



## **CANDIDATES** for **SECOND VICE PRESIDENT** (4-year term)

- **Hazem Rashed-Ali**, University of Texas at San Antonio
- **Mo Zell**, University of Wisconsin, Milwaukee



# CANDIDATE for SECOND VICE PRESIDENT (4-year term)

Hazem Rashed-Ali, University of Texas at San Antonio

## Candidate Statement

Schools of Architecture have an important and diverse mission that offers enormous potential for utilizing the power of design thinking to creatively shape the future of our communities. Academic institutions are currently facing numerous challenges and opportunities including shifts in student demographics, rapid technological changes, and pressure to increase revenue, challenges posed by COVID-19, among others. Within this increasingly challenging context, schools of architecture need to objectively demonstrate the significant value they bring to our universities, and to the community at large, through our diverse academic programs, faculty research and scholarship, and direct community engagement activities. My interest in the position of ACSA Second Vice President is based on my strong appreciation of the critical role that ACSA plays in facilitating this potential through serving our faculty, students, schools, and the discipline at large.

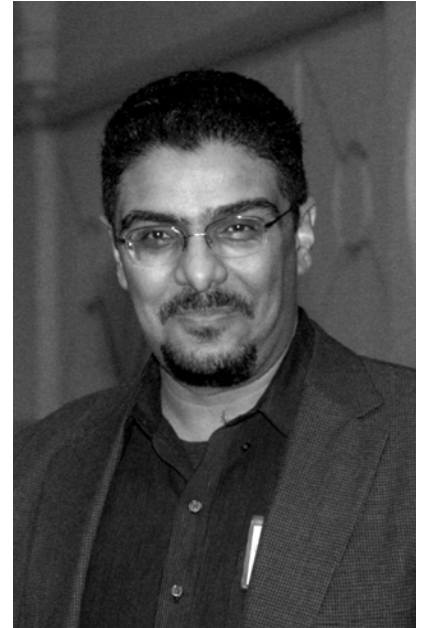
As past member of ACSA's Planning Committee and past Chair of its Research + Scholarship Committee between 2017-2019, I am deeply committed to ACSA's current strategic initiatives, which I contributed to developing. First, as a faculty member in a Hispanic-Serving Institution with a large percentage of first-generation and non-traditional students, I am acutely aware of the access, equity, and diversity challenges facing our schools, discipline, and profession. I appreciate the continuing need to actively and effectively engage with these important issues and explore how to mitigate their negative impact. Access and equity become even more critical considering the ongoing COVID-19 challenges. It is now clear that these challenges disproportionately affect minority and underserved communities, which typically lack access to needed resources and infrastructure. My strong belief in and commitment to access, equity and diversity is both an intellectual position as well as one that draws from my personal experiences and background. Diversity and inclusion are ethical imperatives and should always be protected and supported.

Second, I consider ACSA's commitment to enriching architectural pedagogy as a fundamental component of the organization's mission. I believe ACSA plays an effective role in supporting our schools as they engage with the ongoing need to preserve the core qualities of architectural education while simultaneously contributing to our universities' response to societal challenges such as climate change, equity and justice, human health and wellbeing, among others. Schools of architecture should also take advantage of the potential offered by online and remote education in certain types of academic programs, while maintaining quality and rigor. Finally, I am strongly committed to ACSA's objective of enhancing research culture in schools of architecture across the full range of research paradigms that exist in all our schools. I consider this diversity of expertise and interests to be a major strength of our discipline. I am also strongly committed to strengthening collaboration with the profession. As past President of the Architectural Research Centers Consortium (ARCC), I believe I have a deep understanding of the challenges and opportunities for research, scholarship, and creative activities in our schools, and how these important activities can be utilized to increase our impact within our universities and communities.

An architect by training, I started my career with 8 years of professional practice experience in which I worked with the Egyptian Aga Khan Award-winning Architect Abdelhalim Ibrahim. As an educator, I have more than 25 years of teaching experience, in which I taught design studios, environmental systems courses, and specialized graduate seminars in environmental sustainability, building technology, performance simulation, and urban sustainability. I have 26 peer-reviewed journal and conference papers published in a variety of venues, and a strong record of collaborative, interdisciplinary and externally funded projects. This includes participating as PI or Co-PI in externally funded research projects totaling more than \$2.5M.

My leadership experience includes serving for four years as Associate Dean of Graduate Studies and Research in UTSA's College of Architecture, Construction and Planning. I have also been engaged in national level service roles in multiple organizations including ARCC, ACSA, and AIA. Within ACSA, I led the R+S committee to develop two important white papers. The first explored the relationship between architectural education/research and the STEM disciplines, and the second focused on assessing quality in architectural research and scholarship. During my tenure as ARCC President, institutional membership increased by 40% over four years. We also strengthened the quality of ARCC's annual conferences and awards programs, and developed new programs including a new research funding program aimed at addressing the dearth of national research funding sources in architecture. I currently serve on the AIA's Higher Education Advisory Team (HEAT), which advises the AIA on the issues, needs, trends, and aspirations of architectural education and educators.

Following in the steps of so many distinguished colleagues, I consider joining ACSA's leadership team as an honor, a challenge and an opportunity. With your support, I look forward to building on ACSA's many strengths and successes, and continuing to serve architecture faculty, schools and our discipline.





