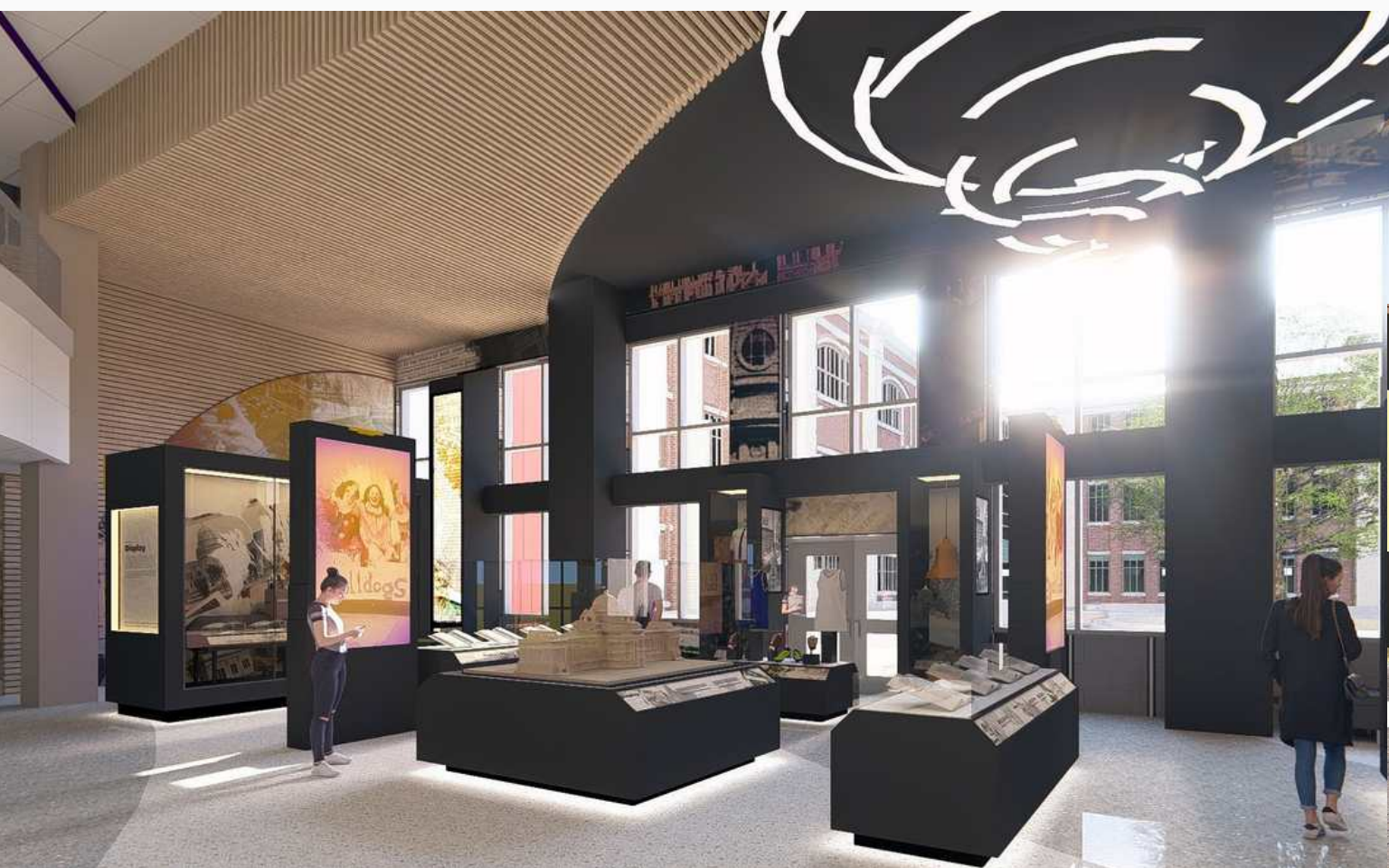


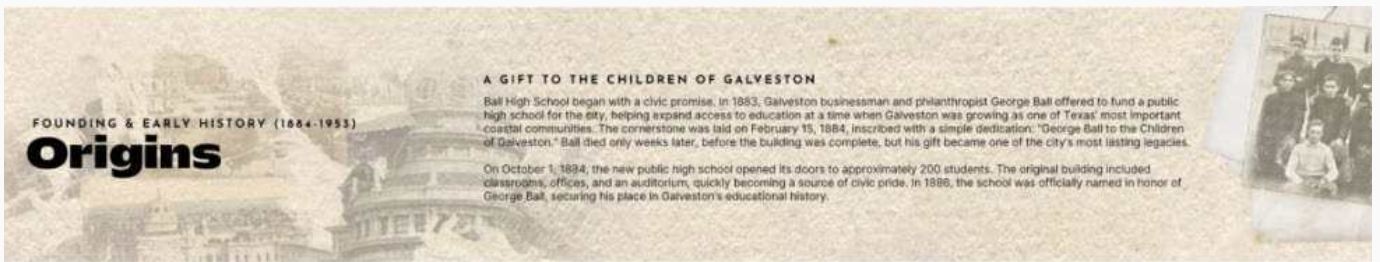
PAST + PRESENT IN ONE VIEW

The exhibit was organized so the model is not isolated inside a traditional case. It sits within a larger field of **documents, photographs, digital media, artifacts, and contemporary storytelling**, allowing visitors to move continuously between the physical evidence of history and the people who continue that legacy today.

Ball High's history did not end when the new campus opened. The Legacy Center was designed to continue collecting it.

Digital archives can grow. Interviews can be added. New achievements can enter the timeline. Future students can see themselves not only as visitors to the museum, but as the **next chapter of the story**.





THE HEART OF THE LEGACY CENTER

At the center of the exhibit sits the **historic architectural model of the original Ball High School**, given a new permanent home as the physical anchor of the Legacy Center. Surrounded by archival imagery and interpretive content, the model connects today's students to the institution that began in 1884 and to generations of Galvestonians who came before them.

The original school itself was born from George Ball's gift to the city, and its cornerstone carried the words **"George Ball to the Children of Galveston."** That history makes the model more than an artifact. It becomes a symbol of the school's continuing relationship with its community.





REGION 4 MCC RENOVATION AND LOBBY

Year: 2024

Project Status: Completed

Goal: Transform two dated and underutilized lobbies into **welcoming, technology-rich environments** that strengthen Region 4's identity, support gathering, and create a more meaningful arrival experience for educators and visitors.

Role: Design Lead

Region 4's existing lobbies were functional but offered little sense of arrival, identity, or connection. The renovation became an opportunity to rethink these transitional spaces as **active destinations for gathering, communication, and engagement.**

I developed the **design concept and overall architectural direction** for both lobby transformations, using light, material, technology, and integrated media to create a contemporary identity while working within the constraints of the existing buildings.







How can a design constraint become the defining experience?





BEFORE

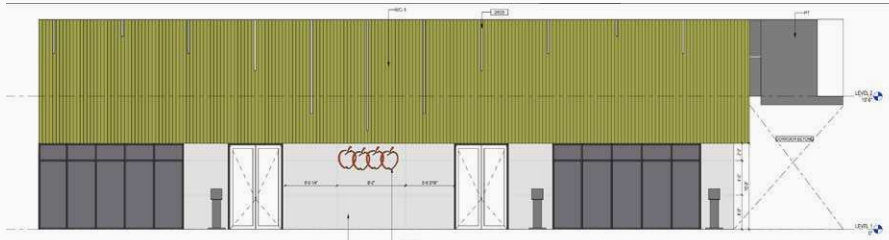
FROM PASSAGEWAY TO DESTINATION

The existing McKinney Conference Center lobby was dominated by a tall volume, disconnected surfaces, and a series of structural columns that interrupted the space. Rather than conceal those constraints, the design **turned them into the organizing elements of a new arrival experience.**

New wood elements, integrated lighting, seating, technology, and a stronger reception presence bring warmth and scale to the atrium. The design works with the existing skylights and volume to create a brighter, more welcoming environment for **professional learning, gathering, and collaboration.**



RENDERING CONCEPT



DIGITAL ARCHITECTURE

Integrated LED displays transform the columns into changing communication surfaces capable of supporting **wayfinding**, **Region 4 messaging**, **event information**, **environmental content**, and **motion graphics**.

Photographer: Region 4 Social Media



FINAL BUILDING



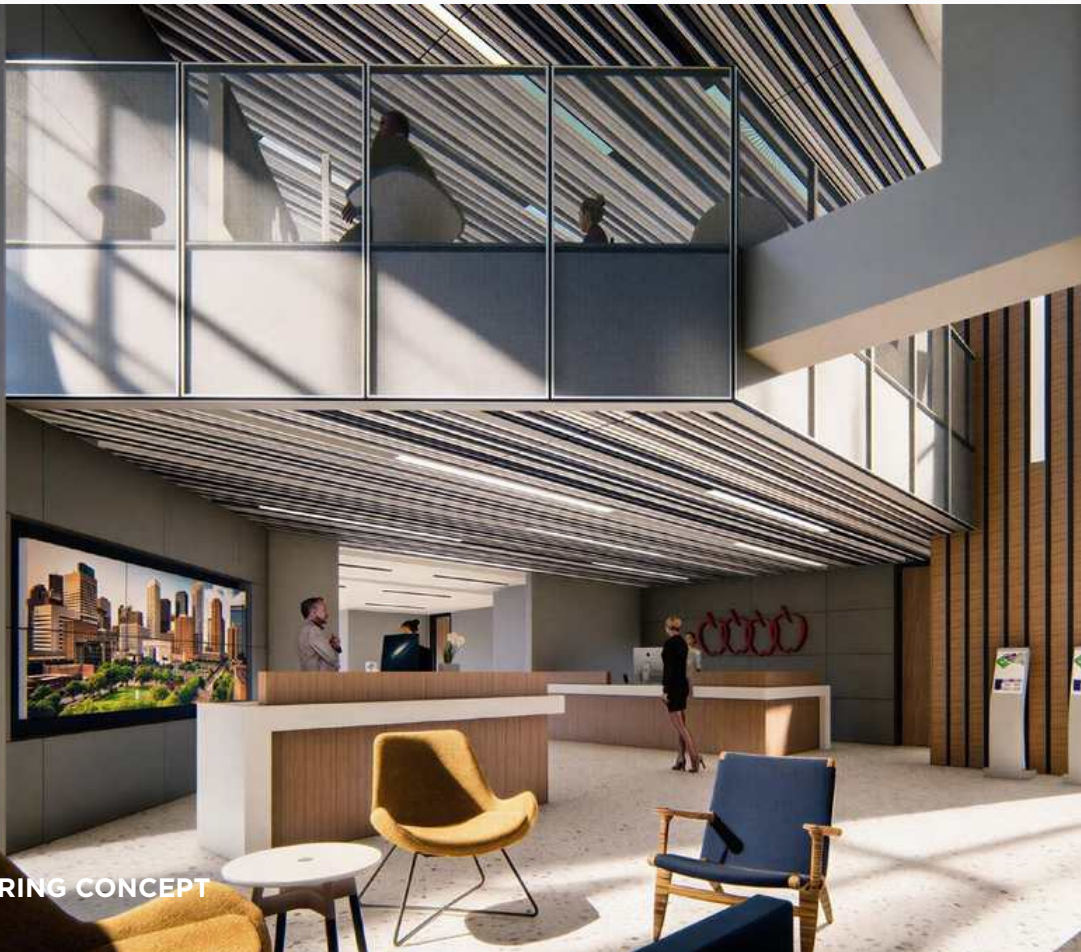
RETHINKING THE EMPLOYEE ARRIVAL

The existing employee entrance functioned primarily as a passageway, with **limited identity, warmth, or sense of arrival**. The renovation reframed this everyday threshold as an opportunity to create a more welcoming experience for the people who work at Region 4.

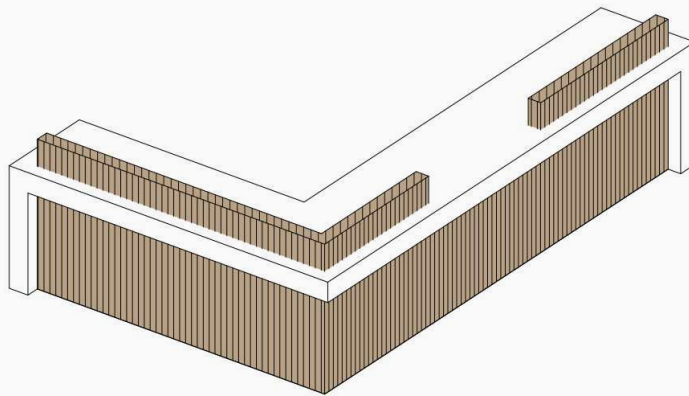
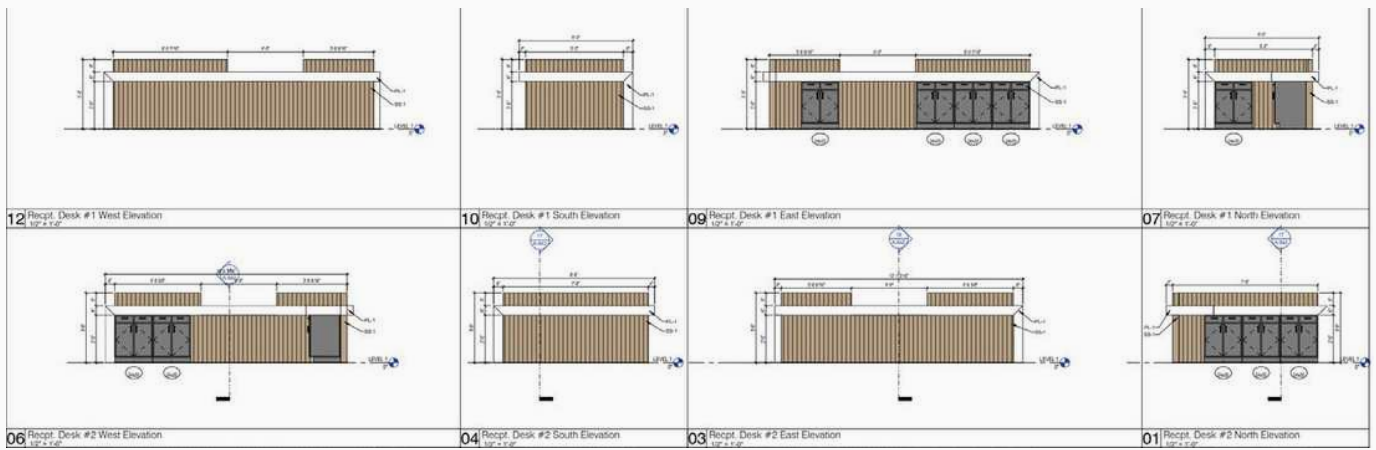
The design introduces a new reception presence,

integrated media, warm wood tones, and a continuous linear ceiling and wall system that gives the lobby a **clear architectural identity and sense of movement**.

The result turns a previously overlooked entrance into a space that communicates **care, professionalism, and organizational pride** from the moment employees arrive.



