

ACSA Candidate for Second Vice President (4-year term)

June Williamson, City College of New York

Candidate Statement

Association may be defined as “a group of people organized for a joint purpose.” I’ve had a long association with the Association of Collegiate Schools of Architecture, going back to my very first academic paper (it was such a thrill!), presented at an international conference in Copenhagen in 1996, when I was somewhat fresh out of architecture school, teaching evening studio. The provision of formative entry opportunities—like mine—to aspiring and junior faculty members into academic scholarship and creative fellowship is at the core of our association with one another in this organization. Our challenge is to keep these paths fruitful and flowing, to attract a wide diversity of talented and passionate designers to join, sustain, and evolve us. I know that the membership of ACSA is brimming with people who possess abundant creative talent, intelligence, and industriousness, and who care deeply about the issues at the forefront of ACSA’s values and strategic priorities. I look forward to the opportunity to continue to contribute my energy and skills. Thank you for your consideration.



Below are some brief reflections on ACSA values and current strategic plan priorities:

DIVERSITY & EQUITY: The ACSA plays a vital role in gathering and sharing good data and in disseminating effective practices for achieving equitable outcomes and increasing diverse perspectives on many fronts: in our committee rooms, classrooms, studios, and, ultimately, in design offices and on jobsites. We must continue to identify the most effective and compelling initiatives from the whole membership and seek new ways to elevate, share, and incubate productive conversations.

- I’ve been fortunate to teach for the past 15 years at one of the most truly diverse professional architecture schools in North America, the Spitzer School of Architecture at The City College of New York (CCNY), a senior college of CUNY, in West Harlem, New York. Our wonderful students take many, many different paths to get here, overcoming significant personal and structural challenges. My experiences have provided me insights into both the opportunities and the barriers to success, particularly in a highly budget-constrained public institutional environment.

URBANISM, CLIMATE ACTION & BUILT ENVIRONMENT JUSTICE: The world’s population is continuing to become more urbanized and less rural; the forms of global urbanization have become ever more complex, interlinked, and contested; and the catastrophes of climate change are wreaking cumulative havoc.

- My viewpoint is shaped by my own research into the retrofitting of aging, vacant and degraded suburban places and landscapes and the intersections of these projects by design with several urgent challenges: the need to disrupt automobile dependence, improve public health, support an aging population, leverage social capital for equity, compete for jobs, and to add water and energy resilience.
- Urbanism, especially in the context of advancing sustainability and resilience, is a significant forum for meaningful collaborations, effective activism, and funded research opportunities for faculty, students, and professionals.
- I would continue to advocate for ACSA to work with our allied organizations and partnerships to promote increased knowledge production and dissemination at the intersections of urbanism, climate action, and built environment justice, and to advocate integration of these topics into the very core of architectural education.

As many others have pointed out, these priorities are intimately intertwined. Without effective and meaningful community inclusion and social justice efforts, climate actions ring hollow. Conversely, well-meaning equity and inclusion initiatives may falter unless informed by deep and considered understanding of how our built and natural environments are shaped—past histories, ecological systems, economies of investment, material flows, networks of design actors, policy makers, etc.

I’ll close with a few notes about my relevant previous experiences. While a Director-At-Large on the ACSA Board (2018-21), and since, I served on the ACSA Nominations Committee (twice), the organizing committee for the 2020 ACSA Administrators Conference, the Research and Scholarship Committee, and the Leadership Committee. I represented ACSA on the NAAB Public Director Nominating Committee and on the NCARB Education Committee. At CCNY, I served a 3-year term (elected) as chair of the faculty of the Bernard and Anne Spitzer School of Architecture; I’m currently Director of Graduate Programs in Architecture, overseeing our M Arch and MS Arch programs. My leadership style is participatory and deliberative. On the managerial side, I’m organized and strategic; I gather data, facts, histories, and a range of opinions before endorsing or implementing actions. I’m a skilled moderator, an insightful listener, and an effective communicator with experience in reaching a broad range of audiences, gained through many years of writing and public speaking about my research on retrofitting suburbia.

June Williamson

Abbreviated Curriculum Vitae

EDUCATION

M.U.P. in Urban Design, The City College of New York, CUNY, 2005
Master of Architecture, Massachusetts Institute of Technology, 1994, Alpha Rho Chi Medal, Ralph Adams Cram Thesis Award
Bachelor of Arts with Distinction in Architecture, Yale University, 1989, Magna Cum Laude

ACADEMIC APPOINTMENTS

Director of Graduate Programs in Architecture, Spitzer School of Architecture, The City College of New York, 2022-present
Visiting Professor, University of Arizona, Fall 2022
Architecture Department Chairperson, The City College of New York, 2019-2022
Assoc. Professor, The City College of New York, 2008-2021; Professor, 2021-present
Adj. Assoc. Prof., Columbia GSAPP, 2008
Adj. Assist. Prof., CUNY City Tech, 2007-2008
Visiting Asst. Prof., Georgia Tech, 1999-2001
Visiting Asst. Prof., University of Utah, 1997-1999
Studio Instructor, Boston Arch College, 1995-1997

SELECTED PUBLICATIONS.