# CANDIDATE for SECOND VICE PRESIDENT (4-year term)

Hazem Rashed-Ali, University of Texas at San Antonio

## Abbreviated Curriculum Vitae

### EDUCATION

Doctor of Philosophy in Architecture, Texas A&M University 2006  
MSc in Architecture, Energy Efficient Building, Oxford Brookes University 1999  
BSc in Architecture, Ain Shams University, Egypt 1991

### ACADEMIC AND ADMINISTRATIVE APPOINTMENTS

Associate Professor, University of Texas at San Antonio 2012 – Present  
Associate Dean for Research and Graduate Studies 2013 – 2017  
Assistant Professor 2006 – 2012

### PRACTICE

Aga Khan Cultural Services Egypt, Aga Khan Trust for Culture, Cairo, Egypt 1999 – 2001  
Community Design Collaborative, Abdelhalim Ibrahim, Cairo, Egypt 1992 – 1998

### AWARDS AND HONORS

UTSA Nominee for the UT System Academy of Distinguished Teachers 2019  
UT System Regents' Outstanding Teaching Award, University of Texas System 2014  
College of Architecture Faculty Outstanding Research/Scholarship Award, UTSA 2011 & 2012

### SELECTED PUBLICATIONS

Martinez-Molina, Rashed-Ali and Suk (2020). Indoor environmental analysis of a LEED gold-certified office building. EAAE ARCC International Conference, Valencia, Spain.  
Dupont, Rashed-Ali, Manteufel, Thomson, & Sanciu (2016). Energy Retrofit of Older Homes in Hot and Humid Climates. APT Bulletin: The Journal of Preservation Technology, 47(1), 50-58.  
Rashed-Ali, Quarles, Fies, & Sanciu (2014). Use of augmented reality in teaching energy efficiency: prototype development & testing. ARCC EAAE 2014 International Conference, Honolulu, HI.  
Rashed-Ali, H. (2013). Spatial analysis for neighborhood sustainability. SOLAR 2013, ASES National Conference, Baltimore, MD.  
Rashed-Ali & Ohlenbusch (2011). The research studio, a collaborative model for integrating sustainability into architectural studios. SOLAR 2011, ASES National Conference, Raleigh, NC.

### SELECTED FUNDED GRANTS AND CONTRACTS

National Workshop on Architectural Faculty in Environmental Sustainability Research (WAFES), National Science Foundation (NSF), \$52,900, (Co-PI) 2019 - 2020  
Hydrology Infrastructure Data Collection and Analysis Services, TX General Land Office (GLO), \$1,536,419 (Co-PI) 2019  
Post Occupancy Evaluation of Overland Partners Projects, Overland Partners, \$23,000 (PI) 2019 - Present  
City of San Antonio Climate Action and Adaptation Plan (CAAP) – Phase I, CPS Energy, \$500,000 (PI) 2017 - 2018  
Under 1-Roof- Home Energy Assessment, City of San Antonio, \$38,000 (PI) 2016 - 2019  
City of San Antonio Sustainable Neighborhood Planning Tool, City of San Antonio, \$60,000 (PI) 2010 - 2012

### SELECTED SERVICE LEADERSHIP POSITIONS

President, Architectural Research Centers Consortium (ARCC) 2016 – 2020  
Chair, ACSA Research + Scholarship Committee 2017 – 2019  
Chair, UTSA Academy of Distinguished Teaching Scholars 2017 - 2018  
Vice President, Architectural Research Centers Consortium (ARCC) 2014 – 2016  
Chair, Public Facilities and Community Safety Plan Element Working Group (PEWG), City of San Antonio Comprehensive Plan 2015 – 2016



## CANDIDATE for SECOND VICE PRESIDENT (4-year term)

Mo Zell, University of Wisconsin, Milwaukee

### Candidate Statement

The ACSA has traditionally lead discussions regarding architectural education and how it should respond to change—changes brought on by economic downturns, environmental crisis, emerging technologies, student debt, and devaluing of university education among others. Today, we continue to face these same issues, but with the added crises of a global pandemic and centuries of systemic racism brought to the foreground by recent examples of social injustice and resulting elevated activism. We are at a crossroads; a revolutionary moment in time driven by chants insisting that we not “go back to normal” but rather create a new normal. A normal that repudiates racism and encourages inclusivism at all levels. In these times, we need leadership that is willing to take a critical view of both the educational system and ACSA's role within it.

As 2nd Vice President of ACSA I will work with the board and colleagues across the world to collectively address, with a steady hand, these monumental challenges. I am an action-oriented, creative thinker who problem solves by building strong, mutually-benefiting relationships in hopes to create the new normal so desperately needed.

ACSA has the infrastructure in place to become more—more beneficial to all colleagues, more connected to non-accredited programs, and more supportive to junior faculty. We need to push harder and faster to become the leaders of change around diversity, equity and inclusion. We can't wait for societal change to happen. We have to be the instigators of this change. We need to support initiatives with more BIPOC faculty, we need to create more opportunities to impact K–12 education and the pipeline into architecture equalizing the status of professional and non-professional programs, and we need to expand post-graduation opportunities for students.

We need to capitalize on untapped opportunities to build stronger alignments across the regions and support administrators and faculty at all schools by bringing colleagues together more frequently. With the embrace of new technologies to support connectivity, we can make this happen. We must constantly reconfirm the value of ACSA to our membership and strive to meet at more than two annual conferences.