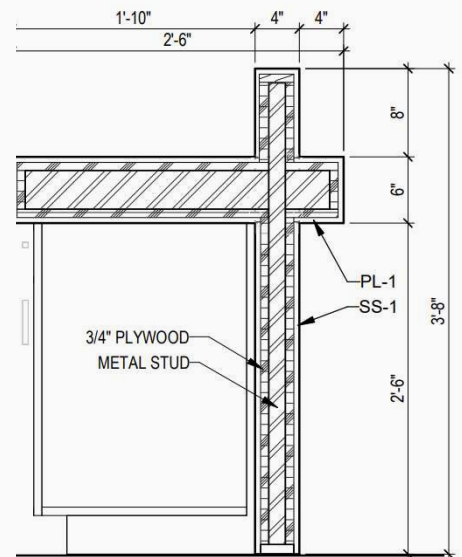
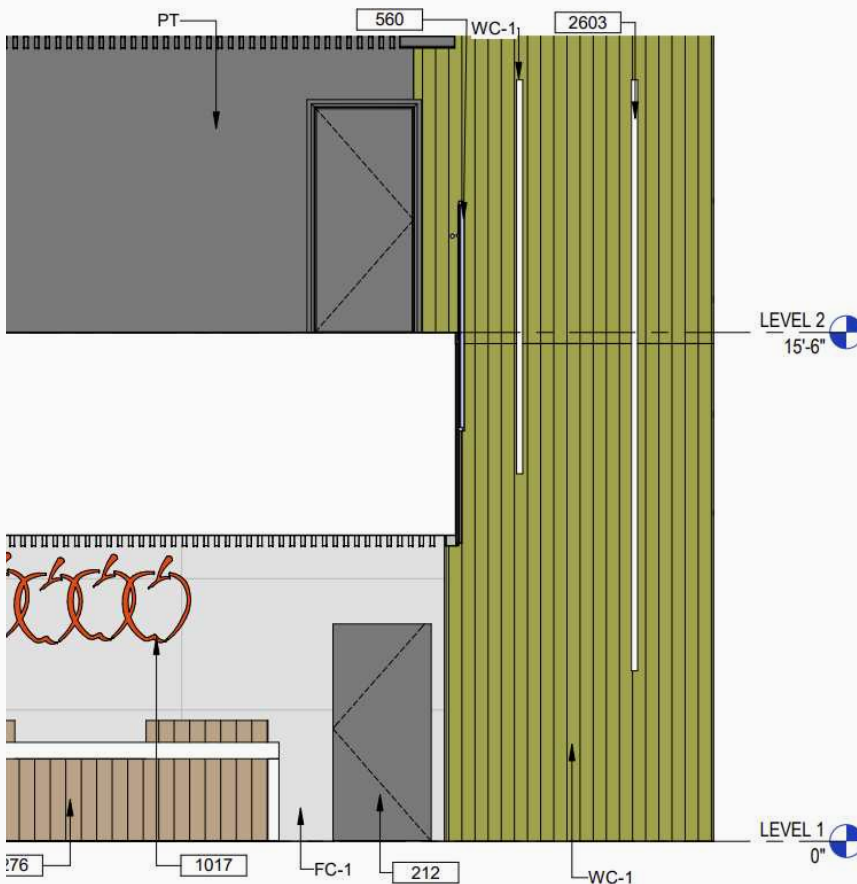
RENDERING CONCEPT



ONE CONTINUOUS ARCHITECTURAL GESTURE

The wood slat system was developed as a continuous element that **wraps from wall to ceiling**, organizing the reception zone while helping visually lower and humanize the existing volume.

Integrated linear lighting reinforces the geometry and creates a recognizable rhythm that guides employees from entry to reception.





FRIENDSWOOD HS PREFORMING ARTS CENTER + ATHLETICS

Year: 2024

Project Status: Completed

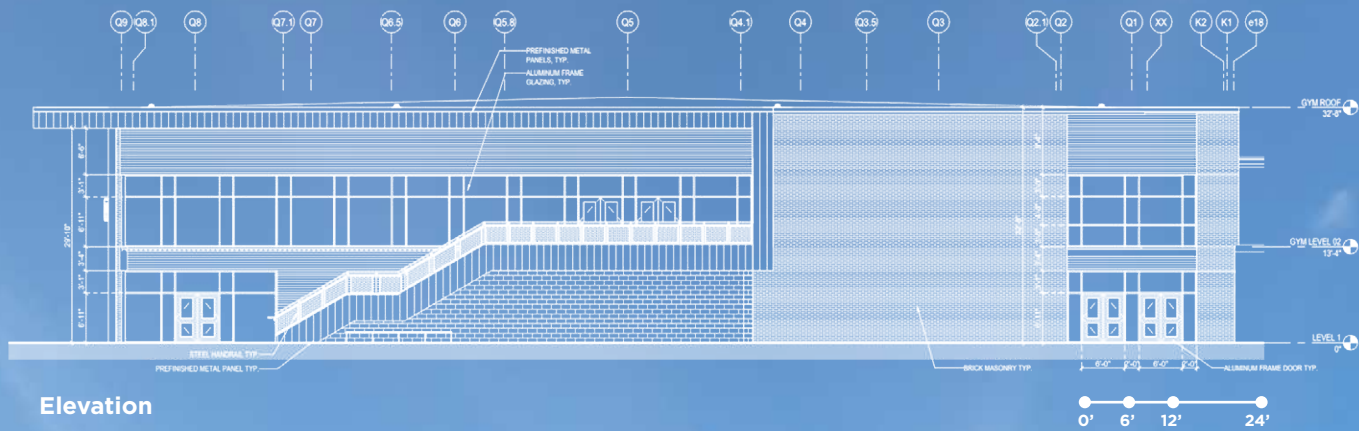
Goal: Create a new generation of **performing arts and athletic environments** that strengthen Friendswood High School's identity while expanding opportunities for performance, competition, fine arts, and student life.

Role: Design Lead

Friendswood High School's bond program created an opportunity to reshape major pieces of an established campus through a new Performing Arts Center, competition gym, and renovations to existing fine arts and athletic spaces. The challenge was to introduce significant new facilities while maintaining the identity and familiarity of a school with deep community roots. I led the design direction across the **PAC exterior and**

lobby, auditorium experience, competition gym, athletic interiors, and supporting campus spaces, developing a consistent architectural language around warm wood, Friendswood blue, natural light, masonry, and strong moments of school identity. The project also included **renovations for band and choir programs within the existing high school**, allowing the broader fine arts experience.





Elevation



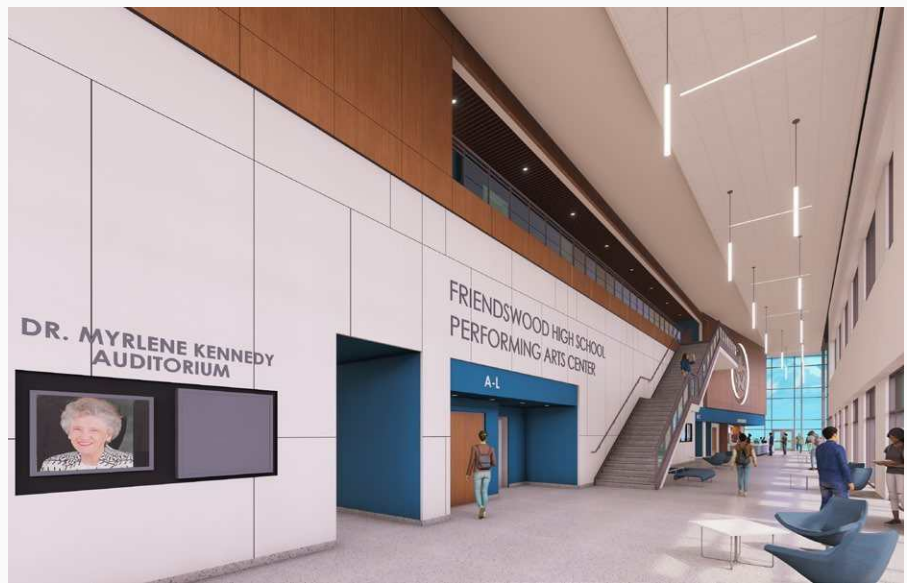


How can a school addition make every performance feel significant?



CREATING AN ARRIVAL FOR THE ARTS

The Performing Arts Center was designed as more than a new auditorium. The lobby establishes a **distinct civic arrival within the high school**, giving performances, concerts, and community events an identity of their own while remaining visually connected to the larger campus.







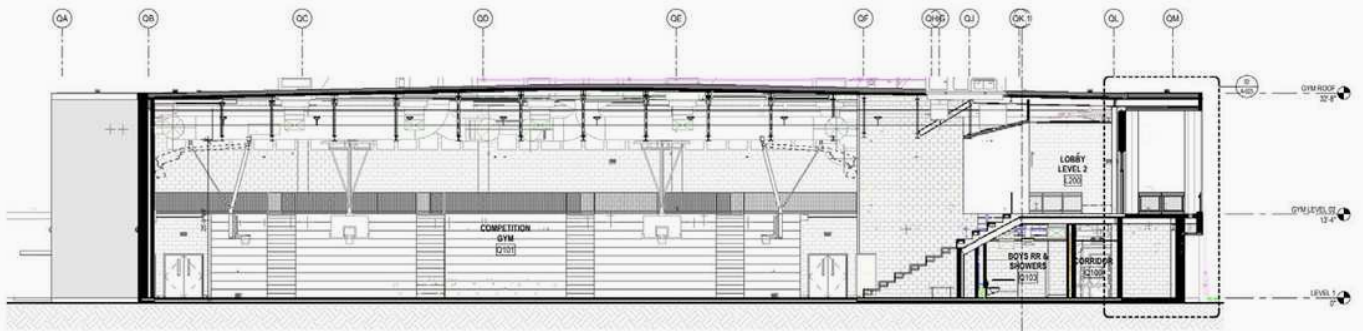
HOME COURT ADVANTAGE

The competition gym was intentionally **developed as a sunken athletic environment**, creating a different psychological experience for home and visiting teams. As spectators and visiting competitors enter from the upper level, they descend toward the court, creating the feeling of entering **Mustang territory** rather than arriving at a typical flat-floor gymnasium.

CONNECTING PAST + PRESENT

Historical imagery and school identity elements were incorporated into the athletic circulation spaces to connect the new competition venue to **Friendswood's existing traditions and athletic legacy**.







CONNECTING NEW + EXISTING

The additions were designed as part of a larger campus rather than stand-alone objects. Material transitions, **exterior gathering areas, transparent circulation, and strong architectural edges** help connect the new PAC and athletic facilities back into the existing high school.

A COURTYARD FOR THE NEXT PHASE

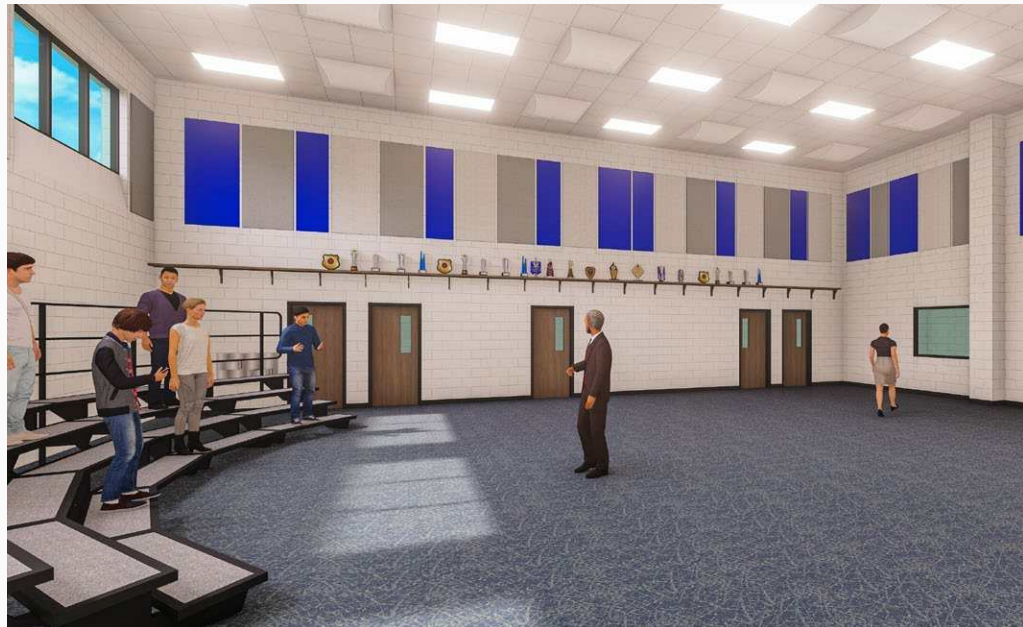
The original campus vision included a new central courtyard designed as an outdoor extension of student life, connecting the PAC, athletics, and existing school through **landscape, seating, and gathering space**. The courtyard was deferred from the completed phase and remains an opportunity for a future bond program.





FINE ARTS PROGRAM

The project also reworked existing spaces for band and choir, giving students improved rehearsal and instructional environments while connecting those programs more directly to the new Performing Arts Center.





ST. THOMAS HIGH SCHOOL COMMONS, PAC & INDOOR PRACTICE FIELD

Year: 2023

Project Status: Pre-Positioning + Fundraising Vision

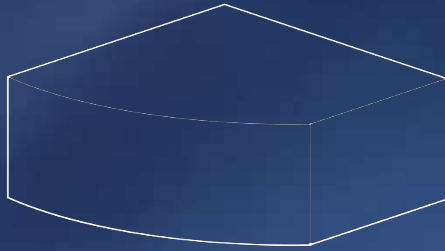
Goal: Develop a compelling campus expansion vision that strengthens student life, athletics, and the arts while reinforcing St. Thomas High School's identity and supporting future fundraising.

Role: Design Director / Design Lead

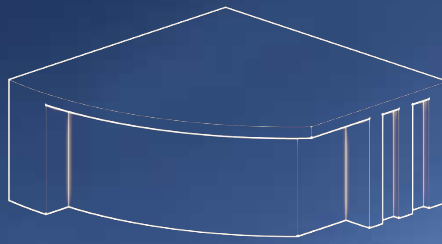
As Design Director and Design Lead, I led the visioning and concept design for a major expansion of St. Thomas High School. Working directly with school leadership and a client executive who was also a St. Thomas alumnus, I helped translate the school's aspirations into a cohesive campus strategy centered on three major additions: a new **Student Center, Performing Arts Center, and Indoor Practice Facility.**

I directed the architectural vision, campus integration, massing studies, and design refinement while guiding a junior designer through development of the concepts. Client workshops and design reviews became an iterative process of balancing **student experience, institutional identity, campus legacy, and fundraising potential** into a vision that felt distinctly St. Thomas.