(Google Scholar citations page: <https://scholar.google.com/citations?user=xhqsE2QAAAAJ&hl=en>)

Case Studies in Retrofitting Suburbia: Urban Design Strategies for Urgent Challenges, with Ellen Dunham-Jones (John Wiley & Sons, 2021).

Winner, 23rd Great Places Award for Books, EDRA/Project for Public Spaces.

"Dead and Dying Shopping Malls, Re-inhabited," with Ellen Dunham-Jones, AD (Architectural Design) **Loose Fit Architecture: Designing Buildings for Change**, 87:5, September-October 2017: 84-91.

"The Once and Future Shopping Mall: Retrofitting Suburbia for 21st Century Challenges" in Vera Simone Bader and Andres Lepik, eds., **World of Malls: Architectures of Consumption** (Pinakothek der Moderne, catalog published by Hatje Cantz, 2016).

"The Challenges of Retrofitting Levittown, 2005" in Becky Nicolaidis and Andrew Wiese, eds., **The Suburb Reader, Second Edition** (Routledge, 2016).

"Protest on the Astroturf at Downtown Silver Spring: July 4, 2007" in Christopher Niedt, ed., **Social Justice in Diverse Suburbs: History, Politics, and Prospects** (Temple University Press, 2013).

Designing Suburban Futures: New Models from Build a Better Burb (Island Press, 2013). Short-listed, 2013 Francis Tibbalds Book Award, Urban Design Group (UK).

"Retrofitting Suburbs," with Ellen Dunham-Jones, in Henry Cisneros, Margaret Dyer-Chamberlain and Jane Hickie, eds., **Independent for Life: Homes and Neighborhoods for an Aging America** (University of Texas Press, 2012).

Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs, with Ellen Dunham-Jones (John Wiley & Sons, 2009, updated ed. 2011). Winner, 2009 PROSE Award in Architecture and Urban Planning from the Association of American Publishers.

"Retrofitting Suburban Morphology," *Journal of Urbanism*, 2:1 (2009): 75-79.

"Habraken and Koolhaas: Two Dutchmen Flying Over Bijlmermeer" in Douglas Kelbaugh and Kit McCullough, eds., **Writing Urbanism: A Design Reader** (Routledge Press, 2008).

SELECTED DESIGN RESEARCH AND CONSULTING

Co-PI, Complete Streets Considerations for Freight and Emergency Vehicle Operations: A Guidebook, City College of New York, CUNY, New York City Department of Transportation, and the New York State Energy and Research Authority (NYSERDA), 2018.

Team leader, AIA Sustainable Design Assessment Team (SDAT) for the Court Avenue Corridor, Jeffersonville, Indiana (2018) and Dale City Boulevard Corridor, Dale City, Virginia (2015).

"Great Falls, Great Food, Great Stories" for Paterson Great Falls National Historical Park (2014-15), member, 1st place winning team of the National Parks Now competition sponsored by the National Parks Service and the Van Alen Institute.

Training workshops on suburban retrofitting for designers, planners, and/or developers: AIAU (online); Brisbane, Aus.; Louisville, KY; Williamsville, NY; Suffolk County, NY; Newark, DE; Salt Lake City; Albuquerque; Madison; Chicago; Atlanta; St. Louis; and Denver.

MEMBERSHIPS & SERVICE

Association of Collegiate Schools of Architecture (ACSA), Director-at-Large, 2018-21, rep. from ACSA to the NCARB Education Committee, 2020-21, and to the NAAB Public Director Nominating Committee, 2021-22; AIA New York Chapter, Public Director, 2021, Oculus Committee, 2023-25; Fellow, Urban Design Forum; Member, Congress for the New Urbanism; Member, Society of American City and Regional Planning History (SACRPH); Member, Architectural League of New York; Member, Congress for New Urbanism; Member, Urban Design Academic Council (UDAC).

Registered Architect, New York #031937-1; LEED AP

ACSA Candidate for Second Vice President (4-year term)

Bethany I. Lundell Garver, Boston Architectural College

Candidate Statement

Being considered for this national leadership role is nothing short of an honor—a chance to celebrate the voices of each one of you and the students whose dreams we champion. A decade ago, I embraced the world of higher education, navigating missteps, celebrating triumphs, and cultivating a steadfast commitment to what I now understand as transformational leadership. At times, I've felt like the odd duck in the academic pond: my institution has no tenure system, a reliance on part-time adjuncts, and a heavy administrative load for most full-time faculty, myself included. If you've ever felt awkwardly perched on the fringes of the mainstream, I see and hear you; it's a weight that both bears down on us and propels us forward!



Enter ACSA—my involvement has been driven by a passion to amplify the voices of students and faculty whose experiences are as diverse as the institutions we serve. ACSA represents over 7,000 architecture faculty, guiding the education of more than 40,000 students from a spectrum of institutions—large and small, public and private, urban and rural, spanning 2-year community colleges to 4-year pre-professional, and accredited professional programs. Every faculty member, be they full-time, part-time, or adjunct, plays a pivotal role, spearheading critical pedagogies in a world saturated with uncertainty. Breaking through the noise together is the good work of a lifetime.