I remain hopeful and optimistic about ACSA's critical role in bringing schools and educators together through specific events and initiatives. I see this evidenced in the following:

- Dissemination of research data highlighting gender, ethnic, and racial inequities like the “Where are My People: Black in Architecture.”
- Beginning with the presidency of Rashida Ng, the ACSA board has made a long-term commitment to dig deep into the issues of systemic racism in architectural education.
- Introduction of frequent, online panel discussions this past year.
- Action-oriented conferences like the “Less Talk/More Action” conference at Stanford which included presentations on a Future Faculty Workshop, decolonizing the history/theory curriculum, and antiracism in public space.
- Broadening the membership by engaging 2–year colleges.
- Supporting NOMA as a collateral organization.

My previous experience as an ACSA faculty councilor and East Central Regional Director from 2013–2016, along with my administrative leadership at UW–Milwaukee (UWM) including Undergraduate Program Committee Chair, Associate Dean, and currently Department of Architecture Chair, have prepared me for the position of ACSA Second Vice President. At UWM, I have worked with colleagues to guide the department through a 9% budget cut, create new student support services (SARUP Externship Program), implement revenue generating strategies (through new GERs and turning our \$250,000 study abroad revenue loss into a revenue neutral situation), and increase faculty research support (\$5,000 for new installations in our Research Garden). At ACSA, I was part of a team that implemented the Study Architecture website and welcomed Community College colleagues to our annual meetings. I strive for inclusivity and innovation (whether it's a conference or a budget crisis). Perhaps best demonstrated in my role as co-chair for the 2018 ACSA fall conference held at UWM, I engaged colleagues, communities, professionals, and industry partners within and outside of the discipline to rethink the standard conference format. This resulted in receiving a \$30,000 grant from the National Endowment for the Arts (NEA), a blind juried ideas competition that engaged designers from around the world, a commissioned pavilion, 3 exhibitions including one inside the Santiago Calatrava wing of the Milwaukee Art Museum, a traveling exhibition, and 2 interpretive dance performances. All this work was completed through leadership and collaboration.

The heart of what we do as academics, practitioners, and scholars is make connections to other human beings—through our teaching, research, service and through the making of our built environment. Knowing this gives me hope that together we can tackle any challenge. Given all that is happening globally and in higher education, I humbly submit my credentials to rejoin ACSA by seeking this leadership role.





# CANDIDATE for SECOND VICE PRESIDENT (4-year term)

Mo Zell, University of Wisconsin, Milwaukee

## Abbreviated Curriculum Vitae

### EDUCATION AND PROFESSIONAL CREDENTIALS

Yale University, School of Architecture, Master of Architecture 1998  
University of Virginia, School of Architecture, BS in Architecture, Minor in Mathematics 1994  
Licensed Architect: Commonwealth of Massachusetts 2007 - present

### ACADEMIC APPOINTMENTS AND PROFESSIONAL EXPERIENCE

University of Wisconsin – Milwaukee, School of Architecture and Urban Planning  
Chair, Department of Architecture 2018 - present  
Associate Dean 2013 - 2018  
Professor 2020 - present  
Associate Professor 2011 - 2018  
Assistant Professor 2008 - 2011  
Northeastern University, School of Architecture, College of Arts & Sciences  
Assistant Professor 2002 - 2008  
North Carolina State University, School of Architecture, College of Design  
Visiting Assistant Professor 2001 - 2002  
Clemson University, School of Architecture, College of Architecture, Arts and Humanities  
Lecturer 2000 - 2001  
bauenstudio, Principal 2006 - present

### ONGOING INITIATIVES

SARUP Mobile Design Box (MDB) 2015 - present  
- Hosted National Building Museum Exhibition: Evicted based on Matthew Desmond's Book  
Women in Design Milwaukee 2015 - present  
- 2019 AIA National Diversity Recognition Award  
SARUP Externship Program [2018 placements: 90 students | 66 firms] 2013 - 2018  
- 2016/2017 AIA/ACSA Practice and Leadership Award

### AWARDS and RANKINGS IN COMPETITIONS

Chapter Visibility Award by the Wisconsin Chapter of the American Society of Landscape Architects 2018  
Detroit Design Center in a Box Competition finalist 2018  
Van Alen Institute, National Park Service, 'Memorials for the Future': semifinalist 2016  
Chicago Architecture Foundation's Burnham Prize Honorable Mention Award 2011  
National Ideas Competition for the Washington Monument Grounds: semifinalist 2011  
AIAS Community Service Honor Award for SUPERjury 2011  
ACSA Faculty Design Honorable Mention Award 2010  
Boston Society of Architects Citation for Design: NEU Memorial 2008  
Boston Society of Landscape Architects (BSLA) Merit Award: NEU Memorial 2008

### FUNDED RESEARCH + BOOK

UW System Ignite Grant: Mobile Design Box 2020  
Architectural Design II studio, funded Milwaukee Art Museum 2018  
The Architectural Drawing Course - book publication 2018  
Elective Design studio, funded Chipstone 2015 - 2019  
UWM Research Growth Initiative Award: WaterLIGHT 2016  
Haggerty Art Museum installation. Group show: 'Current Tendencies IV: Topography Transformed' 2015

### SERVICE

ACSA Fall Conference: PLAY with the Rules, co-chair 2018  
ACSA East Central Regional Director 2013 - 2016  
ACSA Faculty Councilor, UW-Milwaukee 2008 - 2013  
UWM Faculty Senate 2018 - present  
SARUP Dan Kiley Symposium & Exhibition: The Landscape Architecture Legacy of Dan Kiley 2017  
SARUP Community Design & Development Forum (CDDF), co-chair 2016