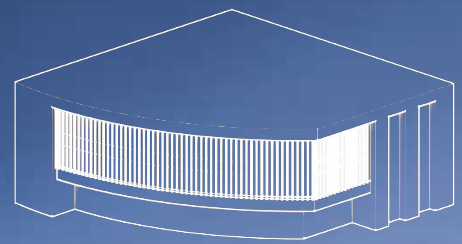




01 — Establish the Campus Form

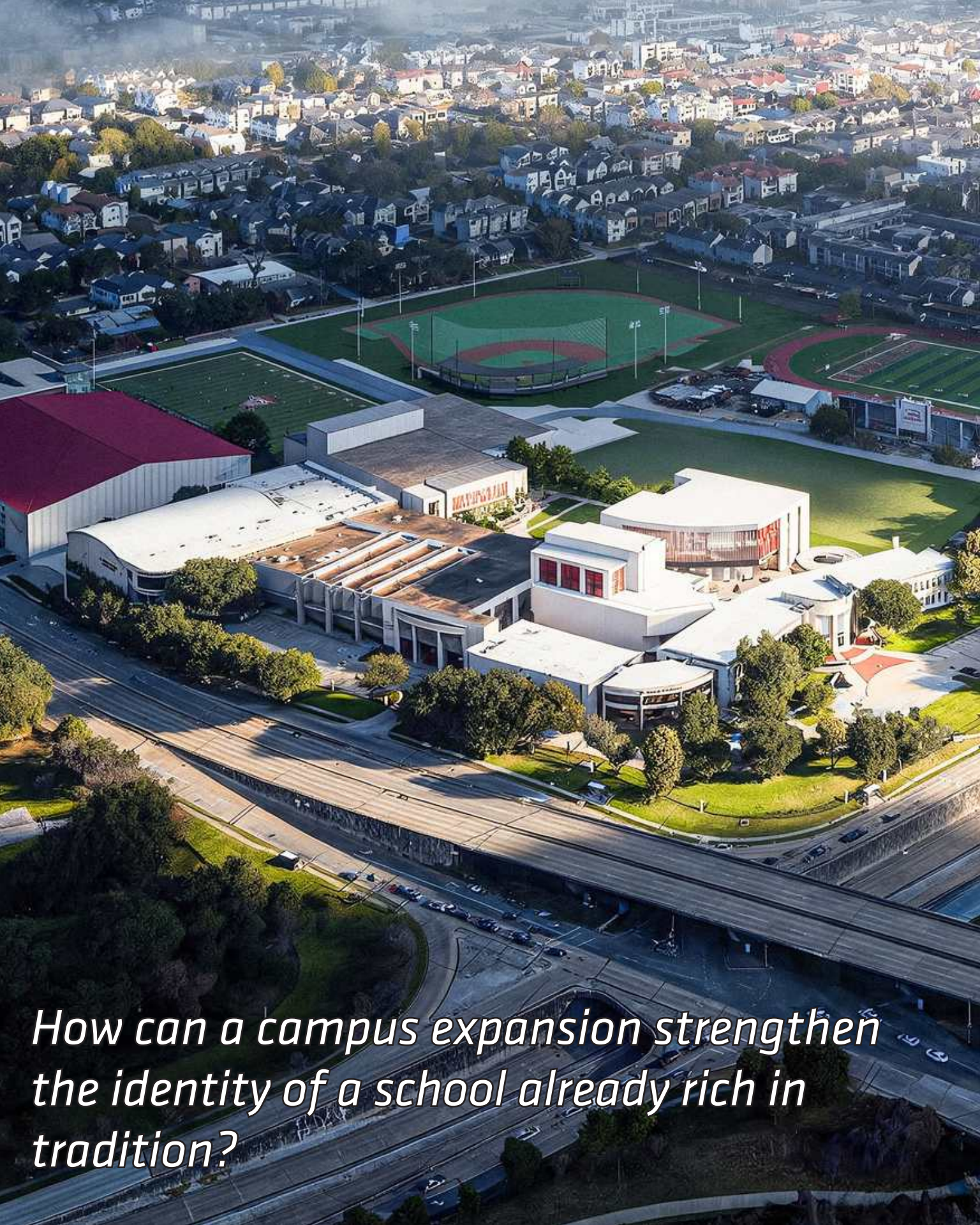


02 — Carve for Gathering +
Connection



03 — Express St. Thomas Identity



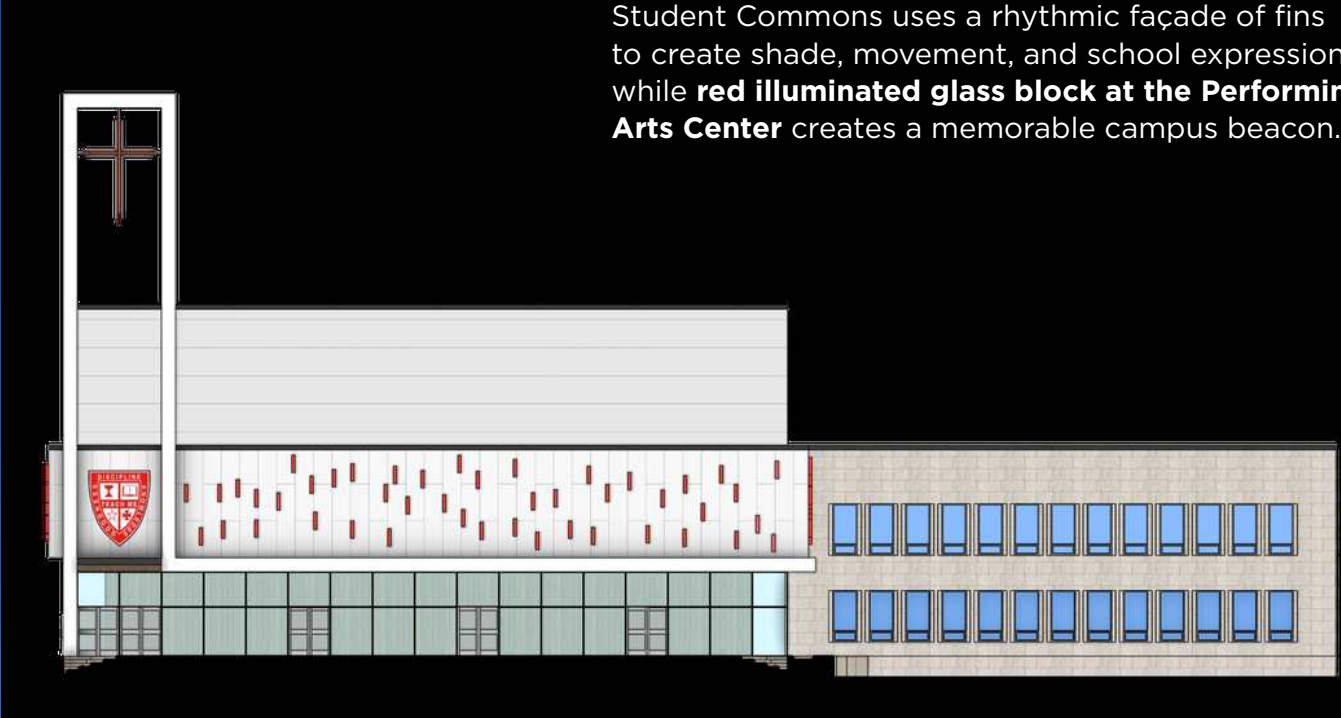


How can a campus expansion strengthen the identity of a school already rich in tradition?





The architecture was developed to feel unmistakably connected to St. Thomas while giving the campus a new contemporary identity. The Student Commons uses a rhythmic façade of fins to create shade, movement, and school expression, while **red illuminated glass block at the Performing Arts Center** creates a memorable campus beacon.



Front Elevation





SALVADOR Dalí ADDITIONS & RENOVATION

Year: 2023

Project Status: Expansion Pursuit / Concept Design

Goal: Develop an expansion vision that could **extend the surreal spirit of The Dalí beyond the existing museum**, creating flexible new environments for immersive exhibitions, digital experiences, events, learning, and visitor engagement.

Role: Design Director / Design Lead

Working under the direction of **Yann Weymouth, architect of The Dalí's iconic 2011 building**, gave me the opportunity to explore how a new addition could respect an extraordinary piece of architecture without simply imitating it. I led major portions of the **design vision, experiential strategy, digital integration, and visitor experience**, working directly with the museum team to understand how future programming and

emerging technology could shape the next generation of the institution. The proposal approached surrealism as a spatial idea rather than a decorative theme. Architecture, reflection, projection, digital interaction, and changing perspective were used to create moments where visitors would **question what they were seeing and experience familiar things in unexpected ways.**





Existing Site Condition





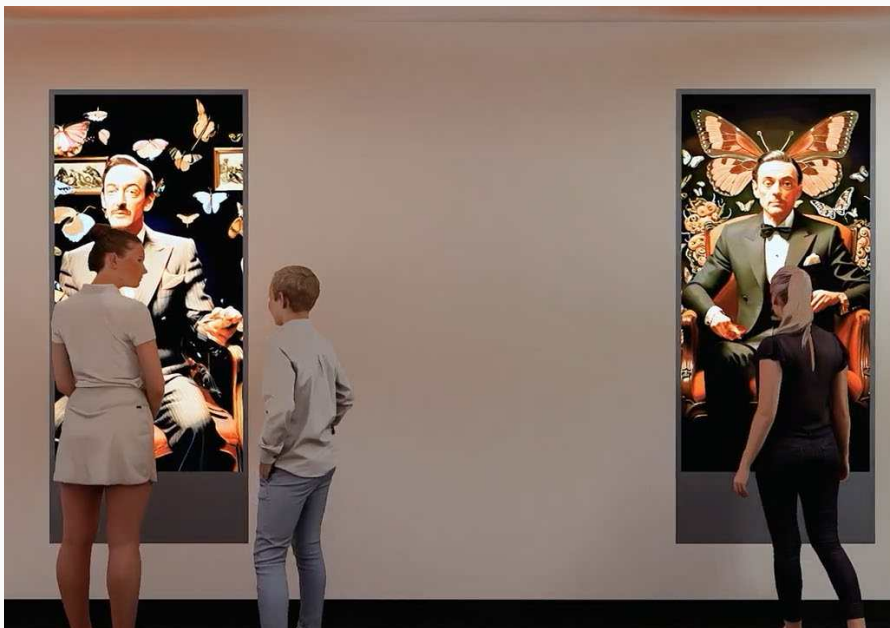
Dreams

How can a museum make surrealism something you physically move through?

of Dalí

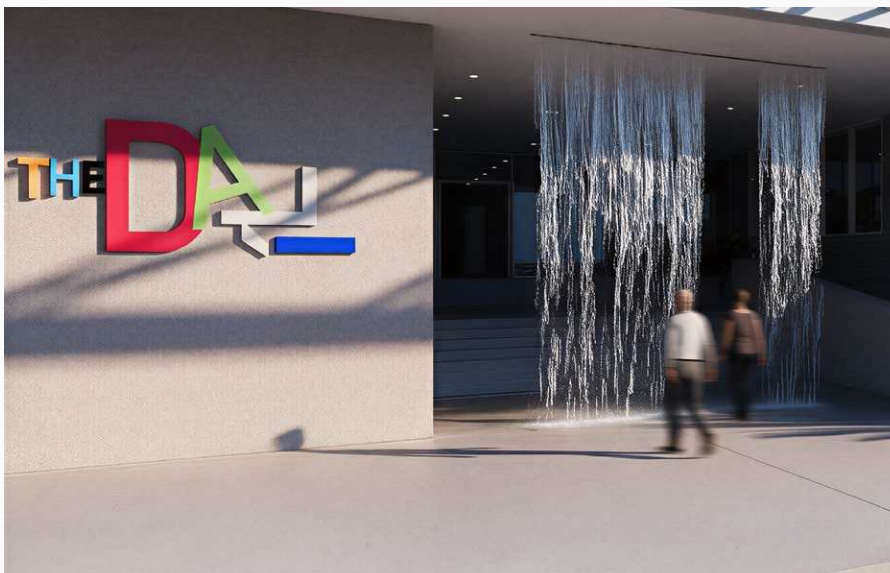






FROM VIEWING ART TO ENTERING IT

The exhibit vision asked how digital media could extend the museum's collection beyond traditional gallery walls. I worked directly with the client to develop **interactive and immersive concepts around their evolving digital goals**, creating experiences where projection, responsive media, sound, and physical space become part of the interpretation.



A THRESHOLD INTO THE SURREAL

The visitor journey begins before reaching the primary galleries. A **walk-through water wall** transforms entry into a sensory threshold, creating a moment of uncertainty between the everyday world outside and the surreal experiences beyond.



A GALLERY THAT CAN CONTINUALLY CHANGE

Rather than dedicate an entire floor to one permanent installation, I developed the immersive floors as a **reprogrammable digital environments** capable of supporting exhibitions, historical storytelling, experiential media, conferences, lectures, receptions, and private events.

CONTENT BECOMES ARCHITECTURE

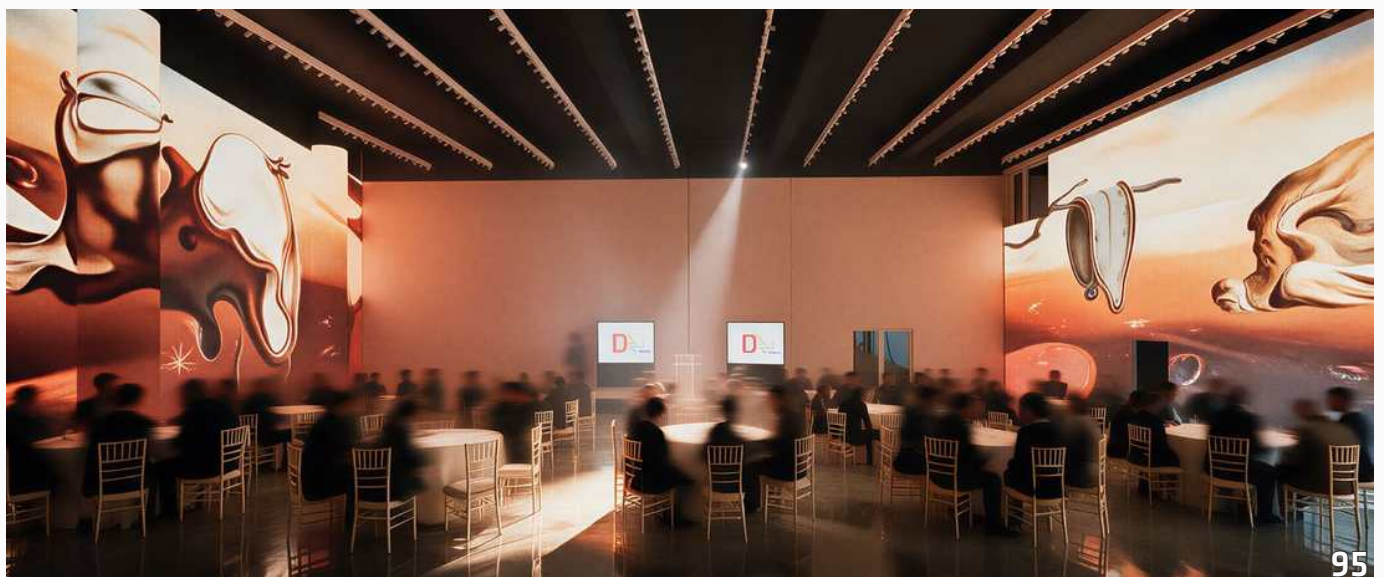
Large-format projection & digital screens transforms walls into an **active storytelling surface**. One program might become a chronological journey through Dalí's life and collaborators, while another **can place visitors completely inside the imagery and atmosphere of his work**.





MUSEUM BY DAY. EVENT VENUE BY NIGHT.

The same infrastructure can support immersive exhibitions during museum hours and transition into **conferences, lectures, dinners, receptions, and cultural events** after hours.



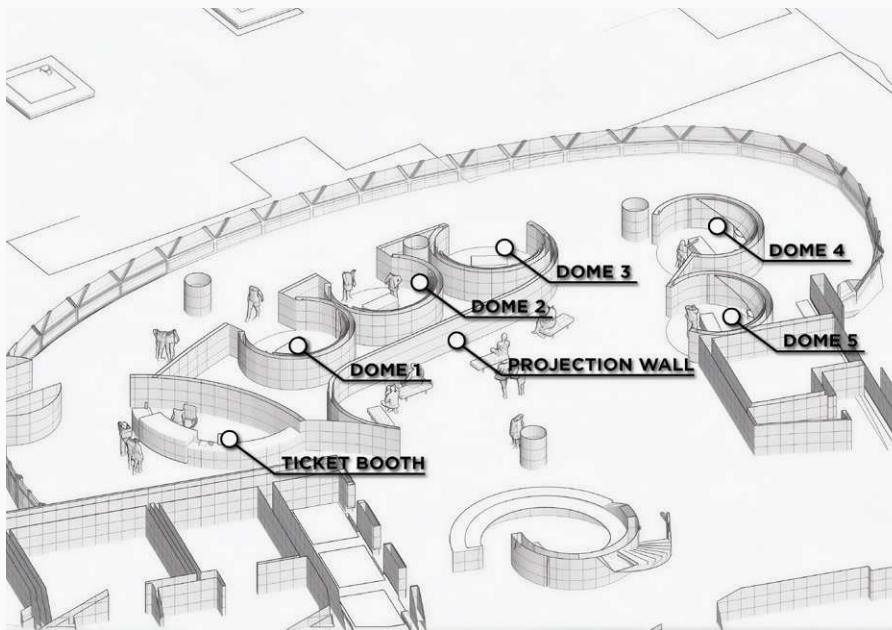


CURATING THE JOURNEY, NOT JUST THE GALLERY

The vision extended from arrival through exhibition, learning, events, digital interaction, and visitor amenities. Spaces were organized as a sequence of **moments of discovery, giving visitors different ways to encounter Dalí** rather than relying on a single exhibit format.

The visitor experience continued into retail, where I developed a renovation concept that treated the gift shop as part of the museum journey rather than a separate commercial space. Display, graphics, lighting, digital content, and merchandise were coordinated to **extend the museum's identity through the final point of the visitor experience.**





LEARNING FROM THE ORIGINAL DESIGNER

Working under **Yann Weymouth's direction** was a rare opportunity to explore an expansion alongside the architect who designed The Dalí's current landmark home. His original building balances a highly rational concrete enclosure with the flowing geometry of the glass Enigma and a helical stair inspired by Dalí's fascination with spirals and DNA.





WALTER P. JETT CENTER CONROE ISD

Year: 2023

Project Status: Completed

Goal: Create a **flexible district training and conference center** that could support professional learning, large events, and everyday staff needs while embracing its unique location at **Woodforest Bank Stadium**.