My engagement with ACSA has been extensive and intentional. Serving as a Director-at-Large, a committed member of the Education Committee, a co-founder of ACSA/NCARB's Professional Practice Education Library (ProPEL), and a contributor to ACSA's Assessment Workshop Series, my dedication to the association's mission runs deep. Currently serving as the ACSA Liaison on AIAS' Board of Directors, I am navigating the crucial intersection of academia and student advocacy. Meanwhile, embracing the sweet and uncontrollable chaos of motherhood has only solidified my commitment to fostering inclusive teaching and learning environments where individuals can (attempt to!) find balance with family, work, and educational pursuits.

If entrusted with this transformative leadership role, I will champion three pillars: **ACCESS**, **ALLIANCE**, and **ASSESSMENT**.

ACCESS is the gateway to an inclusive architectural education and profession. As the daughter of two community college transfer students, I am personally and professionally committed to expanding affordable and accessible paths into pre-professional and accredited architecture programs. My time at the Boston Architectural College (BAC) has shown me the importance of transfer-friendly community college pathways and the value active transfer articulation agreements bring to our programs. Architectural education should be possible for all learners, including nontraditional students who have delayed college enrollment, attend school part-time, work full-time, are financially independent, or have dependents other than a spouse. We need every perspective at the table addressing the world's most urgent challenges.

ALLIANCE is the root of transformation—forged within communities of practice. As a licensed architect and Dean of Practice at the BAC, I guide the "work study" curriculum, melding education with practice, challenging norms, and nurturing empathy and collaboration among students, faculty, administrators, and employers. The BAC, under this ethos, boasts the highest number of Integrated Path to Architectural Licensure (IPAL) graduates. To safeguard the educational requirement for licensure, we must actively nurture alliances with the architectural profession, allaying the construction of additional silos. I am committed to fostering trusted relationships that blend education and professional practice, advancing equity and a sense of belonging for underrepresented individuals or groups. At The BAC, my efforts to cultivate a diverse adjunct faculty—comprising 46% female and 38% BIPOC instructors—echo my commitment to mirroring the racial diversity among our students. Through a practice-integrated educational alliance, I spearhead multiple initiatives addressing equity, social justice, and climate action, aligning seamlessly with ACSA's strategic plan.

ASSESSMENT is the bedrock of progress. We need to assess our success and failures, measure our impact, and chart a course for continuous improvement. Drawing on my experience in developing rigorous equity-minded assessment processes, I am committed to advancing the culture of assessment within ACSA member schools, NAAB accredited programs, and in architecture firms, ensuring that our shared and distinct goals are not only set but also met.

Ultimately, my vision for ACSA is one of unity, diversity, and measurable progress. I am ready to lead with a learner-first approach, leveraging my experiences as a team player, mover, and shaker to realize ACSA's strategic objectives. Let's build a community of design programs and professionals that exemplify equity, innovation, and advocacy in architecture through tangible collaboration and meaningful action. I am beyond honored to be considered for this opportunity to serve ACSA, and I look forward to continuing along this insightful and fun journey with each of you.

Bethany I. Lundell Garver, AIA, NOMA

Abbreviated Curriculum Vitae

EDUCATION

Harvard University, Master of Architecture in Urban Design with Distinction
Auburn University, Bachelor of Architecture, magna cum laude and Bachelor of Interior Architecture, magna cum laude

ACADEMIC EXPERIENCE

2020– Dean of Practice, Boston Architectural College (BAC)
2020– Director of Gateway Office BAC, community-based design (un)center
2017–22 Director of Applied Learning, Practice Department, BAC
2017–19 Lecturer, Department of Urban & Environmental Policy & Planning, Tufts University
2014–17 Director of Foundation Instruction, Practice Department, Core Faculty, BAC
2014 Instructor, Career Discovery, Harvard University Graduate School of Design (GSD)
2013–14 Research Assistant, Harvard University GSD
2013 Instructor, Summer Academy, BAC

PROFESSIONAL EXPERIENCE

2014– Somerstead LLC, Somerville, MA. Founder and Owner.
2013– Beth Lundell Garver Architect, licensed in Massachusetts (#32236) and California (#C-34432)
2004–12 Rafael Viñoly Architects PC, San Francisco, CA and New York, NY
2003 TVS Design, Atlanta, GA (AIA Architecture Firm Award, 2002)
2002 David Keith Braly Architectural Painting, Montgomery, AL
2000 Rural Studio, Auburn University, Hale County, AL, led by Samuel Mockbee (AIA Gold Medal, 2004)

SELECTED GRANTS + AWARDS

2024– Mass Cultural Council STARS Residency Grant, BPS Higginson-Lewis School, Gateway Office BAC [\$2800]
2023– Licensed Intercultural Development Inventory ® Qualified Administrator
2020– Cummings Foundation Grant, Center for Civic Engagement in Spatial Practice, BAC [\$300,000]
2017 Significant Impact Recognition Best Course Nomination “Urban Design & the Changing Suburb,” Tufts University
2016 BSA Foundation Grant Award, for “Community Practice” course development, BAC [\$3,000]
2015 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes, Practice Department, BAC
2015 Lumina Foundation, CAEL Competency-Based Education Training Program, Practice Department, BAC
2014 Award for Highest Academic Excellence & Achievement in MAUD cohort, Harvard University GSD