## **CANDIDATES** for **AT-LARGE DIRECTOR** (3-year term)

- **Kwesi Daniels**, Tuskegee University
- **Vincent Hui**, Ryerson University



## CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Kwesi Daniels, Tuskegee University

### Candidate Statement

I am Kwesi Daniels and I am seeking the position of At-Large Director of the Association of Collegiate Schools of Architecture (ACSA). I currently serve as the Department Head of Architecture at Tuskegee University. My higher education career began in 2001, with teaching Upward Bound students at the University of Illinois at Chicago. That experience changed my life and revealed my passion for using education to promote social change. My teaching pedagogy revolves around connecting students to real world social challenges and uncovering solutions that are transformative. Through the classroom we have engaged in restorative justice work with descendants of the Tuskegee Syphilis study, conducted research in rural Alabama to develop improved sanitation for the poor, and engaged in cultural heritage documentation in Montgomery, Selma, and Tuskegee, AL around the civil rights movement. As a PhD student I researched the role universities have and continue to play in changing the urban landscape.

I believe these experiences are vital, more now, than at any other point in the history of our country. We have a decision to make as a nation. Do we truly embrace the diverse culture that has built our country, or do we continue to deny the contributions of large segments of our citizenry? The field of architecture education can do what only teachers can do- we can change the mind-set of the future leaders, designers, and professionals. Every day we imbue our students with ideas of possibility. We teach them how to create spaces that do not exist. And we challenge them to imagine new realities for people to live. In the 1940's through the 1990's we used our power to fortify divisions between the races, through the development of the suburbs, urban ghettos, large tract public housing, the interstate highway system, and prisons. We taught our students how to embed Jim Crow segregation ideas into the infrastructure that defines American society. In 2021, we can do better. We can teach our students how to create the Beloved Community for which Dr. Martin Luther King Jr. and hundreds of civil rights activist sacrificed their lives. We can acknowledge the faults of the past and reconcile with the needs of the present. We can give our students permission to create spaces that reflect the identity of their brothers and sisters of different races, ethnicities, and genders. We can inspire them to formulate designs that challenge gentrification and push for true integration. This is OUR power.



As your At-Large Director, I will be your social advocate who promotes:

- Education curriculum that imprints the culture of historically marginalized communities, including black, indigenous, people of color, and women into design;
- Education programming that encourages students to utilize design as a tool for social change;
- Research to create a racially, ethnically, and gender inclusive society; and
- Teaching pedagogy that gives voice to the voiceless

Tuskegee University is a Historically Black University that serves a predominantly African-American population of students from all over the United States. We began teaching architecture in 1893 and used our curriculum to build our campus and communities around the country. Because of this history, we intentionally teach our students about the role of African-American architects in shaping American society. Since 2017, when I began as the Department of Architecture, our department has raised more than \$300,000 in grant funding, successfully acquired an 8 year accreditation, and developed three new programs in historic preservation, African-American Architecture, and a Bachelor of Arts program in design. As the At-Large Director of the ACSA I will bring all of this experience to fulfill the ACSA's strategic priorities of increasing access and promoting equity, enriching pedagogy, and enhancing research.



# CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Kwesi Daniels, Tuskegee University

## Abbreviated Curriculum Vitae

### EDUCATION

Temple University	PhD, Geography and Urban Studies	December 2020
Columbia University	MS, Sustainability Management	May 2013
University of Illinois at Chicago (UIC)	MArch, Digital Media	December 2003
Tuskegee University	BArch	May 2002

### HIGHER EDUCATION TEACHING EXPERIENCE

2017-Present	Tuskegee University, Department of Architecture Department Head & Assistant Professor	(TU)
2014-2016	Temple University Teaching Assistant Teaching Assistant	(Temple)
2012-Present	NYU Adjunct Assistant Professor	(NYU)
2010-2013	Columbia University Teaching Assistant	(CU)
2004-2009	Tuskegee University, Department of Architecture Assistant Professor	(TU)

### SELECTED CONFERENCE PRESENTATIONS

- 2020 Architectural Record Innovation  
Conference Panelist: Seeking Equity in Architectural Education
- 2020 UPENN Weitzman School of Design Center for the Preservation of Civil Rights Sites  
Panelist: Understanding Civil Rights Heritage
- 2015 3rd Annual Community Development Graduate Research Forum, Federal Reserve Bank of Philadelphia, PA  
Session Presentation: Expansion vs. Resistance: The Symbols of Studentification's Impact Upon the Neighborhoods Surrounding Temple University
- 2015 Raising the Bar, NY, NY  
Session Presentation: The University as a Gentrifier
- 2014 Critical Geography, Philadelphia, PA  
Session Chair: Race, Space, & Place  
Session Presentation: Structural Symbols of Inequality in Black Communities
- 2014 National Organization of Minority Architects National Conference, Philadelphia, PA  
Session Presentation: Preserving Underserved Communities through Sustainability
- 2014 Raising the Bar, NY, NY  
Session Presentation: Abandoned Housing, the Unsustainable Solution to Urban Neighborhoods
- 2013 TEDx Columbia SIPA, NY, NY  
Session Presentation: The Community as a Classroom

### HONORS

- 2020 Outstanding Faculty Performance Award for Teaching
- 2019 Outstanding Faculty Performance Award for Research