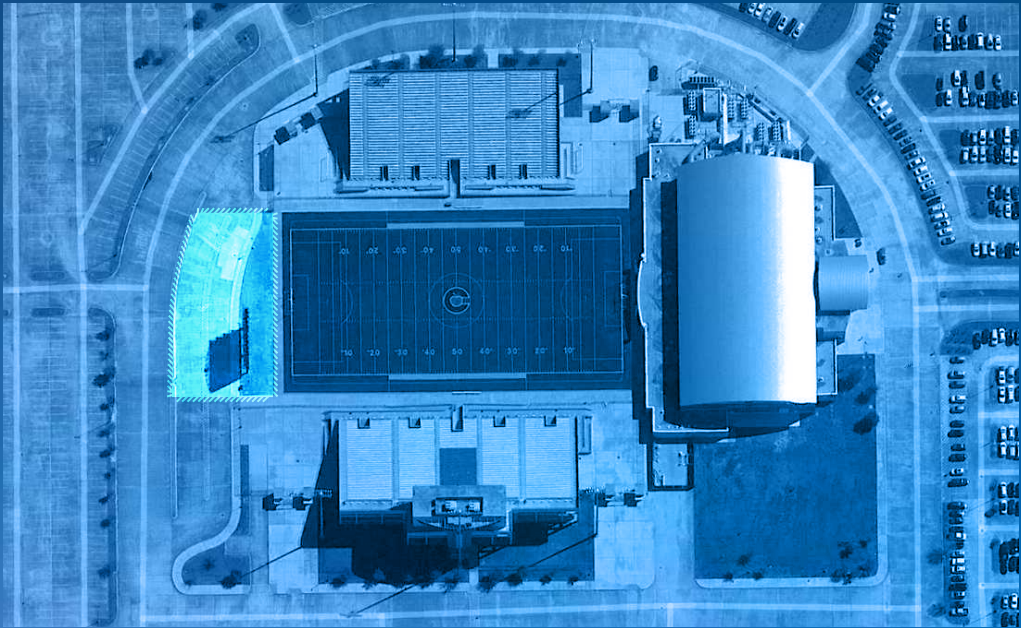
Role: Design Lead

Located at the end of Woodforest Bank Stadium, the Jett Center transforms an **underused edge of the athletic complex** into a flexible district resource for training, conferences, collaboration, and large events. The design **embraces the football field** as part of the experience rather than treating it as a backdrop. Expansive glazing, flexible gathering spaces, and an elevated VIP balcony create direct connections to the

stadium, while the architecture responds to the **brick, scale, and material character** of the surrounding Conroe ISD facilities.

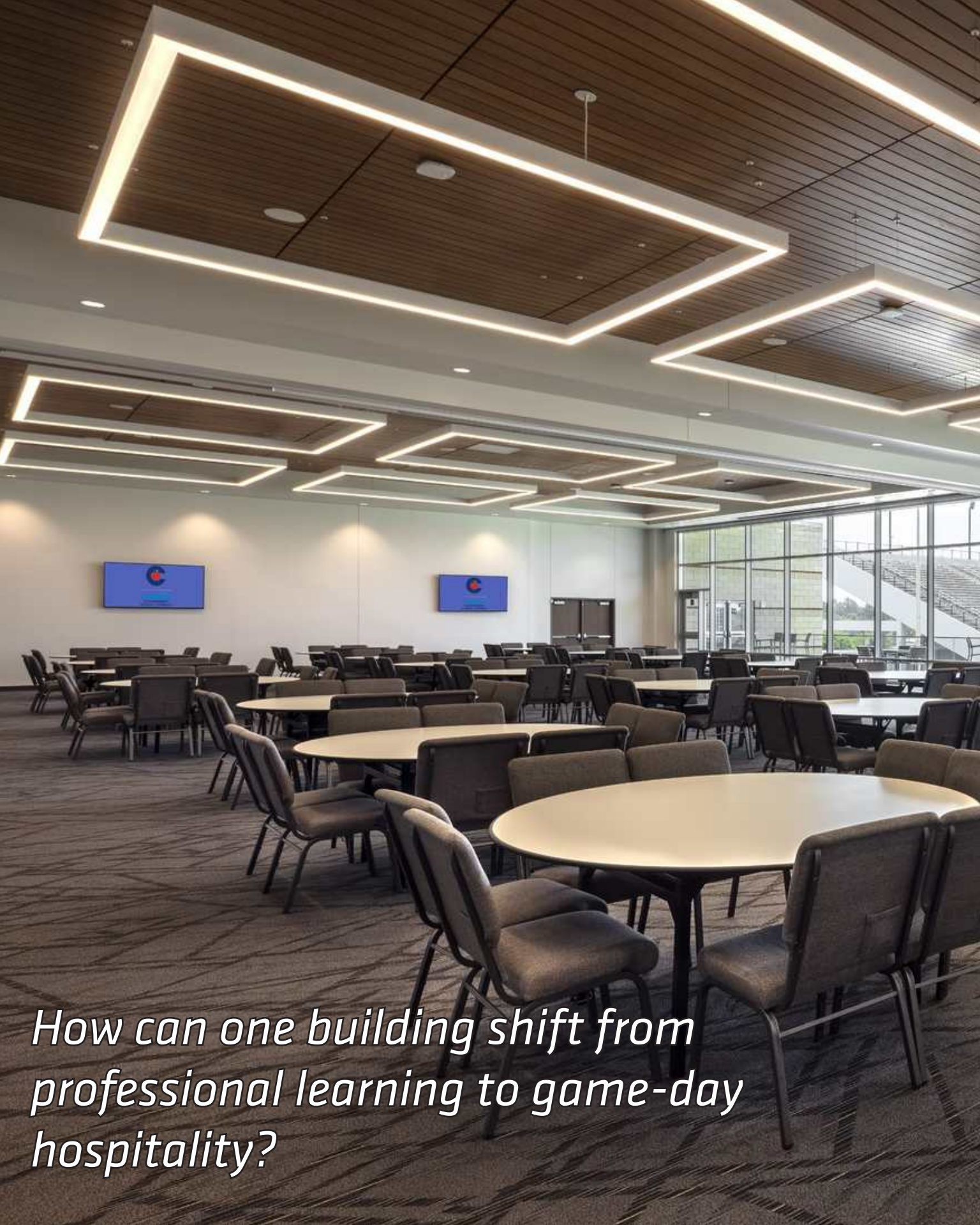
I shaped the **architectural concept, planning strategy, and overall design direction**, balancing a diverse program with the building's highly visible stadium context.





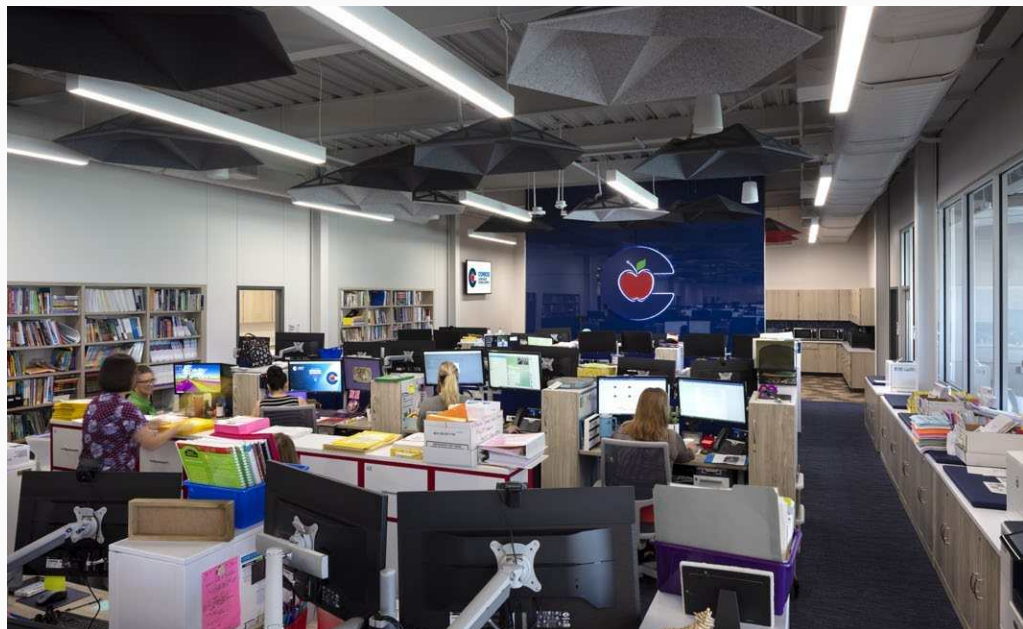
Existing Site Condition

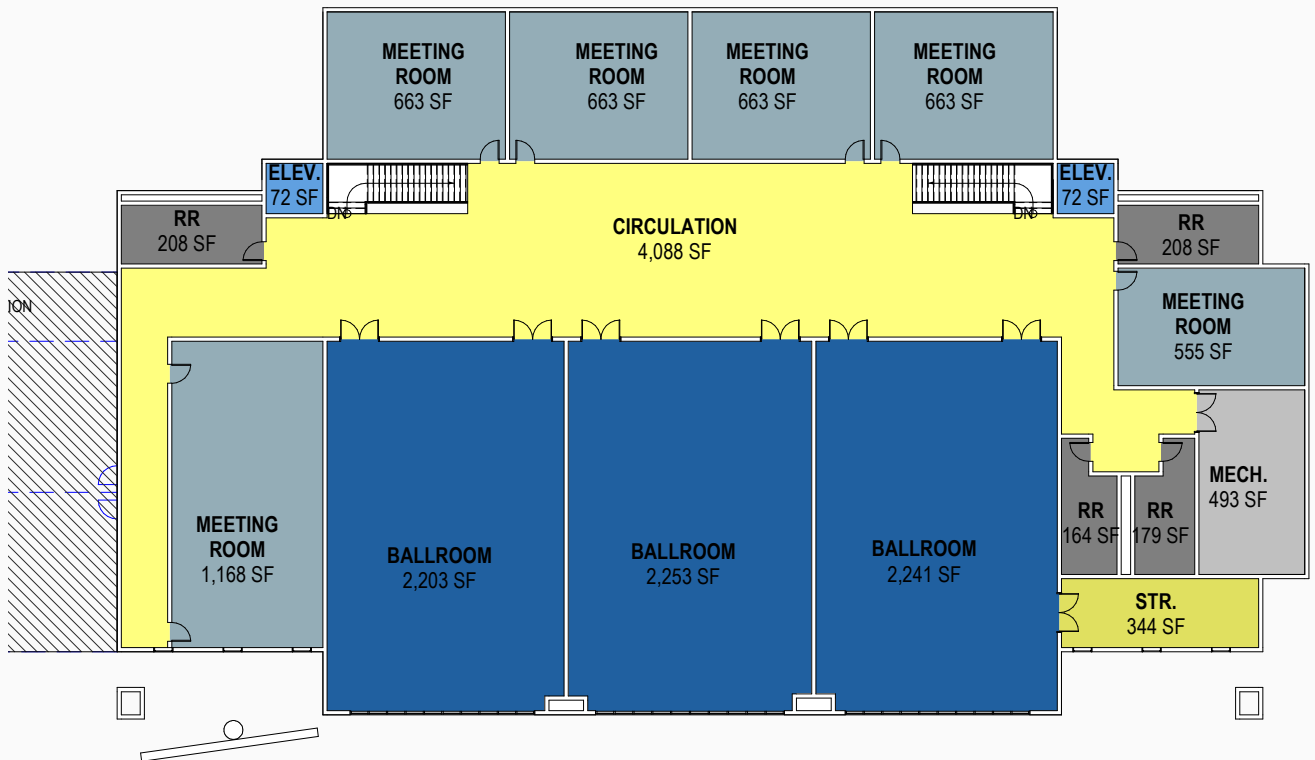
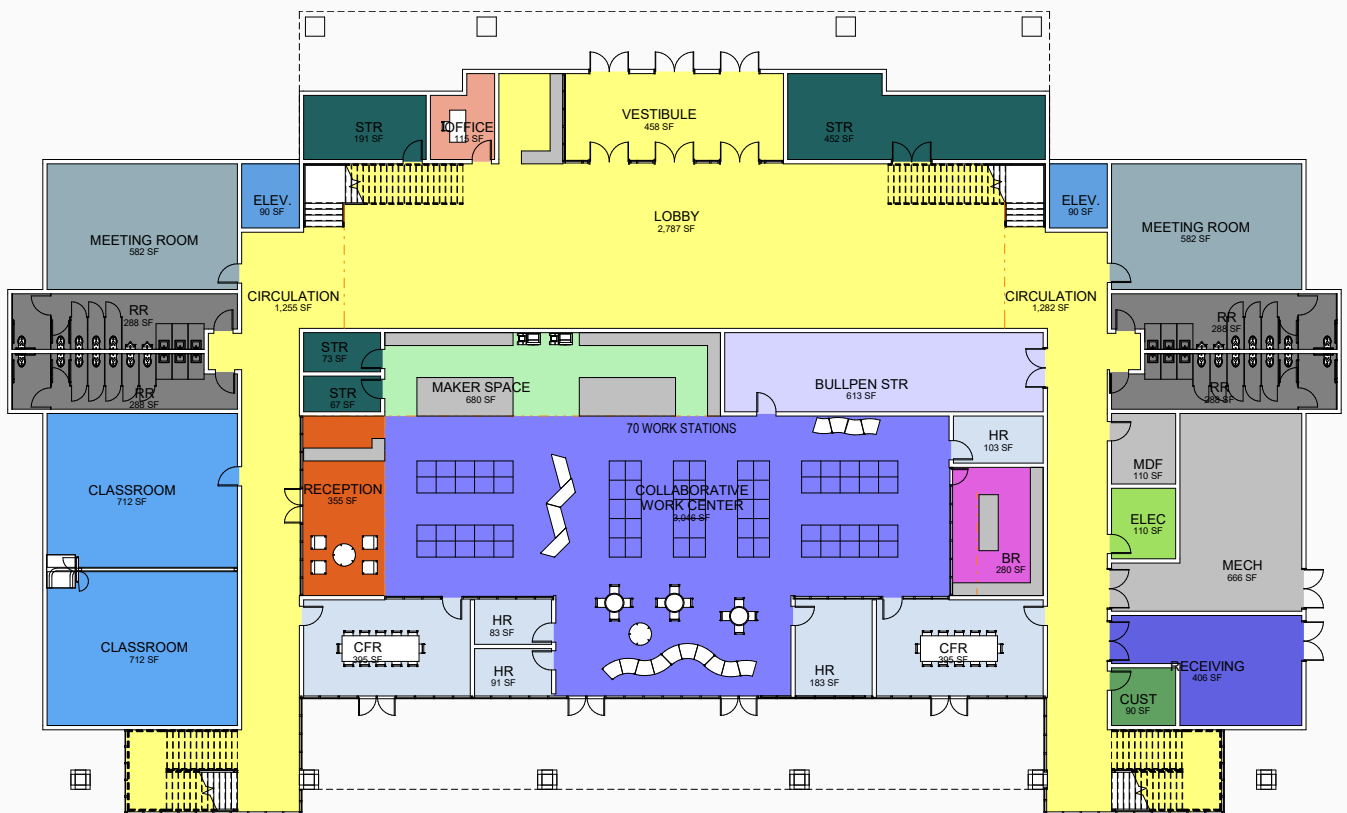




How can one building shift from professional learning to game-day hospitality?









DESIGNED FOR THE DISTRICT. CONNECTED TO THE GAME.

The Jett Center was designed around the changing rhythms of a large school district.

Flexible spaces support professional development, workshops, meetings, conferences, and district-wide gatherings, allowing the same

facility to **transition between focused learning and large-scale events.**

Rather than designing specialized rooms for singular uses, the planning creates **adaptable environments** that can respond to changing group sizes, teaching formats, and event needs.