LEADERSHIP + SERVICE

Association of Collegiate Schools of Architecture

Director-at-Large (2017–20); Education Committee (2017–Present); ProPEL Founding Editorial Board (2020–23)

American Institute of Architecture Students

Board of Directors ACSA Liaison (2021–24); Strategic Task Force, Chair (2023–25); Faculty Advisor, BAC (2017–Present)

American Institute of Architects and Boston Society for Architecture

Guides for Equitable Practice contributor (2018–22); Membership Committee (2017–20); Government Affairs Committee

National Council of Architectural Registration Boards

Appointed Licensing Advisor (2018–Present); Education & Experience Advisory Committees; IPAL program at the BAC

National Architectural Accrediting Board

Accreditation Visiting Team Member for multiple architecture programs (2022–Present)

2023 “Make Learning Visible: Competency Matrix, Graphic Maps, and Learner Profiles for Assessing Unique Student Paths,” Association of Assessment of Learning in Higher Education.

2023 Organizing Committee: ACSA Convening to Advance Community College Transfer in Arch Education. Philadelphia, PA.

2021 Presented: “Setting the Stage for Equity-Minded Inquiry,” ACSA Assessment Workshop Series. Web.

2020 Presented: “[Learning from Practice: The Rudy Bruner Award for Urban Excellence.](#)” ACSA Webinar.

2020 Organizing Committee: ACSA Administrators Conference “Be at the Table: Embracing the Future.” Virtual.

2020 Moderated: “[Studio-Based Online Learning: Building Community and Engaging Design at a Distance.](#)” ACSA Webinar.

2018 “Assessing Experiential Learning in Design Education: the Practice Department.” L. M. Abendroth and B. Bell (Eds.), Public Interest Design Education Guidebook: Curricula, Strategies, and SEED Academic Case Studies. Taylor Francis/Routledge.

2018 “Reflecting on Now Practice Now: Cash,” BSA/AIA, May 2018. Web.

2015 “Social Media as Visualization Tool: Mapping the Urban Landscape,” Landscape Research Record No. 4: 2-9. Web.

ACSA Candidate for At-Large Director (3-year term)

Dahlia Nduom, Howard University

Candidate Statement

The ACSA and its work, which focuses on equity, social justice, and climate action in architectural education, is essential in today's fraught world. My experiences as an architect and educator align with ACSA values and strategic plan priorities, specifically, those focusing on equitable learning culture, environmental and social justice, and the role of the built environment in mitigating climate change.



My research, teaching, and service focuses on housing, design, and equity through an intersectional lens, probing the geographic, social, cultural, political, economic, and ecological issues informing architecture and perception of place. My work explores housing as a human right that has historically not been developed equitably and investigates evidence-based design solutions across cultural contexts. My work prioritizes architectural locales at the margins of architecture academia, bringing these histories and critical investigations to the forefront. As ACSA prioritizes promoting and disseminating scholarship on climate action, I intend to bring my experiences to help shape ACSA's role in promoting community-engaged design, which is not exploitative of those communities most vulnerable to climate change.

My approach to architectural education is to empower students to be disruptors to drive change in the built environment. My pedagogical approaches have promoted design activism as students understand the impacts of issues beyond disciplinary boundaries on the built environment. As ACSA focuses on equity, social justice, and climate action in architectural education, I believe there is a role for ACSA to help member schools navigate balancing NAAB accreditation requirements with interdisciplinary opportunities, allowing students to understand the implications of public health, economics, social, political and ethical issues confronting the built environment. This theme was raised at the most recent Administrator's Conference, "Expanding our Impact." As At-Large Director, I hope to contribute to shaping how member schools can reach beyond our disciplinary boundaries, something we must confront as we mitigate and adapt to climate change.

As a former ACSA Faculty Councilor and participant in numerous ACSA workshops and conferences, I have seen the benefit of the organization in shaping and supporting design education that is diverse, equitable and prepares future architects with the skills to confront the myriad social, economic, and environmental issues confronting society today. When I transitioned to full-time academia on a probationary tenure-track appointment, I experienced a steep learning curve juggling teaching, research, and service expectations. ACSA workshops, white papers, and conferences played a pivotal role in guiding me through this transition. For example, the 2018 ACSA New Faculty Workshop and Defining Your Research Workshop were pivotal sessions for framing my research agenda and confronting the expectations of tenure-track faculty. I have since volunteered as a reviewer for the 2020 AIA/ACSA Intersections Research Conference. Through this board position, I intend to use these experiences to help shape programs and workshops that help faculty and staff navigate architecture academia to meet diversity goals. Within ACSA's equitable learning culture agenda, I believe there is also a role for the organization to empower member schools to create an equitable teaching culture for faculty, to retain diverse talent who are innovating within the discipline. I intend to contribute my experiences to this conversation.