### GRANT FUNDED COMMUNITY REBUILDING PROJECTS

- 2018-2019 **National Trust for Historic Preservation African-American Cultural Heritage Action Fund**  
Title: Co-PI  
Project Type: Historic Preservation Building Restoration  
Budget: \$150,000.00
- 2018-2019 **Kaplan Fund** (Historic Preservation Capacity Building Project for Alabama Civil Rights Sites)  
Title: Principal Investigator  
Project Type: Historic Preservation Workshops  
Budget: \$50,000.00





# CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Vincent Hui, Ryerson University

## Candidate Statement

I have had the privilege of teaching architecture for over two decades at multiple Canadian institutions and have benefited from the resources, networks, and knowledge bases the ACSA has provided in constantly evolving my teaching, research, scholarship, and service to architectural praxis. I would be honored to serve as the At-Large Director for the ACSA. Beyond my involvement with various ACSA events, I believe I can positively contribute to both the ACSA and industry at this critical moment of change in the discipline. Serving on the ACSA Board would allow me to share my insights in the development of strategies, policies, and best practices that address the ACSA's current strategic initiatives.

### Increasing Access and Promoting Equity

Despite the incredible interconnectivity we currently experience, we are increasingly reminded of the need for Greater equity and inclusion in our governance, profession, academic institutions, and future students. Whether online, on site, or in-class, the diversity we see rarely reflects that of the rest of the world. Within Canada's largest urban center, Toronto, I have created programming that has supported greater inclusivity and equity for students, faculty, industry, and the general public. From outreach programs targeting children in disadvantaged, racialized communities exploring design-based career paths to bridging mentorship between students and architects of underrepresented groups (including women and visible minorities), I have been coordinating with student groups, professional organizations, and the general public the need to change and advance access and remove institutionalized and invisible barriers with the AEC industry. Combined with my Equity, Diversity, and Inclusivity experience in academic appointments and committee work, I can serve to advance meaningful advocacy at multiple levels, from a prospective and current student through to a licensed practitioner and the general public.



### Enriching Pedagogy

Architectural pedagogy evolves at a rate faster than practice and it continues to do so on account of collaboration on best practices on student engagement, professional preparedness, and maintaining curricular currency. Architecture curricula must constantly evolve. As the Experiential Learning Director of one of Canada's largest architecture programs, I have been a proponent of researching and adopting best pedagogical practices to empower students for academic and professional success. From integrating BIM and digital fabrication into core curricula to creating a cooperative education program and design-build studios, I have been sensitive to the myriad of knowledge bases students must draw upon for success in a dynamic discipline. At this time, we are facing multiple opportunities in architectural pedagogy that mandate progressive change. Curricular content, such as non-Western canon or alternative career paths, as well as curricular delivery and media, such as online studios and virtual interfaces, must change for the better. My teaching record attests to my ability to adapt curricula to new content, modalities, and audiences and I would like to contribute on a larger platform with the ACSA.

### Enhancing Research

Architecture has never existed in a vacuum as social, economic, technological, and ecological shifts have simultaneously altered and drawn from the built environment. Multi- and interdisciplinary collaborative activity will define architectural research. There are new frontiers emerging in architectural research that not only posit innovative perspectives on the built world but also pose challenges to disciplines from archaeology to zymurgy. That such a spectrum of exploration exists and remains underdeveloped is a challenge architectural educators and researchers need to be better prepared and mobilized for. As an Associate Chair in a Department of Architectural Science I have been fortunate to not only serve as a connector between building science and construction management researchers, but also industry partners and academics from a diversity of disciplines. Whether collaborating with archaeologists on a digital recreation of the largest Indigenous city in Canada or developing AI-driven systems for modeling and fabricating individualized PPE, architectural research is an exciting and expanding territory. As architects continue to define their role in this new paradigm of praxis, it is incumbent on educators to develop policies to best collaborate, coordinate, and co-create the built world.

I am honored to be a nominee for the At-Large Director for the ACSA board. The role is more than a liaison among members. It constitutes a role in developing the future of architectural education and I cannot think of a higher honor than that.



# CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Vincent Hui, Ryerson University

## Abbreviated Curriculum Vitae

### ACADEMIC APPOINTMENTS

Co-Director	Ryerson University, Design Fabrication Zone	2015-2020
Co-Chair, Awards Committee	Ontario Confederation of University Faculty Associations	2017-Present
Associate Chair	Ryerson University, Department of Architectural Science	2012-Present
Experiential Learning Director	Ryerson University, Department of Architectural Science	2012-Present
Founder and Director	[R[ed[U]x Lab, Ryerson University	2011-Present
Associate Professor	Ryerson University, Department of Architectural Science	2011-Present
Assistant Professor	Ryerson University, Department of Architectural Science	2008-2011
Adjunct Professor	University of Waterloo, School of Architecture	2000-2008

### SELECTED RESEARCH FUNDING/AWARDS

Ontario Centres of Excellence	COVID-19 Voucher for Innovation and Productivity	2020
Dean's Research Fund	Ryerson University, Faculty of Engineering and Architectural Science	2019
Open Education Resource	University Library Open Educational Resources	2019
NSERC Promo Science Grant	National Sciences and Engineering Research Council (NSERC)	2018
Mitacs Globalink Grant	Mitacs Research Internship	2017

