



CANDIDATES for AT-LARGE DIRECTOR - Position 2 (3-year term)

Andrés Mignucci, Universidad de Puerto Rico

Candidate Statement

Over the past thirty years, teaching design studios, at both graduate and undergraduate levels, together with history and theory courses, I have pursued a pedagogical methodology that integrates the diverse spheres of knowledge that conform the architectural curriculum and supports critical thinking through design. Through the development of international workshops, joint collaborative studios, and visiting professorships, I have witnessed the impact and importance of international academic experiences for both students and teachers. Teaching at Puerto Rico's Schools of Architecture, first at ARQPOLI and since 2012 at the University of Puerto Rico, and through leadership positions and public service with the American Institute of Architects, DoCoMoMo, and Seminarios de Arquitectura Latinoamericana, I have worked to enhance the public's understanding of architecture, promoting architecture and design workshops for young children, developing collaborative research on Puerto Rican and Caribbean architecture, fighting for the protection and conservation of architectural heritage in the Island, and coordinating relief efforts and technical assistance in Puerto Rico and neighboring countries afflicted by natural disasters. In all these cases, mentoring and involving architecture students as volunteers and collaborators have played a central role. These are some of the experiences I bring to my candidacy as At-Large Director in ACSA's Board of Directors.

Consequent with this trajectory, if elected Director I plan to support and promote the following initiatives:

1 INTERNATIONAL LEARNING/TEACHING/RESEARCH EXPERIENCES: To promote and foster international workshops, joint collaborative design studios, research opportunities, and academic exchange programs for students, teachers and between academic institutions. In this effort, I see as crucial enlarging the footprint of ACSA affiliated schools around the globe.

2 ARCHITECTURE EDUCATION AND RESEARCH AS STEM/STEAM: To promote architectural education and design as a STEM, or better yet STEAM discipline (incorporating the ARTS), together with 'design thinking' as a fundamental learning tool. Advancing architecture as a STEAM discipline is critical for funding of academic programs and research at the university level, but also fostering architecture as a viable career path during high school.

3 ARCHITECTURE'S ROLE IN COMBATING CLIMATE CHANGE: To promote an understanding of the impact of climate change in the environment and the teaching of sustainable design not as a specialized niche but as an integral part of every design initiative at the building urban or territorial scales. To this end, I consider fundamental the involvement of Schools of Architecture in providing assistance and support to cities afflicted by natural disasters through applied research and design initiatives directed at building resilient buildings, cities, and environments.

4 CONSERVATION AND ARCHITECTURAL HERITAGE: To promote and support research, programs, curriculum, and symposia on the conservation, rehabilitation and adaptive re-use of architectural heritage and traditional environments incorporating context and time as fundamental variables in the design process.

5 TRAINING FOR A CHANGING ARCHITECTURAL PROFESSION: To understand and recognize the changing roles in the architectural profession as a broader disciplinary field beyond the traditional figure of the licensed architect in private practice. This expanded field—the licensed architect in private practice, together with careers in academics, researchers, government officials, construction managers, technical specialists and consultants, and community leaders and advocates, among many— impacts the way we teach architecture, the development of academic programs at the undergraduate and graduate levels, the administration of architecture schools, and the way we promote and foster careers in the profession.

Some of these initiatives already form part of the Board of Director's platform and work agenda. ACSA, as an organization is uniquely positioned to serve as an information resource common to affiliated schools, but it is also uniquely positioned to promote the debate, exchange of ideas, and creation of new knowledge regarding important issues that impact architectural education. Through its annual conferences, symposia, publications, competitions, together with work meetings with collateral organizations AIA, NAAB, AIAS and NCARB, its Canadian counterparts, and related organizations, ACSA will be able to contribute effectively in promoting a common ground on behalf of architectural education. It will be a privilege for me to form part of this process.





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Biography

Andrés Mignucci FAIA is a Puerto Rican architect, urbanist, and educator. His work has received recognition for its integration of the disciplines of architecture, urban design, and landscape architecture in the creation of public spaces with a sense of place, human scale, and environmental responsibility. In 2005, Andrés Mignucci was elected to the College of Fellows of the American Institute of Architects. In 2012, he received the Henry Klumb Award, highest distinction by the Puerto Rico College of Architects. In 2019, he has been appointed Fellow of the Rockefeller Foundation and Arts and Literary Arts Scholar-in-Residence at the Bellagio Center in Italy. His current research, *Common Ground: Public Space and the Resilient City*, explores the role of public space in times of environmental crisis.

With a teaching career spanning over three decades, Professor Andrés Mignucci FAIA has worked to advance architectural education through design, teaching, research, scholarship, and public service. His research and scholarship have been published extensively in numerous books and articles and shared through international conferences, workshops, and lectures. His critically acclaimed book, *Conversations with Form: a workbook for students of architecture*, written together with N. John Habraken and Jonathan Teicher, puts forward a methodological approach toward architectural pedagogy focused directly on the architecture student.

Mignucci is Adjunct Professor at the School of Architecture University of Puerto Rico. He has been Visiting Professor and Visiting Scholar at Arkitektsskolen Aarhus in Aarhus, Denmark, the ETSAB in Barcelona, and currently, is 2018-2019 Maxfield Lecturer and Visiting Scholar at Miami University in Oxford, Ohio. For the past five years, Mignucci has served as the University of Puerto Rico's School of Architecture ACSA Faculty Councilor (2014–present) and in 2017-18 served as a member of ACSA's Leadership Committee.

Mignucci studied architecture at the University of Wisconsin-Milwaukee and the Massachusetts Institute of Technology (MIT) receiving a Master of Architecture degree in 1982. From 1983 to 1986 he worked as an urban designer with Stephen Carr and Kevin Lynch in Cambridge, Massachusetts. In 1988, Mignucci returned to Puerto Rico establishing Andrés Mignucci Arquitectos in San Juan.

His publications include *Bruno Stagno: An Architecture for the Tropics* (2019), *Conversations with Form: A Workbook for Students of Architecture* (2014), *Contexts: the Muñoz Rivera Park and the Puerto Rico Supreme Court* (2012), *Supports: Housing and City* (2009), *Painting for a Specific Floor* (2009), *Arquitectura Contemporánea en Puerto Rico 1976-1992* (1992), and *Arquitectura Dominicana 1890-1930* (1990).

During the past thirty years, Mignucci has established a large body of work whose quality has been recognized with over twenty-five international, national and local awards for design excellence. He was awarded the National Architecture Prize in 2001 and 2002. His work has received awards in the American Institute of Architects Puerto Rico Chapter Design Awards, the Puerto Rico Architecture Biennale, the Miami + Beach Architecture Biennale, and the Iberoamerican Architecture Biennale in Madrid, Spain. In 2016, his public space projects were exhibited at the Akademie der Künste in Berlin as part of their *Demopolis: the Right to Public Space* exhibition.