ACSA's focus on equitable learning culture also aligns with my work advocating for design activism, equitable learning environments, empowering students' agency, and mental health in design education as a form of activism. Through my teaching, I have aimed to foster safe spaces for students to explore their authentic selves and bring their lived experiences and diverse backgrounds to their work. My work focusing on pedagogical approaches through a justice lens has been published and presented widely.

I bring this focus on justice and equity to my current board and advisory positions. I am a member of the Board of Directors of the Neighborhood Design Center (NDC), a community design center in Maryland. On the Board of the NDC, I serve on the Image and Promotion committee, where I work with board members and staff to disseminate the vital work of the NDC. I am also a member of the DC Housing Authority Technical Advisory Committee for the project *Family Friendly Affordable Housing Design Guidelines* and a member of the advisory board for the *DC Black Women's Suffrage Movement* project, a collaboration between Dr. Synatra Smith, Dr. Portia Hopkins, and the DC Preservation League. As a member of the advisory board, I will review deliverables and provide recommendations related to the research, focusing on the nuances and sites of the Black women's suffrage movement in Washington, DC. These service positions have armed me with experience translating my design skills, research, and pedagogical interests into actionable strategies. My work on various committees at Howard University, an HBCU, has also equipped me with perspectives that I hope to bring to the Board as the ACSA aims to strengthen pathways to architecture for students of color and equity in architecture academia.

Dahlia Nduom, AIA, NOMA

Biography

As an Antiguan Assistant Professor in the Department of Architecture at Howard University, I bring diverse experiences and knowledge as an architect and educator to the ACSA Board of Directors. I received a BA in Architecture and Visual Studies from the University of Pennsylvania and a Master of Architecture degree from Columbia University. I am a licensed architect in the District of Columbia who has practiced in the US and Ghana. I also have extensive teaching experience as a faculty at Columbia University in NYC and Ashesi University in Ghana before joining Howard University.

My research, teaching, and service concern environmental and social justice issues. This is seen in my work, which investigates dwelling spaces of the African Diaspora through an intersectional lens, probing the geographic, social, cultural, political, economic, and ecological issues informing the architecture and perception of place. Through intersectional investigations of what it means to dwell in the Caribbean, Ghana, and predominantly African-American communities within the US, I challenge Eurocentric architectural histories and pedagogies.

This research has been nationally and internationally recognized. The Graham Foundation recognized the importance of this work for a grant focused on the legacy of tourism and colonial consumption in Jamaica (Tourism, Tropicalization, and the Architectural Image). The results from this work will be exhibited at the Octagon Museum in Washington, DC, in Fall 2024. My work has also been exhibited internationally at the ArchiAfrika pavilion in the European Cultural Center's Time Space Existence exhibition alongside the 17th International Architecture Exhibition, Venice Biennale, and the African Futures Institute Pinpoint Archive which recognizes "100 of the most innovative and provocative African and African Diaspora practitioners whose engages with the twin issues of decarbonization and decolonization." My work has also been recognized as the recipient of the 2022 AIA DC Architect Educator of the Year Award.

The current climate change and affordable housing crisis have been at the forefront of my work. My focus on housing, climate, and social and environmental justice has been published and presented in numerous forums. Most recently, I was a panelist in the session Housing and Environmental Justice at the Housing Justice Futures: Philadelphia Forum on Design, Race and Climate Change, hosted by the University of Pennsylvania, Weitzman School of Design. I also presented at the Domestic Land Policy and Practice session at the first US Conference on Housing, Land, and Property (HLP) in Crisis Contexts, which was co-organized and hosted by Howard University's Department of Architecture and numerous international stakeholders.

This work has led to the development of the Community Design and Development Center (For Housing in Crisis Contexts). As coordinator of the center, I will expand the work on climate change-related displacement and community-engaged design already occurring at Howard University. This work aligns with ACSA's commitment to addressing racial and environmental equity issues in architecture academia and its centering of research and scholarship focused on climate change.

ACSA's focus on equitable learning culture also aligns with my work advocating for design activism, equitable learning environments, empowering students' agency, and mental health in design education as a form of activism. My scholarship has also centered on equity in architectural academia with articles such as Field Notes on Design Activism and Challenges and Opportunities in Teaching Architecture Design Studio during the COVID-19 Era: An HBCU Perspective.

Finally, this focus on equity and justice in the built environment has informed my service work, which includes being a member of the Board of Directors of the Neighborhood Design Center (NDC), several advisory board positions, and service at the university, college, and department levels at Howard University. These board positions and committees have equipped me with experiences I will bring to the ACSA Board of Directors. For example, my work on the Image and Promotions Committee (NDC) and the Ad-Hoc Bylaws Committee of the College of Engineering and Architecture have equipped me with skills and experiences beyond those honed throughout my architectural education and career.