### SELECTED TEACHING FUNDING/AWARDS

Dean's Teaching Award	Ryerson University, Faculty of Engineering and Architectural Science	2021
Pedagogical Innovation Fund	Ryerson University, Faculty of Engineering and Architectural Science	2019
University Creators Grant	Ryerson University, Collaboratory	2019
Learning & Teaching Grant	Ryerson University, Centre for Excellence in Learning and Teaching	2019
President's Teaching Award	Ryerson University	2019
OCUFA Teaching Award	Ontario Confederation of University Faculty Associations	2015

### SELECTED PUBLICATIONS

- Hui, V. Huang, A. Estrina, T. (2020) "Creative and Collaborative Quarantining: The Impacts and Implications of Virtual Reality in Architectural Pedagogy During a Global Pandemic", Paper Presentation and Proceedings, International Conference on Technology, Knowledge, and Society, "Considering Viral Technologies: Pandemic-Driven Opportunities and Challenges", Melbourne, Australia
- Hui, V. Estrina, T. Huang, A. (2020) "Creative Connections: Maintaining studio culture in an age of physical separation", International Conference on Education, Research, and Innovation (ICERI), Seville, Spain
- Hui, V. Huang, A. Estrina, T., Agma, S. (2020) "Virtual Reality as a Response to Emergent Challenges in Architectural Education", ADVED 2020 6th International Conference on Advances in Education, Istanbul, Turkey
- Hui, V. Estrina, T. (2020) "Immersed and Engaged: The Pedagogical Value of Virtual Reality", Presentation, eCampus Ontario Humanizing Learning: Inspired Action and Impact Conference, Ontario, Canada
- Hui, V. Estrina, T., Lee, S. Zhou, G. (2020) "Integrating Indigenous Archaeology into Contemporary Architectural Pedagogy", 2020 Hawaii University International Conferences on Arts, Humanities Social Sciences and Education (AHSE), Honolulu, Hawaii
- Hui, V. Berardi, U. (2019) "Architectonics Using Destructive Acoustic Interferences for Noise Control in Buildings", International Conference on Emerging Technologies in Architectural Design (ICETAD 2019), Ryerson University, Toronto, Canada
- Hui, V. (2019) "The Architecture Portfolio Guidebook: The Essentials You Need To Succeed", Routledge, Taylor and Francis Publishing Group, ISBN: 978-0-415-78704-8

### SERVICE

Faculty Supervisor	Abacus STEM, Hamilton Community Foundation	2020
External Program Reviewer	University of Toronto, Architecture, Landscape and Design	2019
CRC Committee & EDI Liaison	Canada Research Chair, NSERC	2019-2020
Accreditation Team Member	Canadian Architectural Certification Board	2018
Reviewer	Journal of Technology   Architecture + Design (TAD)	2017-Present
Faculty Supervisor	American Institute of Architecture Students, Ryerson University Chapter	2017-Present
Faculty Supervisor	Architectural Science Camp, Digital Creativity, and V4Lab	2012-Present

### PRACTICE

Co-founder and Partner	Atelier Anaesthetic, Toronto and Montreal	2003-2009
Designer	Zeidler Partnership Architects, Toronto	1999-2008

### EDUCATION

- LEED Accreditation, Canada Green Building Council
- Master of Business Administration (Marketing & Strategy), York University
- Master of Architecture, University of Waterloo
- Certificate in University Teaching, University of Waterloo
- Bachelor of Environmental Studies, Pre-architecture, University of Waterloo



## **CANDIDATES** for **AT-LARGE DIRECTOR** (3-year term)

- **Diogo Burnay**, Dalhousie University
- **Catherine Hamel**, University of Calgary



# CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Diogo Burnay, Dalhousie University

## Candidate Statement

Having practiced and taught in diverse contexts in at least 3 continents, I believe my contribution to the ACSA may be able to take into consideration a wide range of diverse and inclusive ways of addressing the relevance of architectural education in relation to different communities and modes of practice.

in a time when conversations about the necessity to establish a continuum flow between education and practice, societal values and ethics and professional values are much needed, I am hoping to be able to bring a useful and diverse contribution to educating future architects in and for a greater diversity of physical, social, economic and cultural contexts and communities.

In Lisbon, just after graduating from a 5-year architectural professional programme, I was fortunate enough to work at UTOPOS, a Lisbon architectural studio, with Maria Manuel Godinho de Almeida, who graduated from Yale and Duarte Cabral de Mello, who had worked in the 1970's at the IAUS, and was one of the founders and editors of *Oppositions*. That exposure to a rather different way of understanding the role of architectural research and debate was crucial, as it set up the path for me to want to learn more about architectural criticism, that lead me to go to the Bartlett School to do a Masters in History of Modern Architecture and study under Adrian Forty and Ian Borden.

In London, I learned to appreciate and value the unique studio and school culture of the AA and the Bartlett, where teaching and learning emphasized the role of process and of documenting the architectural (re)search students were doing whilst developing their curiosity and design work. This intricate link between research and (as) design also seemed to have a great parallel with the relationship between architectural criticism and architectural practice. Both schools in London were unique as they seemed an open mosaic of ideas, with faculty and students from completely different cultural and social backgrounds. This was indeed different from my Lisbon school experience, as most professors and students were from the same school and city. I recall reflecting about how would it be possible for a school to nurture and promote such a multitude of creative potential and possibilities. Reviews emphasized opportunities for unique debates centred on the students' work and the issues raised by the projects. Schools are and can be diverse. Inclusive and creative architectural hubs where people with very different backgrounds generously, creatively and critically share and discuss values, concerns, ideas and spatial and tectonic and environmental propositions to contribute to change how we think and conceive the past / present / future as a desirable spectrum.