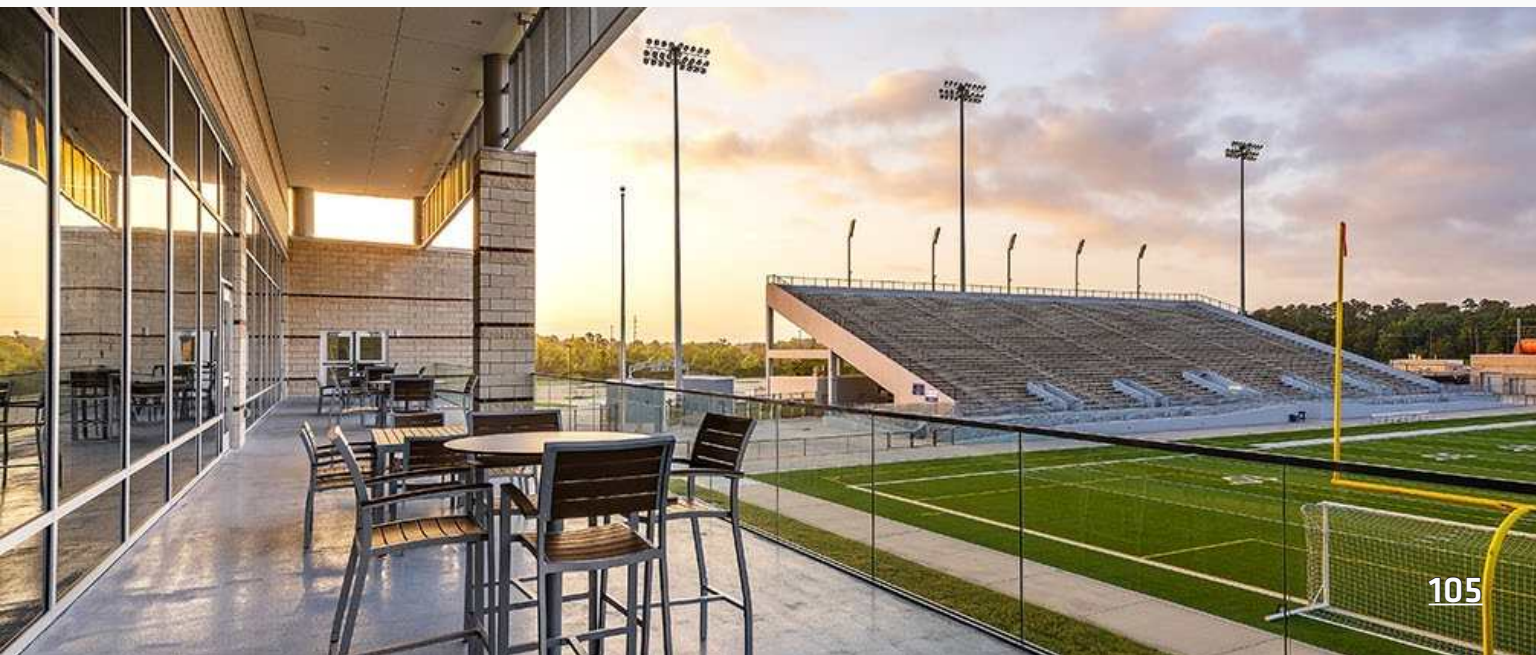




MAKING THE STADIUM PART OF THE EXPERIENCE

Large areas of glazing frame views to the football field, while an **elevated VIP balcony** provides a direct connection between the training center and game-day activity.

The stadium becomes an **extension of the architecture**, allowing spaces that function as professional learning environments during the week to transform into **hospitality and gathering destinations** during major events.





DOVENEST MOTORSPORTS CLUB

Year: 2023

Project Status: Concept Design / Unbuilt

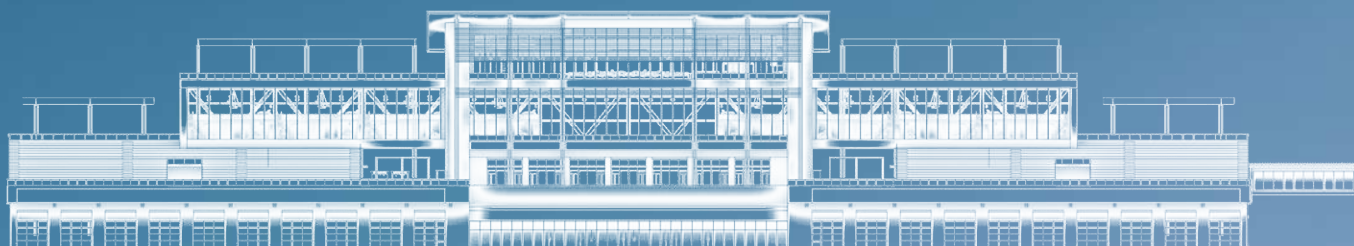
Goal: Envision a **destination motorsports community** where racing is only one part of the experience, combining a performance track with hospitality, dining, entertainment, family amenities, private garages, and residential living.

Role: Design Lead

Dove Nest began with an ambition to create more than a racetrack. Working with a firm partner and the client, I led the design vision for a **motorsports destination built around an entire lifestyle**, where drivers, families, members, guests, and corporate groups could spend a full day, weekend, or longer. I developed the master plan, architectural concept, clubhouse experience, track environment, hospitality spaces, garages, spectator

areas, and residential vision. The larger development ultimately did not advance as envisioned when project funding was not secured. The concept remains an important design study in how architecture can turn a specialized passion into a broader **destination and community experience**.

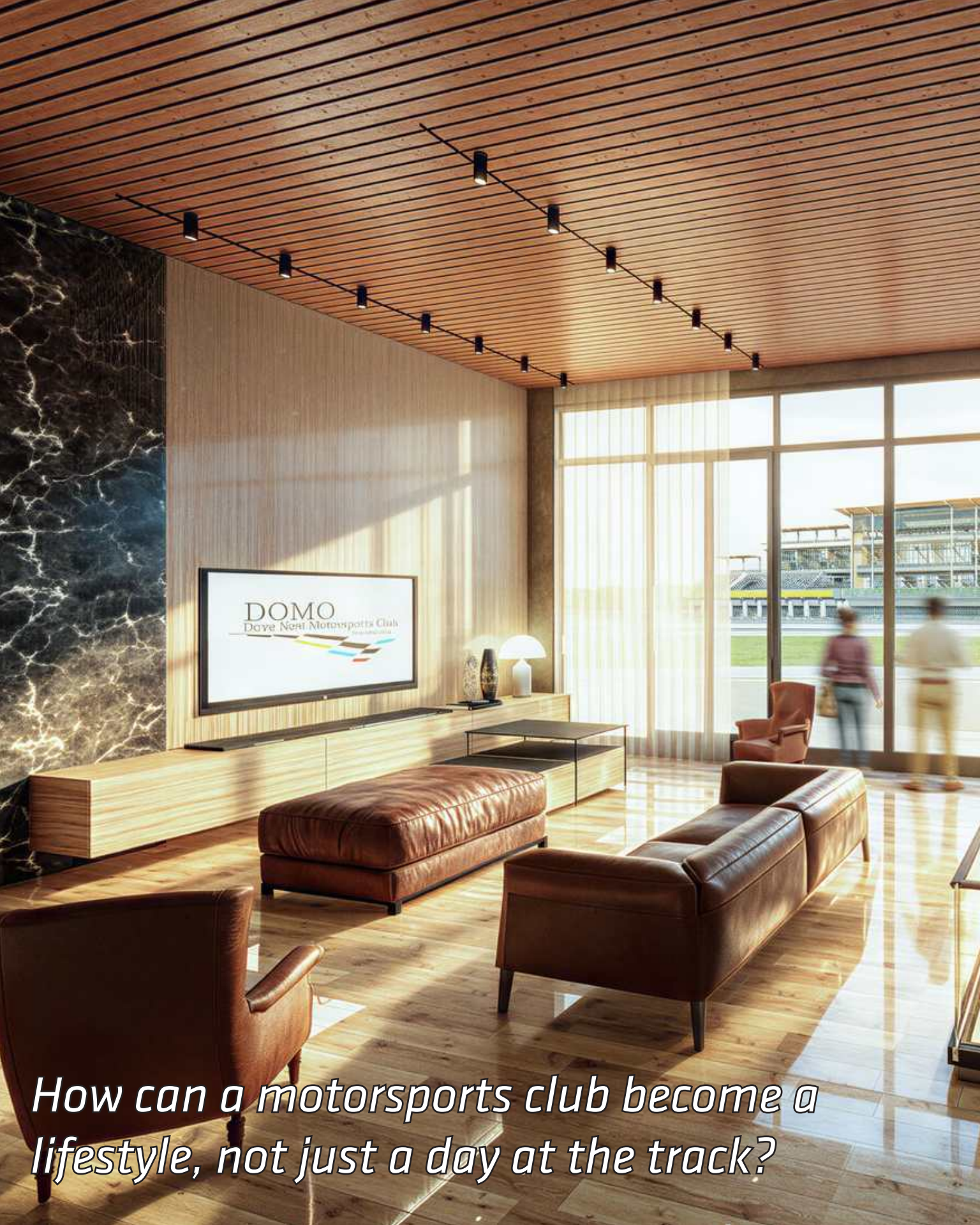




Elevation

0' 10' 20' 40'





How can a motorsports club become a lifestyle, not just a day at the track?



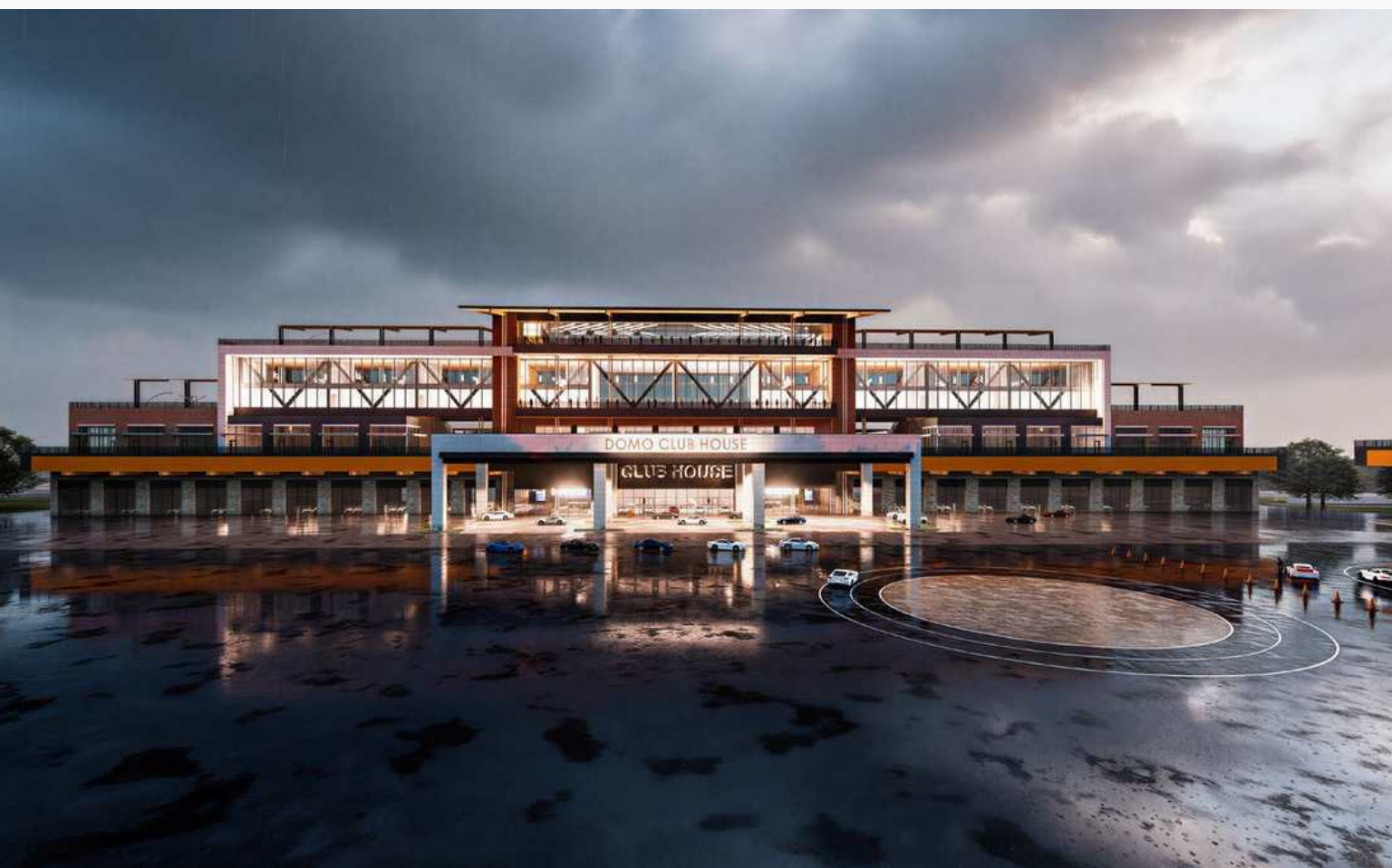


THE CLUBHOUSE AS A SOCIAL ENGINE

The clubhouse was conceived as the heart of the development, positioned to create constant visual connections between **cars, track activity, hospitality, and social life**. Large areas of glazing and elevated terraces allow racing to remain visible from lounges, dining spaces, member areas, and event environments, turning the track itself into part of the architecture.

MORE THAN SPECTATING

The program was intentionally layered so members and families would have reasons to remain on site beyond driving sessions. **Dining, lounges, private events, automotive displays, hospitality suites, and outdoor terraces** create different levels of engagement for drivers and non-drivers alike.

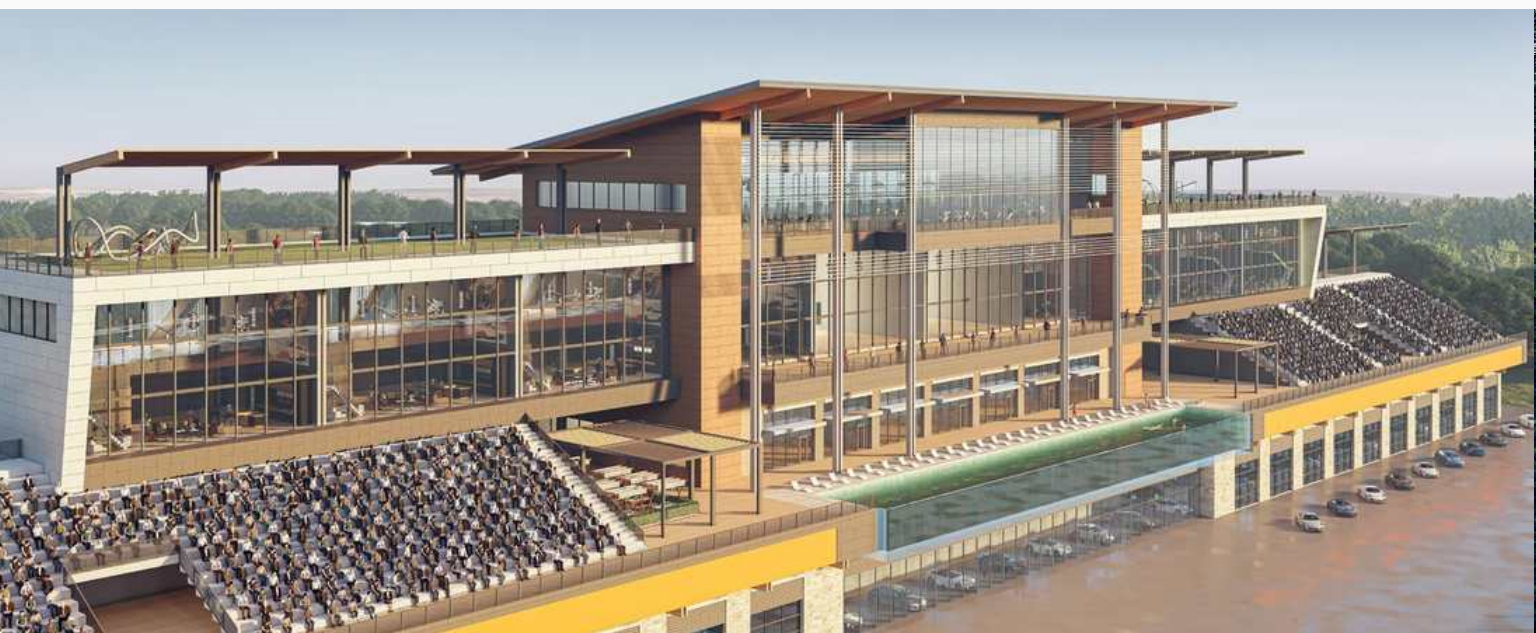






BUILT AROUND MORE THAN THE DRIVER

The project was envisioned for an entire community, not only the person behind the wheel. Automotive retail and service, dining, entertainment, spectator spaces, outdoor amenities, and family activities allow different members of a group to experience the property in different ways.





OWNERSHIP AT THE TRACK

The residential component extends the experience from membership into lifestyle. Track-oriented residences give owners the opportunity to stay close to the circuit, their vehicles, and the community while creating a more permanent social structure around the club.





RESEARCH + THOUGHT LEADERSHIP

Focus: Research + Thought Leadership

Topic: Immersive Technology in K-12 Education

Goal: Explore how **virtual reality and immersive projection environments** can expand educational experiences and inform the next generation of learning spaces.

My interest in emerging technology extends beyond individual projects. Through PBK's white paper initiative, I explored how **virtual reality and immersive projection rooms** could create new opportunities for experiential learning, collaboration, and engagement in K-12 education.

The research connected **technology, educational applications, and architectural design**, translating emerging tools into practical opportunities for school districts. The work reflects my commitment to **research-driven design and continuous learning**, helping inform conversations about the future of educational environments.