ACSA Candidate for At-Large Director (3-year term)

Noah Resnick, University of Detroit Mercy

Candidate Statement

Having been an ACSA member for over 15 years, I have had the fortune to take advantage of many of the resources the organization offers, including Annual, Administrative and Teachers conferences, the Institutional Data Reports, and the various online and printed publications on a range of subject matter, from issues of equity to accreditation. I have also served on the ACSA Leadership Committee for the past two years. As an At-Large board member, I would value the opportunity to contribute to the organization that has provided me with so much professional and intellectual growth.



In my current role as Tenured Full Professor and Associate Dean of the University of Detroit Mercy School of Architecture + Community Development, I am deeply engaged in many university and schoolwide plans that directly parallel the ACSA's Strategic Initiatives. My principle efforts in the last two years have focused in two areas:

- 1) Actively increasing the presence of underrepresented populations in both our student body and full-time faculty via recruitment efforts, fundraising for scholarships, securing new faculty lines, and modifying our admissions processes to align with an updated set of shared values surrounding equity and social and environmental justice.
- 2) Establishing a robust set of assessment processes and protocols that apply to our entire curriculum, while significantly modifying our curriculum to align with our shared values.

I believe my recent experience in both developing and implementing these efforts will contribute to the discussions, deliberations and work of the ACSA Board.

The University of Detroit Mercy School of Architecture + Community Development is an intentional community of approximately 225 students in total, served by 32 accomplished full-time and adjunct faculty.

We are committed to:

- ...educating students who will adapt to and lead the changing disciplines of architecture, urban design and community development.
- ...advancing social and environmental justice in our neighborhoods, cities and planet.
- ...cultivating equity in education and the profession by providing pipelines of access and support for underrepresented people.
- ...nurturing engaged world citizens who can think globally and act locally.
- ...emphasizing a progressive and rigorous hands-on approach to design and community development education.
- ...fostering a mosaic of students who reflect the diversity of humans that make up our communities.

I am confident that these values I have helped to shepherd at the Detroit Mercy S.A.C.D. are shared by the ACSA Board of Directors, and that I my passion and experience will enhance this distinguished body.

Noah Samuel Resnick, AIA

Biography

Noah Resnick currently teaches and practices in the city of Detroit, Michigan. As a partner at Laavu, he operates under the interrelated concepts of the architectonics of multiple scales; the architect as urban collaborator; and the architect as community builder. Resnick is a Professor at the University of Detroit Mercy School of Architecture and Community Development, and was the Director of the Master of Architecture Program from 2011 - 2019. He currently serves as the Associate Dean for Academic Affairs.

Resnick grew up in Miami, Florida, where he attended the Design and Architecture Senior High magnet school (D.A.S.H.). He earned his BArch from the Illinois Institute of Technology in Chicago, graduating at the top of his class, for which he was awarded the AIA Henry Adams Medal of Excellence. Noah completed his Masters of Science in Architecture Studies (SMArchS) at the Massachusetts Institute of Technology in the Architecture + Urbanism stream. This degree culminated in an urban design thesis that focused on the potential for transit oriented development nodes in the city of Detroit. In addition to Detroit, Resnick has lived and practiced in Chicago, Boston, and New York, as well as Berlin, Germany where he worked in the studio of Daniel Libeskind.

PROFESSIONAL LICENSES

- New York State Architecture License # 33370
- State of Michigan Architecture License #1301056885

EDUCATION

Cambridge, Massachusetts
2002 - 2004
Massachusetts Institute of Technology
School of Architecture + Planning
- Masters of Science in Architecture (SMArchS)
- Architecture and Urbanism Stream
- Thesis Title: Sustaining Development in Detroit

Chicago, Illinois
1995 - 2000
Illinois Institute of Technology
College of Architecture
- Bachelors of Architecture Degree
- Graduated 1st in class with High Honors
- AIA Henry Adams Gold Medal recipient

Miami, Florida
1991 - 1995
Design and Architecture Senior High School (DASH)
- Graduated from design and architecture magnet school, the only one of its kind in the country.
- Associates degree from Miami Dade Community College via High-school dual enrollment program

CURRENT PROFESSIONAL EXPERIENCE

Detroit, Michigan
2015 - present
Laavu, LLC
laavustudio.com
Principal / Co-Owner

ACADEMIC ADMINISTRATIVE EXPERIENCE

University of Detroit Mercy
School of Architecture +
Community Development
(SACD)
Fall 2019 - present
Associate Dean for Academic Affairs
In addition to the administrative role of Associate Dean, the duties correspond to the leadership role under the Dean with regards to the SACD's identity, mission, pedagogic and curricular direction. The AADA contributes significantly to the development and implementation of the Department's curricular and strategic plan through the generation of teaching, research and scholarship in Architecture, Community Development and Urban Design. While directly implementing the curricular objectives for the Undergraduate Program, the AADA sets the objectives of the Graduate Program in order for the Director of the Master of Architecture Program to implement.