In Macau, I was extremely fortunate to work with Manuel Vicente, who had studied with Louis Kahn in the 1960's. Manuel Vicente was at the time an emeritus professor at Hong Kong University. He introduced me to Eric Lye, the HKU director, who later on invited me to teach design studios in 1995. HKU had that very same intensity and diversity within its' academic and professional community.

These experiences in the office as well at the studio made it quite clear that our pedagogical role as leaders, whilst working with and on other people's work is a rather crucial one as it may help directly or indirectly set up the path for unknown futures, just as it happened to me in Lisbon.

Later on, my teaching experience in the US, both in Minneapolis and in Arlington in Texas, somehow contributed to the possibility to consider schools as a unique cross section or an intersection between social values, social relevance, ethics, theory, criticism and practice, research and design, ideas and communities.

At Dalhousie, some of the contributions I have introduced is to promote a greater interaction between and within the courses, a strong emphasis on understanding and documenting the design process, and research as design. These have the objective to provoke and promote a greater understanding by everyone, professors and students, about the holistic nature of architecture as a project and how it is crucial for professors and students to appreciate and celebrate how their research and design processes are profoundly intertwined with each other.

I have been able to maintain my practice CVDB ARQUITECTOS based in Lisbon, Portugal, while teaching and since I have been the director at the School of Architecture at Dalhousie University. We have always understood our architectural work, that has fortunately had national and international recognition, as part of a larger physical and cultural landscape, that considers both the individual's and collective experiences and perceptions of spaces and places.

With this we hope to establish a possibility for an understanding of the architectural work to be socially, economically and culturally relevant and resilient in its different contexts and communities.

I am currently involved with Cristina Verissimo as the chief curators for the Lisbon Architecture Triennale 2022.

If elected to the ACSA Board, it will be an honour to serve and to contribute with the other board members to continue to explore and expand the role of architectural education, research and work within our multiple and diverse communities, so schools can improve their paths towards a more inclusive and diverse and equitable learning experiences towards a more meaningfully culturally and socially responsible architecture.





# CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Diogo Burnay, Dalhousie University

## Abbreviated Curriculum Vitae

### TEACHING / ADMINISTRATION

Dalhousie University School of Architecture	Associate Professor / Director	2012 -
Departamento Arquitectura, ESGV, Coimbra	Associate Professor – Year coordinator	2011
Faculdade Arquitectura, Universidade Técnica Lisboa	Assistant Professor	1998 - 2011
School of Architecture, University of Texas – Arlington	Ralph Hawkins Guest Professor	2007
Architectural Association School of Architecture	Visiting Teachers Programme	2007
ESARQ, Universidad Internacional Cataluña, Barcelona	International Workshop Guest Professor	2005
College of Design, University of Minnesota	Cass Gilbert Guest professor	2002, 2006
Dep Arquitectura, Universidade Moderna, Lisboa	assistant professor	1997 - 1999
Dep. Architecture, University of Hong Kong	guest lecturer	1995 - 1996

Invited critic / jury, Melbourne School of Architecture (2020), CAPLA, Arizona (2018, 2020), Dalhousie University (2007-2010), Graduate School of Design, Harvard University (2008), School of Architecture, Illinois Institute of Technology, Chicago (2007), Bartlett School of Architecture and Planning, University College London (2001 and 2005), University of Hong Kong (1992 – 1994) and Chinese University of Hong Kong (1995 – 1997).

### RESEARCH / CREATIVE RESEARCH / PRACTICE

Lisbon Architecture Triennale 2022 chief curator	co-Chief Curator with Cristina Verissimo	2020 –2023
Metropolitan Public places, Lisbon Architectural Triennale	Co-Curator with Cristina Verissimo	2007
Fundação Oriente, Macau	Research Grant, Macau Modern architecture	1996 - 1997
Atelier OBS - Irene Ó and Bruno Soares, Macau	Architect	1995 - 1997
Atelier MV - Manuel Vicente, Macau	Architect	1993 - 1995
Building Design Partnership, London	design architect	1988 - 1990
Utopos - Godinho Almeida and Cabral de Mello	design architect	1989
Ordem Arquitectos Portugueses (Architects Association)	Registered architect in Portugal	1988 -

### EDUCATION

Faculdade de Arquitectura Universidade do Porto	PhD (in progress)	2008 -
Bartlett School of Architecture	MSc in architecture	1995
Faculdade Arquitectura Universidade Técnica Lisboa	Dip Arquitectura (Honours)	1988

### SERVICE

RAIC Gold Medal, emerging architects, Best practice	Jury member	2018
Lisbon Architectural Triennale Advisory Council	Advisory Board Member	2014 -
Bartlett School of Architecture, UCL	External Examiner	2010 - 2015
Faculdade Arquitectura Universidade Técnica Lisboa	Thesis External Examiner	2013
PEIAA Lieutenant Governor's Design Awards	Jury member	2012
NSAA Lieutenant Governor's Design Awards	Jury member	2012, 2015
CCUSA Canadian Council of University Schools of Architecture	Member	2012 -
Dalhousie University, School of Architecture	External Examiner	2011
Ibero-América bienal 08, Arch Students Competition	jury member	2008
AIA–Dallas annual design award	Jury member	2007
International Relations, Faculdade Arquitectura, UTL	assistant to the Director	2000
Accreditation Council, Portuguese Architects Association	elected member	2001 - 2007
International Symposium “Macau Metropolis”, Macau	Scientific Committee member	1998

