Lynne M. Dearborn, Ph.D., AIA
Professor of Architecture
University of Illinois at Urbana-Champaign

The Peoria Water IMAGINARIUM
Proposal for new educational and stormwater recycling system at Western and Lincoln Aves.
Sustainability education through necessary stormwater infrastructure interventions

Graduate community engagement studio: Realizing a Health "Heart of Peoria" Spring, 2016, Peoria, Illinois (6 credit studio)
Michael Osterloo, now at Mode 3 Architecture
Drew Nuding, now at Andrew Nuding Architecture

The place of conflict between Cheng-zhenxing Hotel and Chengrenxing Hotel

The threshold on the pilgrim path.

Chengzhenxing Hotel
Chengrechang Hotel
Chengchengchang Hotel
Xinlongchang Hotel

0   10   20m

Overview

Dwellings, and the urban and rural places where they are located, provide a critical foundation upon which healthy and rewarding lives are constructed. Safe, secure, and supportive residential environments underpin human wellbeing and increase the potential for the full development of one's identity, abilities, and appreciation for life. All too often, those with limited social, economic, and political capital live in places that fail to provide key environmental and social qualities and the favorable conditions needed to support physically and mentally healthy lives.

While we care deeply about providing places where all people can thrive, if left unconsidered, contemporary environmental inequities have the potential to magnify in a future of growing resource scarcity and decreasing air, water, and soil quality.

My teaching, research, and service are inspired by a strong belief that architects have a responsibility to make the world a better and more just place by focusing equally on beauty, environmental quality, and social justice. My approach to architectural practice and education envisions architecture not as a series of discrete objects commissioned by individual clients, but rather as a physical fabric woven together by a system of relationships, activities, cultural frameworks, and meanings. Embracing such a perspective will enable our discipline to navigate a world where ecological and social sustainability come together so that we nurture equity where inequity has flourished and accept all people on their own terms while offering environments where all in future generations can thrive through the richness of humanity.
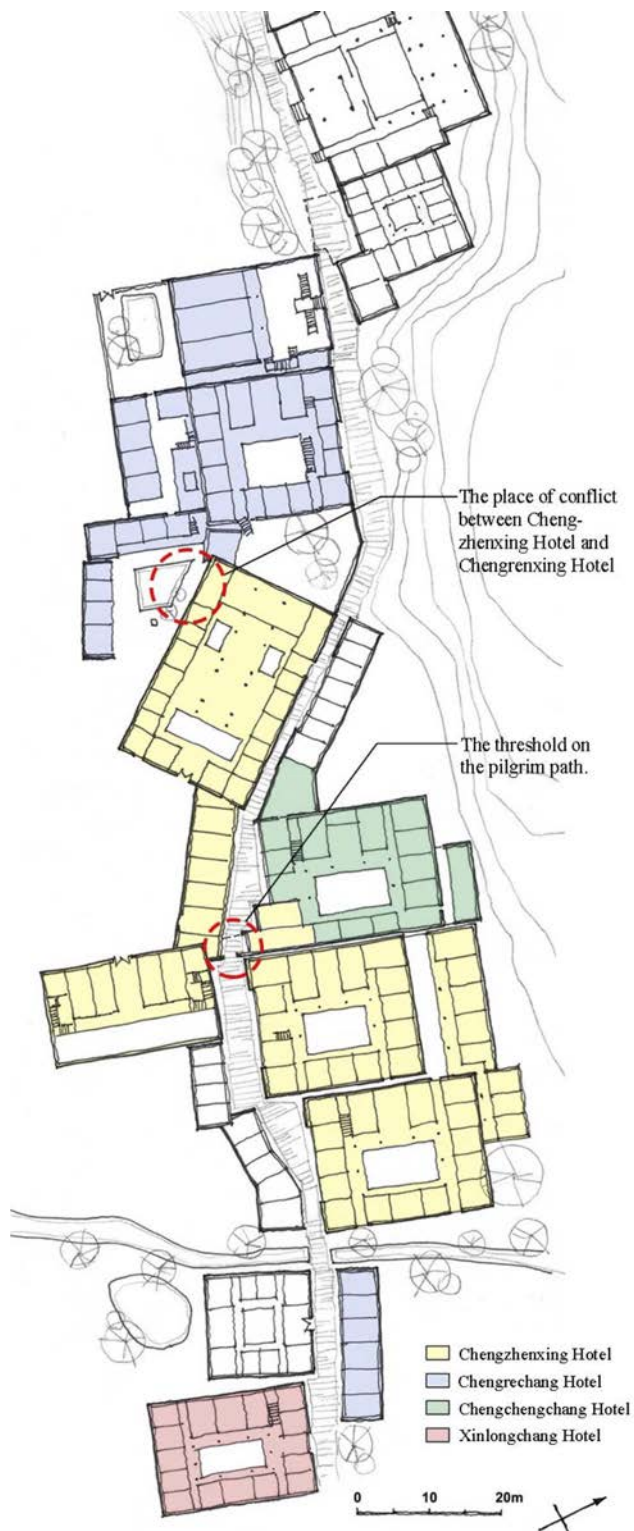
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2012 Round Dance, Dowagiac, Michigan
Community Center of the Pokagon Band of the Potawatomi

Conceptual design by MARCH students Brent Young, Joshua DeYoung and Tom Gable in a 2006 community engaged studio funded by HUD's Office of Native American Programs. (6 credit studio)

Role: Studio Instructor and consultant with Architecture firm Wightman & Associates Inc. to take the work of students through design development and construction documents. Construction completed 2012.