Unlocking the Future of Education

Virtual Reality and Immersive Project Rooms in K-12 Education



The Situation

In an ever-evolving educational landscape, it is imperative to embrace innovative technologies that can enhance the learning experience for K-12 students.

explores the transformative power of Virtual Reality (VR) and Immersive Projection Rooms (IPRs) and their profound impact on K-12 education.



01: Understanding Virtual Reality (VR)

VR, refers to the creation of simulated environments that allow users to interact with digital content as if it were real. In K-12 education, VR offers several compelling benefits:



Engagement & Immersion

VR engages students like never before, immersing them in virtual worlds that make learning fun and memorable.



Experiential Learning

Students can explore historical sites, venture into outer space, or dissect virtual organisms, providing hands-on learning experiences.



Accessibility

VR makes education accessible to all students, catering to various learning styles and abilities.

02: Benefits of Immersive Projection Rooms (IPRs)

IPRs are purpose-built spaces that leverage advanced projection technology to create immersive learning environments. Their advantages in K-12 education are remarkable solution to engage, inspire, and empower the next generation of learners.



Collaborative Learning

IPRs foster collaboration, as students can collectively interact with projected content, encouraging teamwork and problem-solving.



Multi-sensory Learning

IPRs engage multiple senses, enhancing comprehension and retention of educational material.



Real World Simulations

IPRs can replicate real-world scenarios, allowing students to practice skills and decisionmaking in a safe environment.

Embracing the Future

As we navigate the 21st century, K-12 education must evolve to prepare students for an increasingly complex world. Virtual Reality and Immersive Projection Rooms offer a dynamic solution to engage, inspire, and empower the next generation of learners.



67%

of educators believe VR and IPRs are useful learning tools, the majority believing it will help students stay engaged in the classroom

(Source: The National Research Group)



CINEMATIC STUDIES

In 2022, I challenged myself to create a series of cinematic images using Lumion 12, each **completed in two hours or less**. The exercises became a way to learn through making, **pushing atmosphere, lighting, scale, storytelling, and composition** while developing greater speed and confidence with visualization tools. Science fiction, film, photography, and

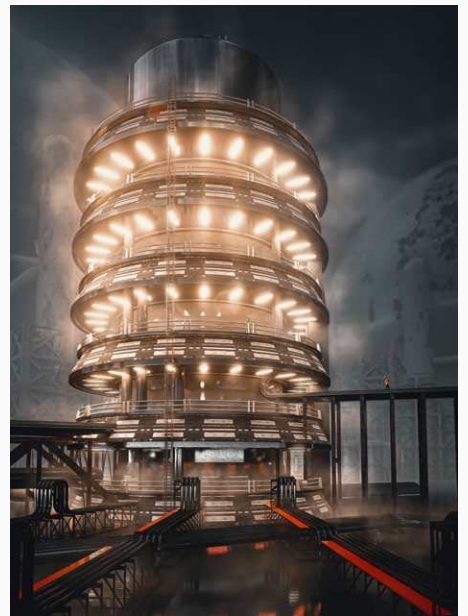
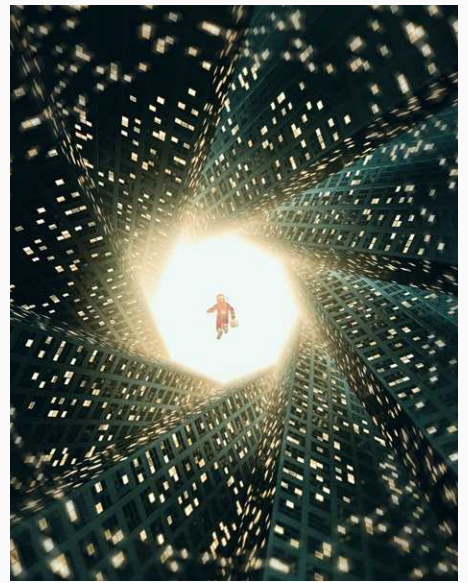
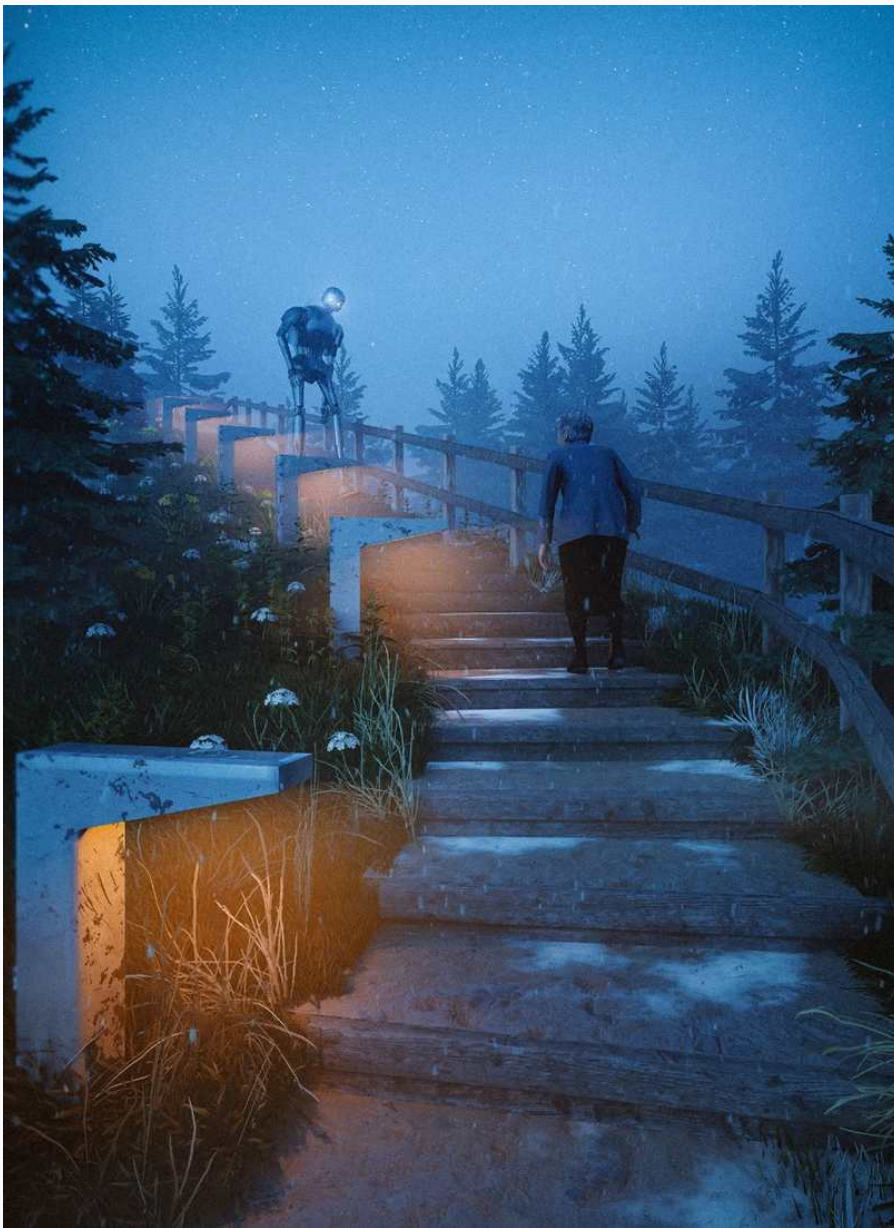
cinematography became the testing ground. Without a client brief or predetermined architectural outcome, I could focus on a more fundamental question: **what makes an image create emotion, curiosity, or a sense of story?** All imagery created in Lumion 12. **No generative AI used.**

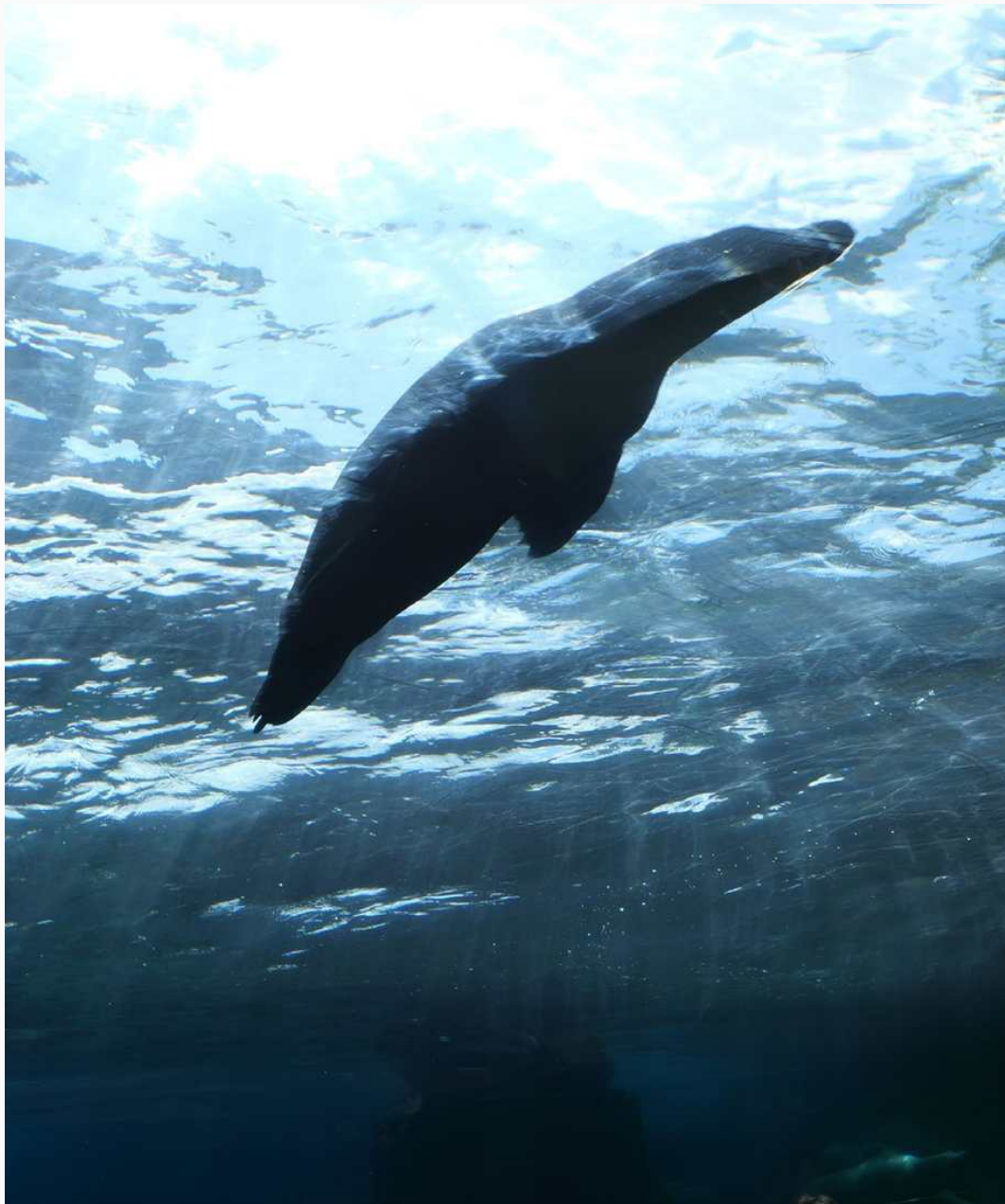












PERSONAL PHOTOGRAPHY

Photography gives me a reason to slow down and look more closely at the world around me. I'm drawn to **natural light, atmosphere, texture, composition, and the quiet moments that give places their character.** From architecture and landscapes to everyday life, the camera has become another way to explore my curiosity and develop my creative eye.

This practice directly influences how I approach design. It strengthens my understanding of **how people experience spaces, how light shapes materials, and how composition can create emotion.**

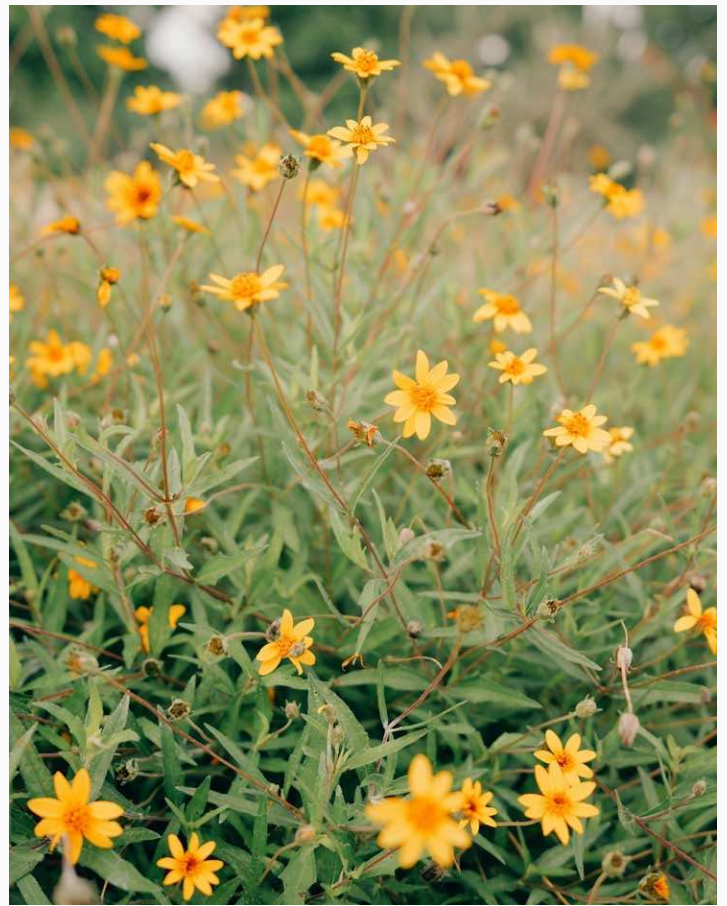
Photography reminds me that inspiration often comes from paying attention to the things we might otherwise walk past.

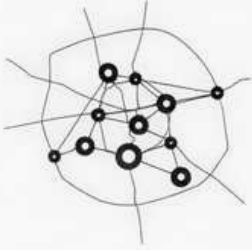












AIR ISLAND

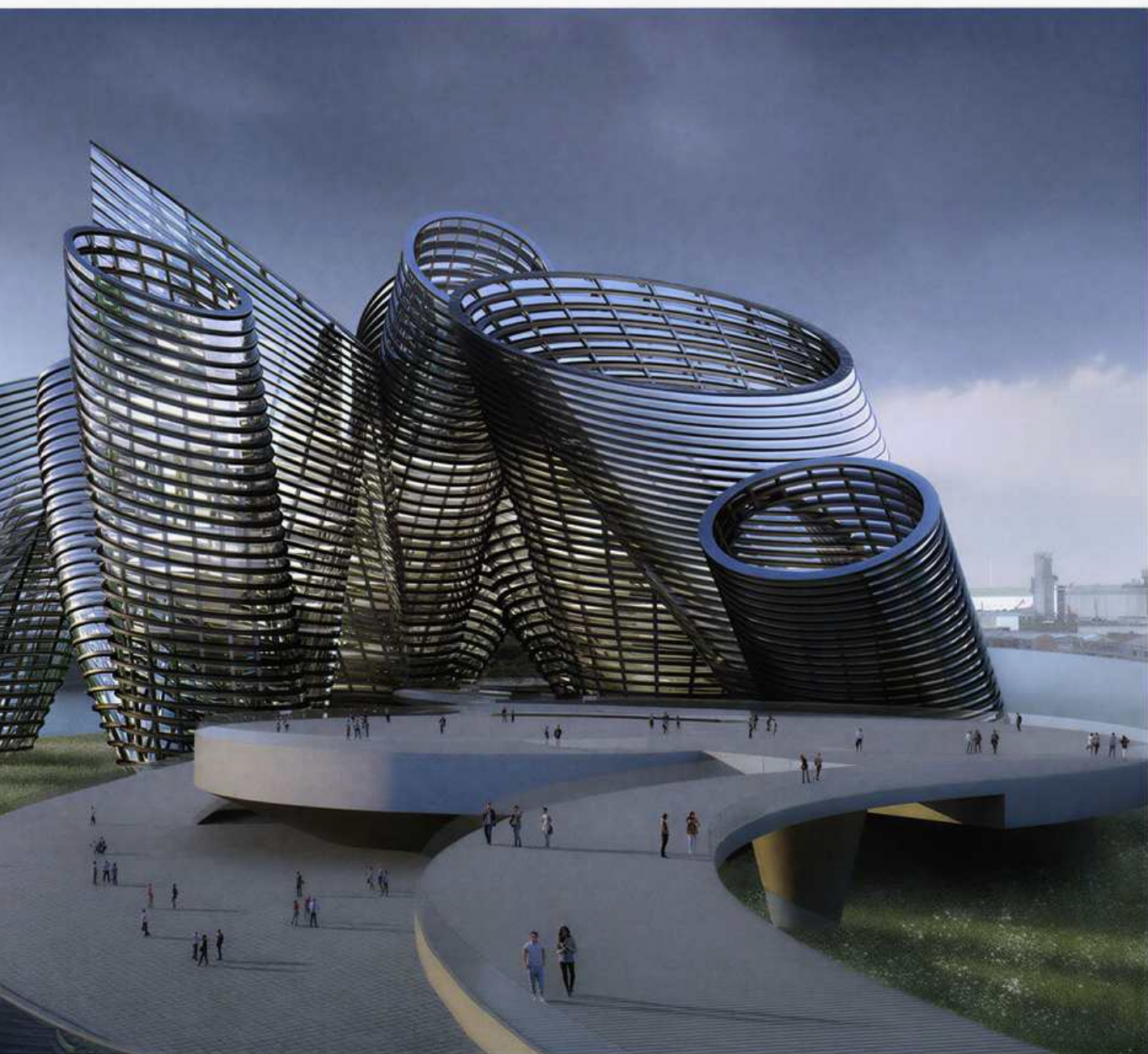
Michael Zepeda

In 1999, Houston surpassed Los Angeles as having the worst air quality in the US. Since that time Houston has improved its position within the ranking, but the city's air is still 10 x higher than the EPA's standard for ozone. This can be largely attributable to the petrochemical landscape along the Houston Ship Channel, which ranks as the largest petrochemical complex in the nation, comprising over 60% of the nation's petrochemical industry.