### PUBLICATIONS / LECTURES / EXHIBITIONS / PRIZES and AWARDS / COMPETITIONS and PROJECTS

For a list of publications and lectures, please visit:

<https://cdn.dal.ca/content/dam/dalhousie/pdf/faculty/architecture-planning/school-of-architecture/cv/cv-burnay.pdf>

### HONORS / AWARDS (selection)

Architectural Review 2015, highly commended for education buildings).  
 Archdaily Best Education building of the year 2014  
 WAN 2013 education building 1st prize

For bio, please visit:

<https://www.dal.ca/faculty/architecture-planning/school-of-architecture/faculty-staff/faculty/diogo-burnay.html>



# CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Catherine Hamel, University of Calgary

## Candidate Statement

Architecture, in its education and practice deals with complex design requirements assimilating changing processes, contexts and tools of production. History, inequity, the environment, oppression and youth, are telling a crucial story. They are asking the world, and architects, to do the ethical work to listen and translate their knowledge into action as a form of practice. The agency of design and its practice is never just a business, but an ethical discipline. It is a time to question assumptions and confirm architecture's role as one of capacity building. Architects are challenged to be fully present in a complicated world to learn to think in systems as well as discreet material objects. The shift in scale from a call for justice by building activism to the pleasure of building, does not make them incompatible.

Beirut, a city of hope and despair, is where I grew up. The space of the city was experienced before, during and after a fifteen-year civil war, if any war can be called civil. The built and natural environment is never a neutral by stander, regardless of whether the value or cause is social or political. While comfortable in being poured back and forth between different cultures, sides, and languages an adjustment of perspective is never received as one of disregard. It is an adaptation and a necessary resilience. My own work focuses on forced displacement and the role of the built environment in mitigating adaptation. This fluctuation trains one's attitude to focus and select what each context offers and not reject what falls outside the habitual framework to stay in the prescribed and familiar.

Given the opportunity, I would be honored to working with the ACSA team in its leading role to develop the continuous exchange between architectural education and practice as it shifts to operate within a more inclusive global community. The current strategic initiatives of the ACSA include a critical appraisal of cultural perspectives, assumptions, values, and norms by retracing designed authority and exploring the ways in which authority is distributed throughout the design process. It is adaptive leadership that strives with consideration, discipline, responsibility. The accountable architect has an account of complexities and uncertainties to embrace creative ways to practice towards relevant and desired objectives in the field. It is a time to recognize the forces of change; to act within a generous and expansive perspective; to create social arrangements and to create the options where the unimaginable becomes ordinary.





# CANDIDATE for AT-LARGE DIRECTOR (3-year term)

Catherine Hamel, University of Calgary

## Abbreviated Curriculum Vitae

The University of Calgary. School of Architecture, Planning and Landscape  
Associate Dean Academic, Architecture (2020) Associate Professor, Architecture

### EDUCATION

Master of Architecture (History and Theory), McGill University. Canada	1993
Bachelor of Architecture, Pennsylvania State University. USA	1989
Bachelor of Science, Interior Design, California State University. USA	1985

### SELECTED AFFILIATIONS

CCUSA Canadian Council of University Schools of Architecture (member)	2020 -
AAA Alberta Association of Architects Council (member)	2020 -
Architecture Humanities Research Association (member)	2007 -

### SELECTED SERVICE

Diversity & Equity Advisory Network, University of Calgary	2017, 2020 -
Harm Reduction Sub-committee, University of Calgary	2016

### RESEARCH THEMES + TEACHING AREAS

Cultural and Political landscapes; Social Stewardship; Leadership in Architecture; Design Activism, Post war Reconstruction; Architectural Design and Theory; Visual Communication.

### SELECTED COURSES (graduate)

Architecture and Leadership: Building Activism

Social Ecologies Studio

1. Re-settlement Collaborations measured twice: Once for Inclusion, Once for Exclusion
2. Disobedient Structures in Hackable Buildings
3. Inverse Archeology: The Architect as Facilitator

### SELECTED PUBLICATIONS. EXHIBITIONS. PRESENTATIONS

2020	Tracing Shifting Thresholds. Refugee & Newcomer Women's Emotional Wellness. The Immigrant Education Social Conference, Canada
2019	An Ethics of Persistence, Education, Design and Practice. Understanding Skills in a Complex World. Amps Stevens Institute of Technology, New York.
2019	Measure Twice: Social Justice in Public Space (Keynote Lecture) & Policy as a Tool of Productive Resistance (Workshop), Shift Equity Planning Conference, Halifax, Canada
2017-19	Water: Creation & Capture. Alberta Foundation for The Arts Travelling Exhibit.
2016	Theatres of Observation: Scripts for Lingering. Presenting the Theatrical Past, International Federation of Theatre Research International Conference, Stockholm, Sweden.
2016	The Drawn-Out Identity of Forced Displacement. Hybrid Communities, Societies, Spaces, and Subjectivities. Congress for the Humanities and Social Sciences, Alberta, Canada.
2015	Measure Twice: Once for Exclusion, Once for Inclusion. A Vision of Revolution: Exile and Deportation in Global Perspective Conable Conference. Rochester New York.
2014	Repurposing with A Vengeance, A Dance of Restrained Acts Towards Justice. Architecture and Justice: Judicial Meanings in the Public Realm, Simon, J. Temple, S & R. Tobe, Ashgate Press, London, UK.

### LANGUAGES

English, French, Arabic