University of Detroit Mercy
School of Architecture
May-August 2019
Interim Dean

University of Detroit Mercy
School of Architecture
2011-2019
Director, Master of Architecture Program

TEACHING EXPERIENCE

University of Detroit Mercy SACD
Fall 2006 - present
Full Professor of Architecture, Tenured
Tenured in 2014, Promoted to Full Professor in 2019

Warsaw Polytechnic School of
Architecture, Poland Winter 2010
Visiting Professor of Architecture

ACSA Candidate for At-Large Director Canada (3-year term)

Weihan Vivian Lee, University of Toronto

Candidate Statement

I am an educator, academic administrator, and a licensed and practicing architect with experiences in both the USA and Canada. I believe that the confluence of these experiences makes me well-suited to serve as the Canada At-Large Director for ACSA. Furthermore, my pedagogical ambitions as the director of University of Toronto's Master of Architecture Program are well aligned with the ACSA's strategic plan priorities in racial equity and climate action.



I have been teaching architecture to Graduate and Undergraduate students since 2009 in a number of positions across University of Michigan (5 years) and University of Toronto (9 years). Prior to engaging in Academia, I was a practicing architect and project manager for large-scale public buildings and parks projects in New York City. Since teaching, I continue to practice architecture in my own firm, LAMAS, based in Toronto, Canada. Given my extended background in practice, the basis of my pedagogical objective is to make tangible the connection between what is learned in academia and how it is applied (preparatory) in the profession as we know it and how it should be applied (projective) to transform the way we practice.

Since the Summer of 2020, I have served as the Director of the University of Toronto Master of Architecture Program. My teaching philosophy is rooted in my experience as an active practitioner and recognizing the importance of bridging the gap between academia and real-world architectural challenges. I understand how abstract our discipline in academia may seem without witnessing first-hand the issues of construction, the contingencies of a site, and the constraints of a client's mandate. In all course development, I have taken on a range of instructional tools and methods to 1) design assignments that replicate or simulate workplace skill sets, 2) foster dynamic and interactive instruction, and 3) cultivate an awareness of emergent practices and new areas of explorations in design.

During my first term as director, I saw that the most pressing task (in addition to navigating teaching during a pandemic) is to update the core curriculum to reflect the demands of our profession today — and by extension recast the role of the architect in addressing many of the complicated and urgent issues that we face today. Consequently, I have re-structured our core studio sequence to address critical topics such as 1) Universal Design and Inclusive Public Spaces, 2) Indigenous Knowledge in Architecture, Site, and Ecology, 3) Affordable Housing and the expanding Urban City, and 4) Comprehensive Studio on Net Zero Building design. Thanks to the collaborative efforts of my esteemed colleagues, these new studios have garnered both faculty and student acclaim and awards.

Additionally, I am firmly committed to fostering genuine diversity within our discipline and envisioning intentional pathways and admissions initiatives that will address enrollment disparities faced by Black, Indigenous, and lower-income students. Our school has established the First Peoples Leadership Advisory Group (Dorothy Peters, Amos Key Jr., Trina Moyan, and Douglas Cardinal) as well as an Assistant Dean of Equity, Diversity, and Inclusion (Dr. Jewel Amoah) and through their council we have been working together to critically examine and reform our curriculum, recruitment, admissions, and community outreach efforts.

I am also a board member of our accreditation body (CACB-CCCA.) I am enthusiastic about contributing to the strategizing and formulation of CACB policies that shape the education of future architects. This dual opportunity to contribute to both institutions opens exciting avenues for collaboration and learning. I am particularly eager to engage with my American colleagues on progressive methods of evaluating and shaping the future of architectural education.

Weihan Vivian Lee, OAA, AIA

Biography

Wei-Han Vivian Lee is a registered architect in the U.S. and Canada, and director of the Masters of Architecture program at the University of Toronto Daniels Faculty. As founding partner of LAMAS since 2008, Lee brings to the studio her research on the role of craft in the age of digital architecture as related to issues of craft, labor, vernacular traditions, and professional practice.

EDUCATION

2004 Harvard University Graduate School of Design, Master in Architecture
1999 Wesleyan University, Bachelors of Arts with High Honors

REGISTRATION

Ontario, Canada #8689
New York, USA #035999-1

SELECTED ACADEMIC EXPERIENCE

2020-Present University of Toronto Daniels Faculty of Architecture, Landscape, and Design, Director, Master of Architecture Program
2024-Present University of Toronto Daniels Faculty of Architecture, Landscape, and Design, Associate Professor, Teaching Stream
2014-2023 University of Toronto Daniels Faculty of Architecture, Landscape, and Design, various teaching positions
2009-2014 University of Michigan Taubman College of Architecture and Urban Planning, various teaching positions

SELECTED HONORS AND AWARDS

"50 Best Architecture Firms 2020" Domus Magazine.
Architect's Newspaper Best of Design Award, "Delirious Facade" winner in Research Category
MoMA PS1 Young Architects Program Shortlist
ACSA Faculty Design Award, Honorable Mention for "Hair, Spikes, Cattail, and Turkeyfoot."
Architect Magazine R+D Award, top R+D Award for "Hair, Spikes, Cattail, and Turkeyfoot."