In a 2008 EPA study, over 80% of all census tracts in Houston showed 3 or fewer of the 12 pollutants considered "high risk". However, if we isolate the census tracts associated with East Houston - the area which includes the Houston Ship Channel - none of the East Houston census tracts have fewer than 3 pollutants in the highest risk category. In fact, about half of the point sources for air pollution in the Greater Houston area are concentrated on the eastern side of Harris County. In this area, almost 90 percent of the census tracts have four or more pollutants present. Looking within this high-risk area, one neighborhood stands out within East Houston.

In the Harrisburg/Manchester Super neighborhood, 7 of the 12 high-risk pollutants can be found in the air, which is the highest concentration in the city. If we consider that the effects of exposure to each different pollutant can be cumulative, then neighborhoods with





5 or more pollutants present will face a higher lifetime risk of cancer or chronic disease than those where only one or two of these pollutants are found.

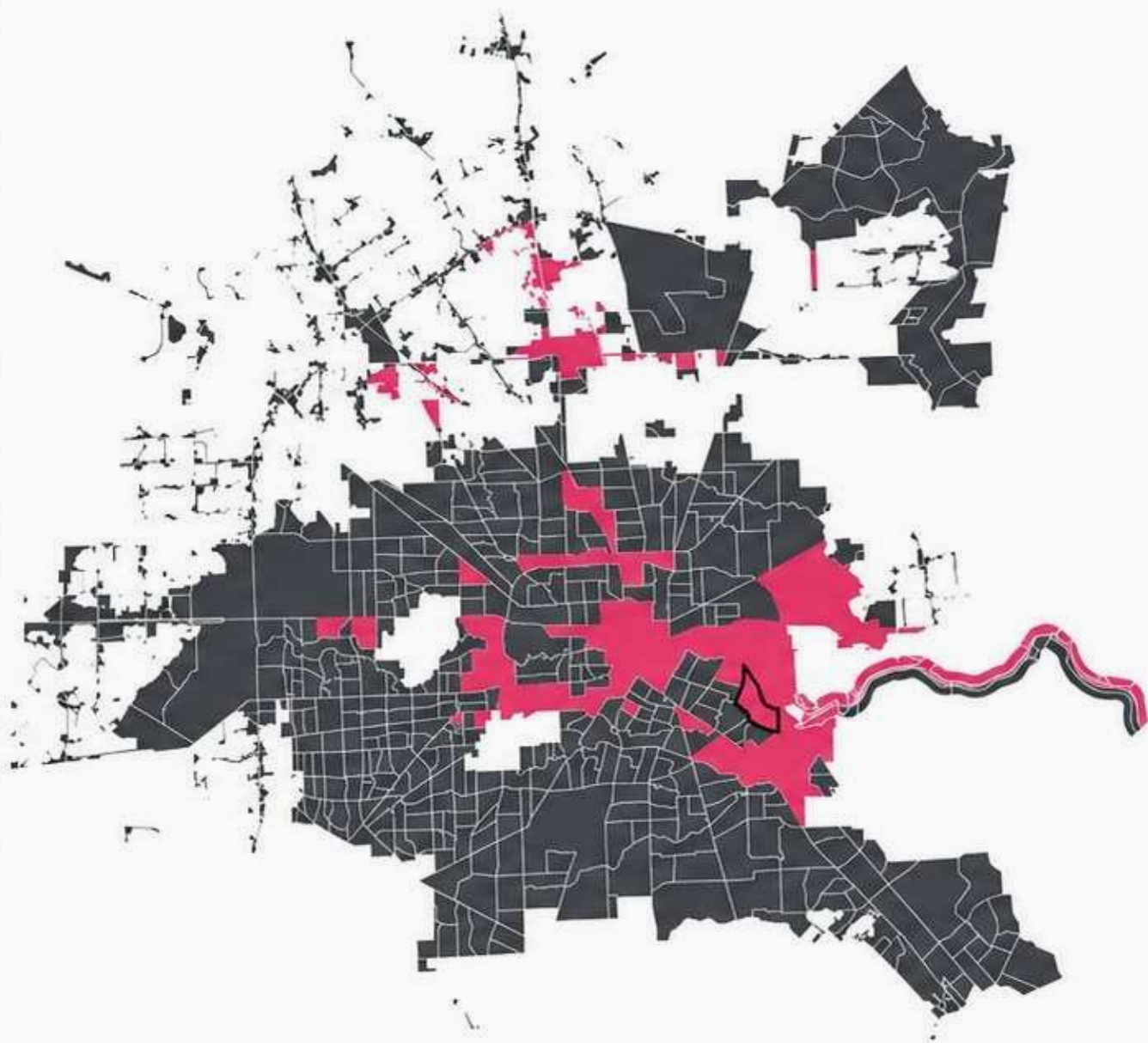
If we look at the census data for the Harrisburg/Manchester area, a number of factors compound the vulnerability of these residents: 41.9% of the residents live below the federal poverty level, and 42% percent of the residents have less than a high school education. Furthermore, the pattern of land use in the area shows pockets of residences surrounded by industrial sites, meaning the conditions necessary for a healthy lifestyle, economic sustenance, and a meaningful quality of life are fewer here than in most of the city's neighborhoods.

Within this landscape is a site called Brady Island, which may be seen as a physical and conceptual antithesis of the city of Houston. Geographically the island is constrained, rather than sprawling and unlimited. Conceptually, islands have always been aspirational sites. From the "non-place" of Thomas Moore's Utopia to the recent proposals for Governors Island and Roosevelt Island in New York City, islands possess an inherent "other-ness" by virtue of their geographic isolation.

This project proposes to use Brady Island as a site that will collapse an air-quality remediation facility, a sustainable energy research center, cultural/educational programming, and public space into a catalyzing urban identity for the Harrisburg/Manchester community. The project will leverage the surrounding petrochemical corporations' need to comply with the National Ambient Air Quality Standards - a standard which they currently all pay fines for exceeding - to help subsidize the construction of air-remediation infrastructure. Brady Island will become the site for an alternative energy research center, developed in partnership with local energy companies and the University of Houston. Additionally, the project will be powered by the co-generation plants that currently power the refineries in the area. In doing so, the project will stand as an aspirational form of collectivity that re-imagines our urban form-making potentials within an Unzoned City.



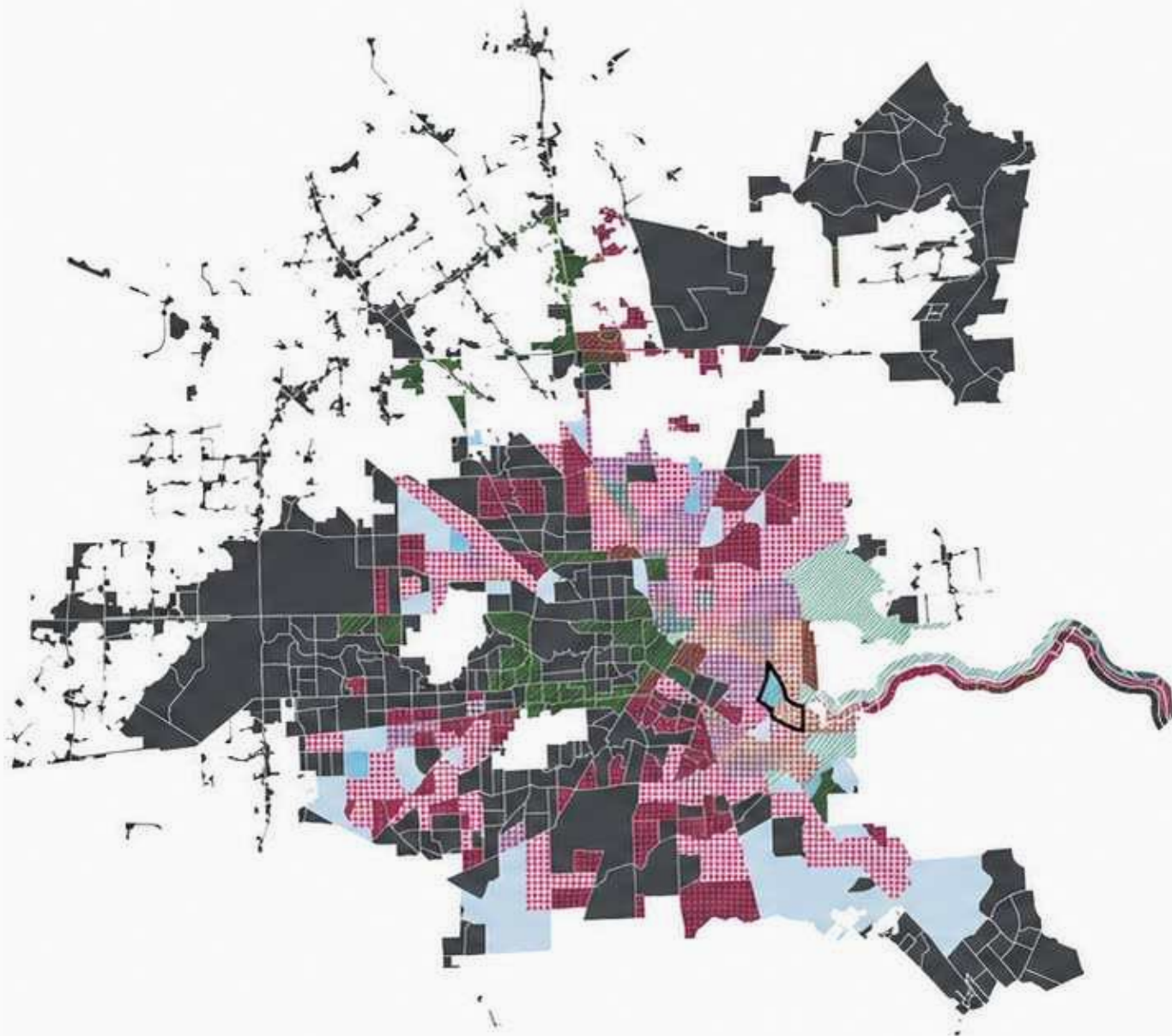




CANCER RISK DUE TO AIR QUALITY 2011
MEASURED IN A MILLION BASIS

50-75%

25-50%



EDUCATION ATTAINMENT 2015 / POVERTY RATE 2014
 PERCENT OF POPULATION OVER 25 WITHOUT A HIGH SCHOOL DIPLOMA
 AND POPULATION LIVING UNDER THE FEDERAL POVERTY LINE

EDUCATION	POVERTY	CANCER RISK
<30%	<25%	
30-50%	25-50%	50-75%
50-75%	>50%	

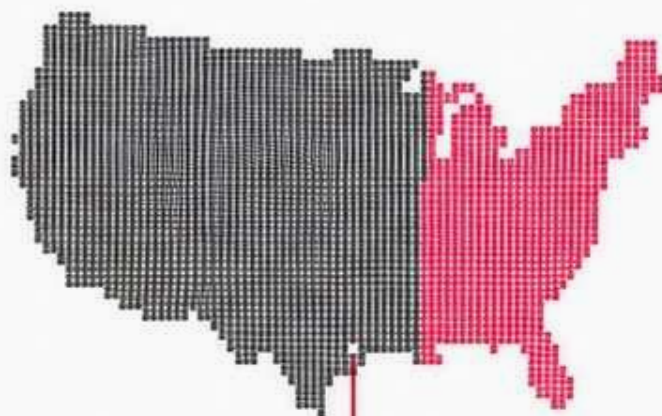
IN THE HARRISBURG/MANCHESTER
 NEIGHBORHOOD 41.9% OF THE
 POPULATION LIVES BELOW THE POVERTY
 LINE AND 42% HAVE LESS THAN A HIGH
 SCHOOL DIPLOMA

2015 OZONE CONCENTRATION



- Year
- Highest daily avg. ozone (PPB)
- EPA Standard (70 PPB)
- Amount of days violating EPA standards

AMOUNT OF OIL REFINED BY HOUSTON'S SHIP CHANNEL



50,000 PEOPLE
WORK IN THE
HOUSTON SHIP
CHANNEL



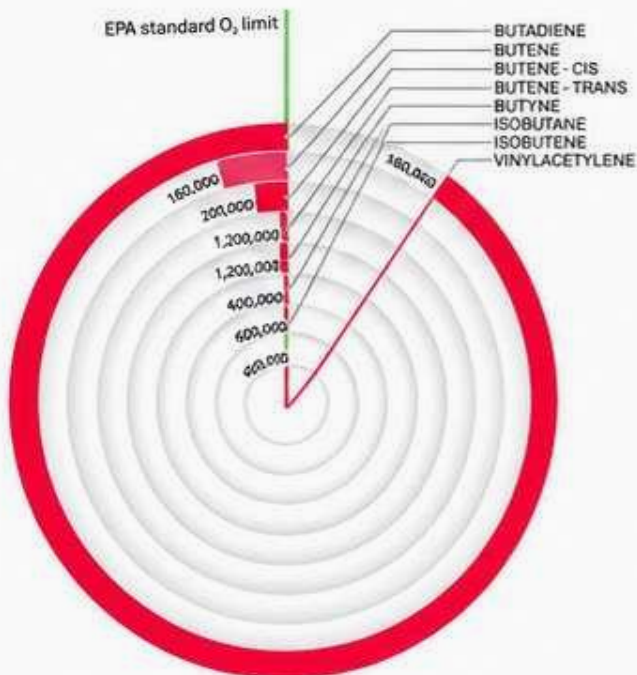
HOUSTON
PRODUCES
5,100,000
BARRELS OF
OIL A DAY



TEXAS' CHEMICAL
INDUSTRY
PRODUCES
\$145,000,000,000
IN REVENUE

MUTUALISM

AN ALTERNATIVE FUTURE WITH OIL



VAPOR RELEASED BY SHELL OIL ON 12
AUGUST 2015

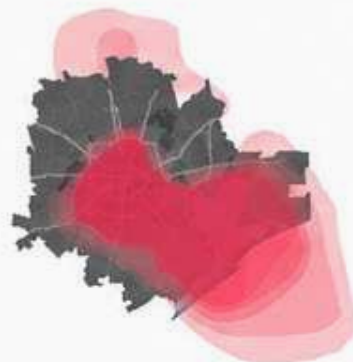
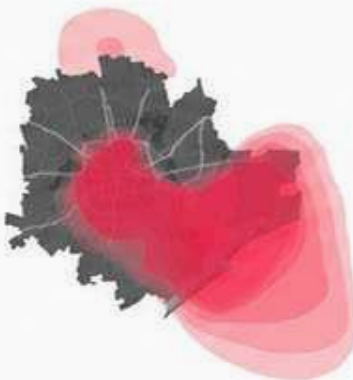
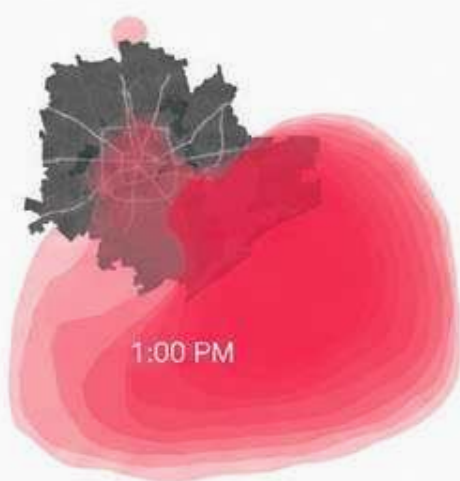
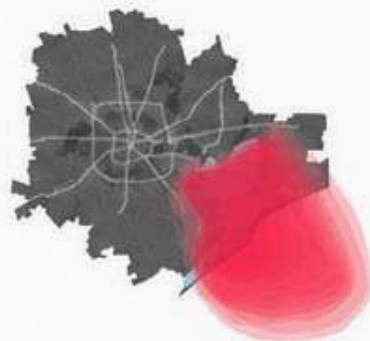
- Vapor in LBS
- Vapor in LBS

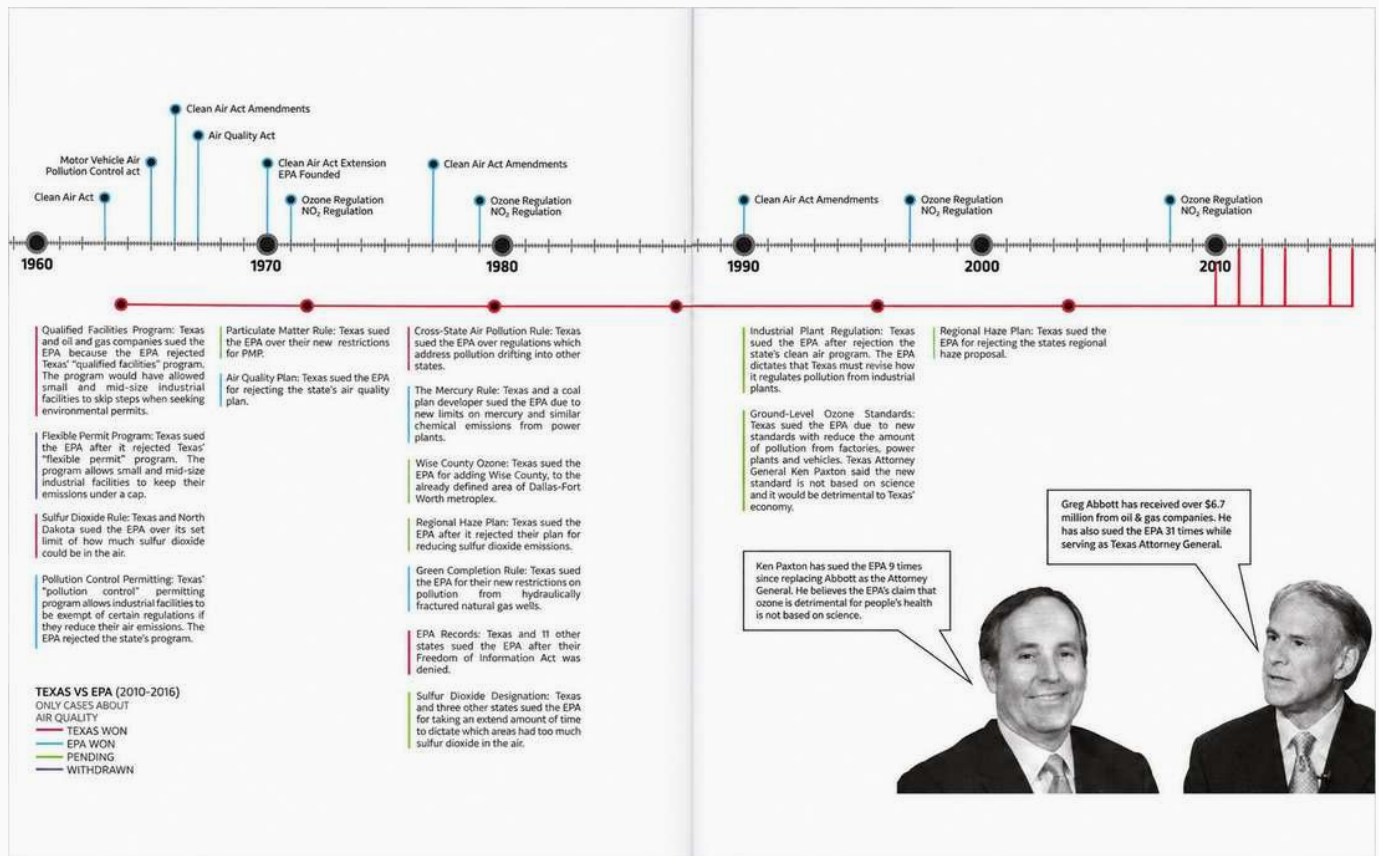
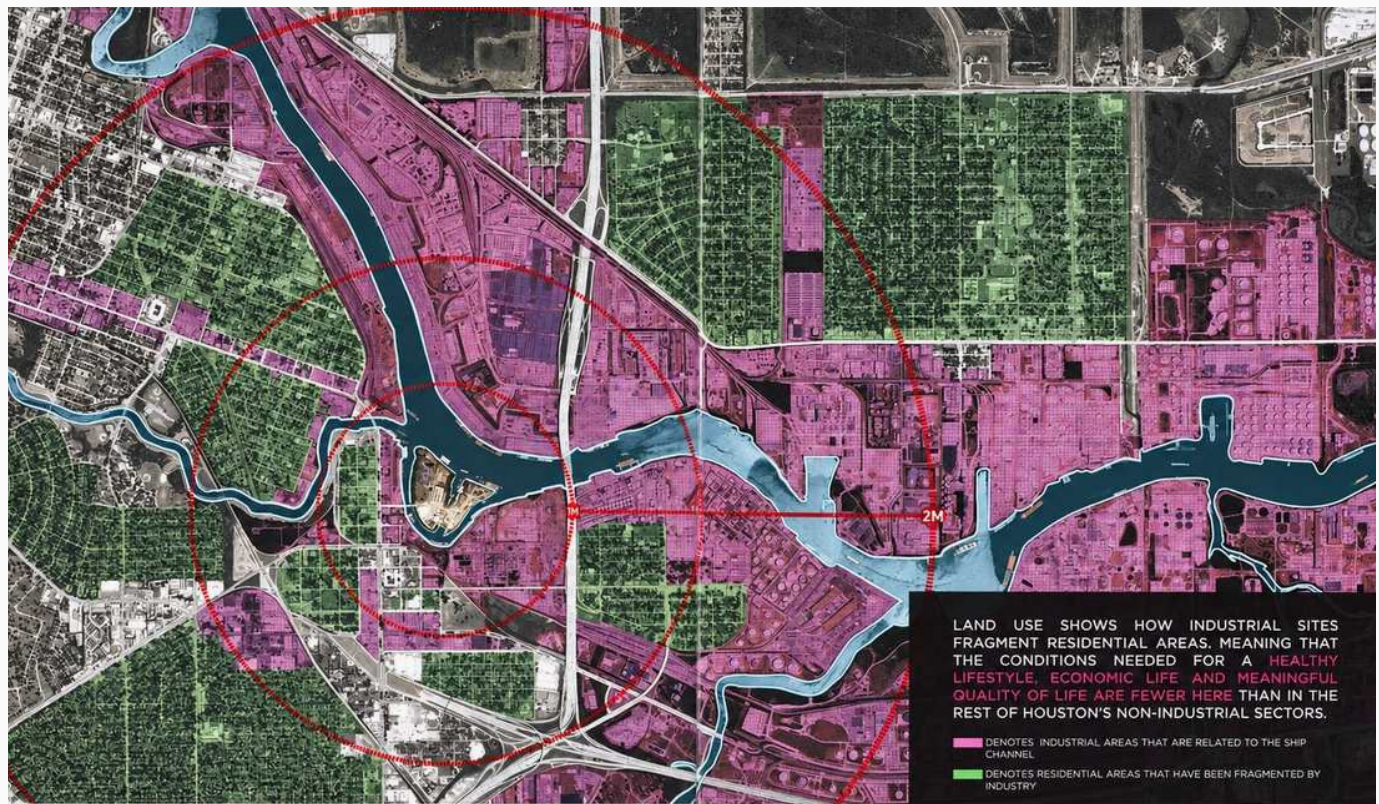
SHELL OIL RELEASED
OVER 180 TONS OF
HARMFUL VAPORS ON 12
AUGUST 2015

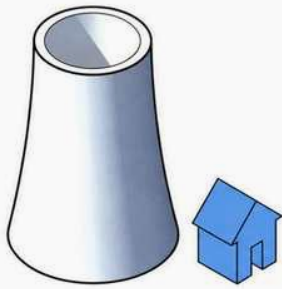
COMPANIES WHO EXCEED NATIONAL AMBIENT AIR QUALITY LIMITS SET BY THE EPA ARE REQUIRED TO PAY \$5,000/TON OVER A GIVEN FACILITY'S MAXIMUM ALLOWABLE POLLUTION LEVEL. A SAMPLE OF TEN COMPANIES SHOWS A COLLECTIVE PAYMENT OF \$714,827,000 IN FINES



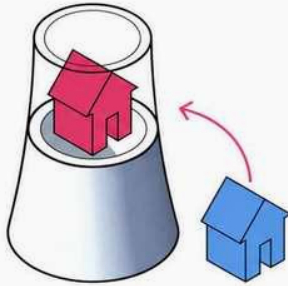
THE HOUSTON AREA CAN BE AFFECTED
BY A SINGLE OIL REFINERY GAS LEAK.
THIS CAN HAVE NEGATIVE HEALTH
EFFECTS AND AGITATE PRE-EXISTING
CONDITIONS.



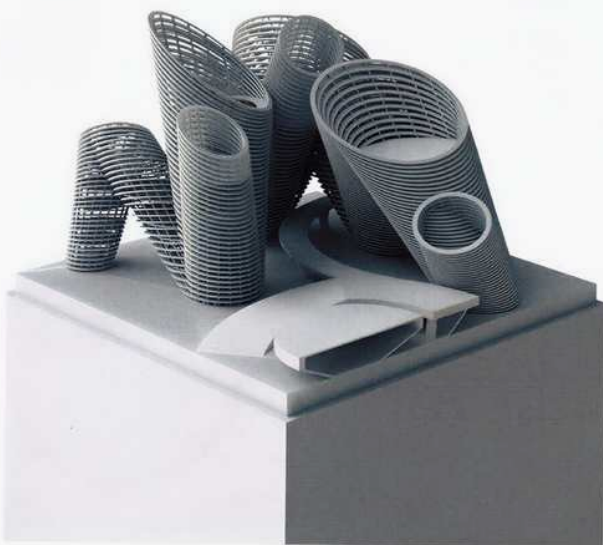
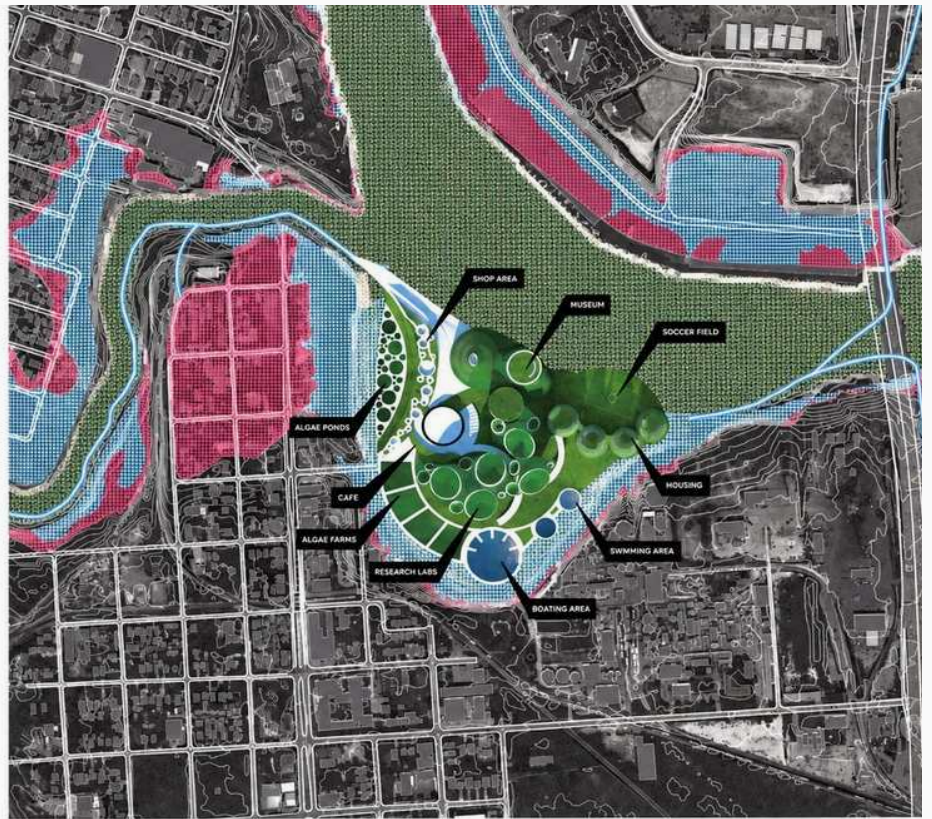




Currently the community, detrimentally, lives next to energy production



The proposal is to integrate the community with energy production as a mutualistic relationship

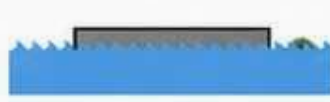


FORM STUDIES

THE PROBLEM



Large site impact & Heat island effect



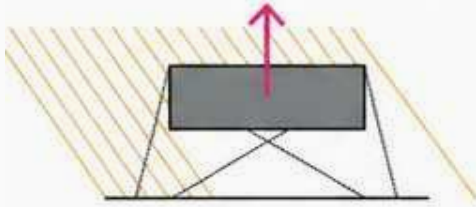
High storm surge

issues

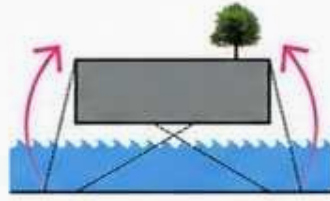
RESULT



Shaded landscape & reduced footprint



Lifted building to create shade



Raised landscape and flood resistant

solution



Raised landscape & water resistant



1X3 VOLUME
DIVIDED INTO
SEVEN PLANES



GRID POINTS
USED TO PROVIDE
LOCATION



TWO DIVIDES



THREE DIVIDES HIGH



NUMBER GENERATOR
USED TO LOCATE
LOCATION AND SIZE
OF CIRCLES



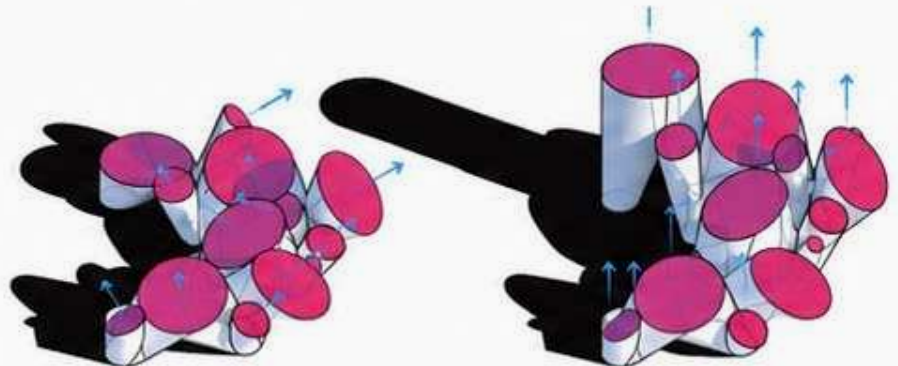
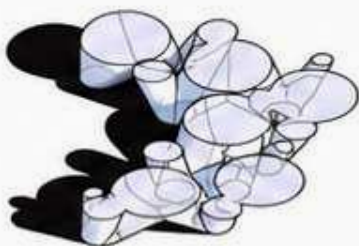
ALL CIRCLES
LOFTED WITH
ADJACENT CIRCLES



THREE DIVIDES LOW



SEVEN DIVIDES



HIGH WATERS



SHADOW BUILDINGS