SELECTED LECTURES AND EXHIBITIONS

"Decolonizing the Design Industry: How to authentically diversify student bodies and workforces" IDS Toronto
"Holding Up History: Panel Talk" hosted by DesignTO of the 2022 DesignTO Festival
"In Medias Res" for Baumer Talks at Knowlton School of Architecture, Ohio State University
"Building Practice" Interview and Exhibition. Syracuse University School of Architecture
Delirious Facade, presented for the Becoming Digital panel at the 107th ACSA Annual Meeting
Computer Composition, hosted panel discussion at the 107th ACSA Annual Meeting
"Unruly" Spring 2018 Lecture Series, Princeton University School of Architecture
"Inscriptions" Exhibition at Harvard Graduate School of Design
"Becoming Digital" Lecture, Workshop, and Exhibition at the University of Michigan, Taubman College
"Cabaret Series: ha ha ha (the Funny, the Witty, and the Grotesque)" Lecture for the Storefront for Art and Architecture, NYC
"Assemblies of Labor" 105th ACSA Annual Meeting, Seattle
"Literally Anything At All: Ornament in the age of Seapunk" 104th ACSA Annual Meeting, Toronto
"Does Drawing have a Future?" MIT Architecture Symposium

SELECTED PROFESSIONAL SERVICE

2023-Present CACB-CCCA Board of Director member
2020-Present OAA Sustainable Built Environment Committee (SBEC)
2022 Jury Panel for RAIC International Prize, Canada
2020 Jury Panel for Kent State Integrated Design Awards, USA
2020 Jury Panel for Markham Public Art Competition, Canada
2020 Jury Panel for Architect Magazine Studio Prize, USA
2018 Jury Panel for Texas Society of Architects Design Awards, USA

ACSA Candidate for At-Large Director Canada (3-year term)

Jason S. Johnson, University of Calgary

Candidate Statement

Schools of architecture are increasingly tasked with synthesizing a growing list of societal imperatives into their curriculums. This in many ways reflects the lack of attention the profession has given to understanding and communicating the ways in which design is more than a response to demands for functional resolution, spectacle, and bureaucratic checklists. The demand for increase in scope for architectural education is coming from all stakeholders, including students, faculty, the profession and the public. While the demands for action carry urgency, they do not come with the same clarity or direction that has informed the historical development of the architecture curriculum. This can create apprehension about the appropriate ways to respond, but at the same time, an opportunity for architectural education to evolve and innovate within this transitional moment.



Over the last 5 years at SAPL I have been working with colleagues to revamp our architecture curriculum in ways that allow us to be more responsive to issues that have not been measured by regulatory instruments (accreditation, licensure, building codes), but are critical informants to the design of public spaces across scales. While some of these issues are global in nature (design justice, climate emergency/resilience, rapid technological change, circular building economies etc.), others are highly localized to our context as a Canadian institution located on the traditional territories of the people of Treaty 7 and Metis Nation of Alberta Region 3. To help educate our students, the profession and ourselves on these issues and their influences on design, we have made space in our curriculum for seminars, workshops, external studio mentors and work integrated learning opportunities that develop skills-based training in these areas. This has included studios and courses focused on Indigenous placekeeping, neurodiversity, climate resilience, energy and material performance, machine learning/ai, accessibility and the law, the circular economy, leadership, design justice, community engagement and more in an applied research framework. We have created paid opportunities for instructors and knowledge keepers with the expertise to help lead the school in these learning opportunities.

Of course, we are not alone in these efforts. I am constantly encouraged by hearing about what schools throughout Canada and the United States are doing to respond to these issues and more. It is this diversity of approaches and shared commitment to a more expansive definition of the “architecture school” that makes ACSA such an important organization. Through its robust offering of programs, conferences and publications it has a critical role in enabling schools to pursue future focused change and innovation that practitioners and designers will need to address local and global challenges.

If elected to serve this community, I look forward to supporting the continued evolution of the discourse and actions ACSA has undertaken in the pursuit of an increasingly diverse set of architectural design educational models.

Jason S. Johnson

Biographical Statement

I am the Associate Dean Academic, Architecture, in the School of Architecture Landscape and Planning at the University of Calgary. He is a graduate of Ball State University (B.Arch 1998) and the Architectural Association's Design Research Lab (M.Arch 2004). I have been teaching architecture students in the subjects of design, digital media, fabrication and community engaged design/build for nearly 20 years.

My research is focused within the Laboratory for Integrative Design which I co-direct with Alicia Nahmad Vazquez, Guy Gardner and Joshua Taron. The lab focuses on the ways in which emerging and established digital production tools can engage with community based projects at various scales. This includes deploying our mobile robotics lab, small and large scale public space activation projects and most recently "aesthetic infrastructure" projects in downtown Calgary. Since the establishment of the lab I have been the primary investigator on more than \$1.5 million of grants supporting this work. This includes SSHRC, City of Calgary and industry funded collaborations.

I am committed to the architecture school as a place where collaboration between the academy, allied disciplines, local stakeholders and the profession can lead to the development of students as experts in the synthesis of varied toolsets and approaches. I led the process of integrating opportunities for this into a curriculum that is adaptable, responsive and focused on applied learning and research.

My past service commitments have included serving on the Canadian Architectural Certification Board, the Alberta Association of Architects, Future of Architecture Task Force and the Canadian Council of University Schools of Architecture.