Teaching, Research, Service Relationships

Throughout my 40-year career as an architect and educator, I have maintained active connections between my work as a practitioner, and my teaching, research, service, and leadership. My approach to this work has been nourished by years leading collaborations among students and neighborhood organizations in East St. Louis, Rockford, and Peoria, Illinois, the incredible opportunity to work with ACSA, Howard University, Mercy Outreach Ministries International (MOM), and University G.O.C. leading a community-design studio in Petite-Rivière-de-Nippes, in Haiti, work with StepUP in Sao Tome, and four years of association with the Pokagon Band of the Potawatomi and HUD's Office of Native American Programs. Knowledge gained through these experiences has underpinned my approach to organizational leadership of ACSA and EDRA and administrative roles in the Schools of Architecture and Art + Design at UIUC.

Linked to these experiences, my research and teaching explores relationships between the built environment and cultural frameworks – those shared systems of beliefs, social arrangements, norms, and material traits of people passed down through generations. Groups of people have distinct cultural frameworks which influence behavior and the ways they intervene in the environment. While structured, cultural frameworks are adaptable and link people to their physical surroundings. My research seeks to understand the interactions between these frameworks and the built environment, the effects of these interactions on daily life and the role of design and policy interventions in modifying these relationships.

The pedagogical approaches I employ and the curricular content I develop as an educator are significantly informed by my research and community engagement. Likewise, my experiences and observations as a teacher feed my research agenda, and achievements as a teacher undergird my public and professional service. Student knowledge-acquisition and skill-building comprise essential teaching goals; yet also crucial is the impact of my teaching activities on the future of the discipline and in communities and groups historically under-resourced and who have endured systematic discrimination.
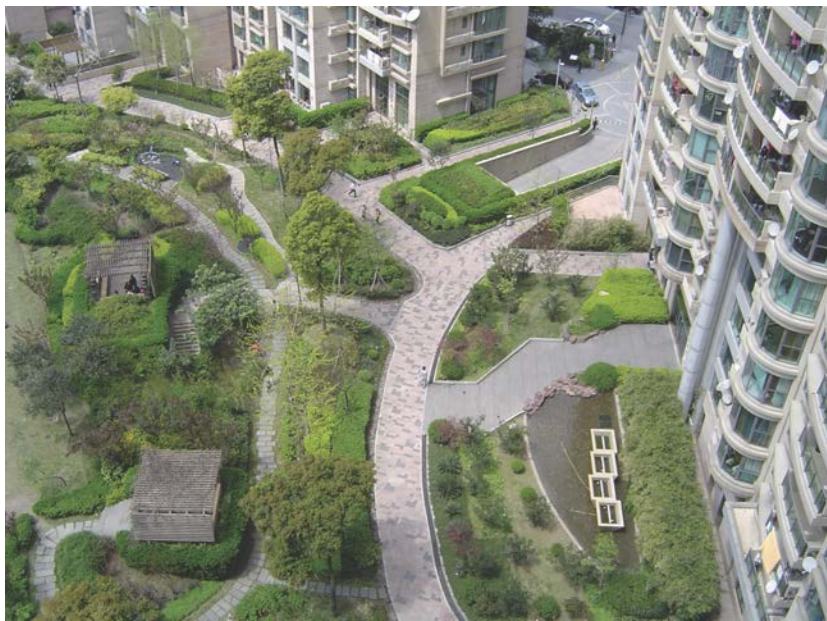
Typical view toward open spaces reported by the cases in Family A.
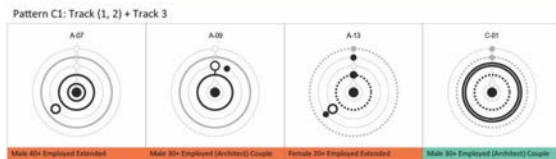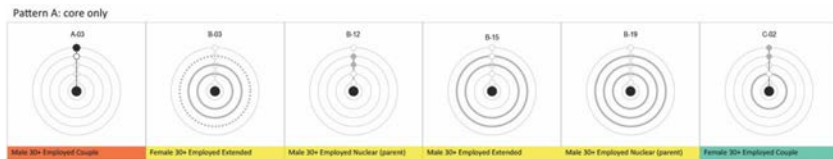
Categorization of the schematic "Onion-and-Beads" diagrams showing the senses of imagined home range relative to building and open spaces reflected by the cases in Family A
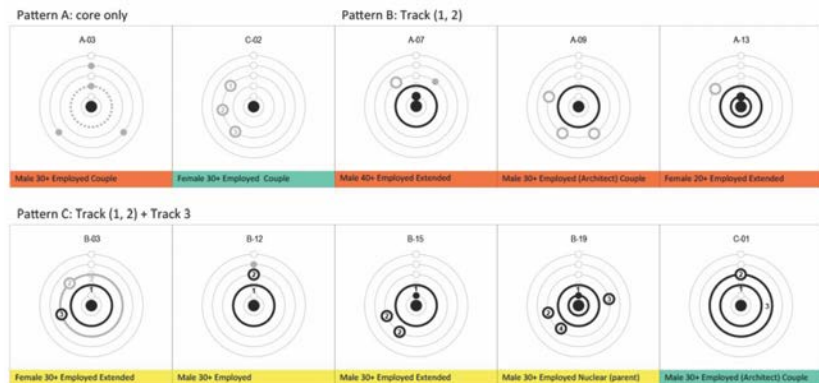
Categorization of the schematic "Onion-and-Beads" diagrams showing the care-taking attitudes towards open spaces reflected by the cases in Family A
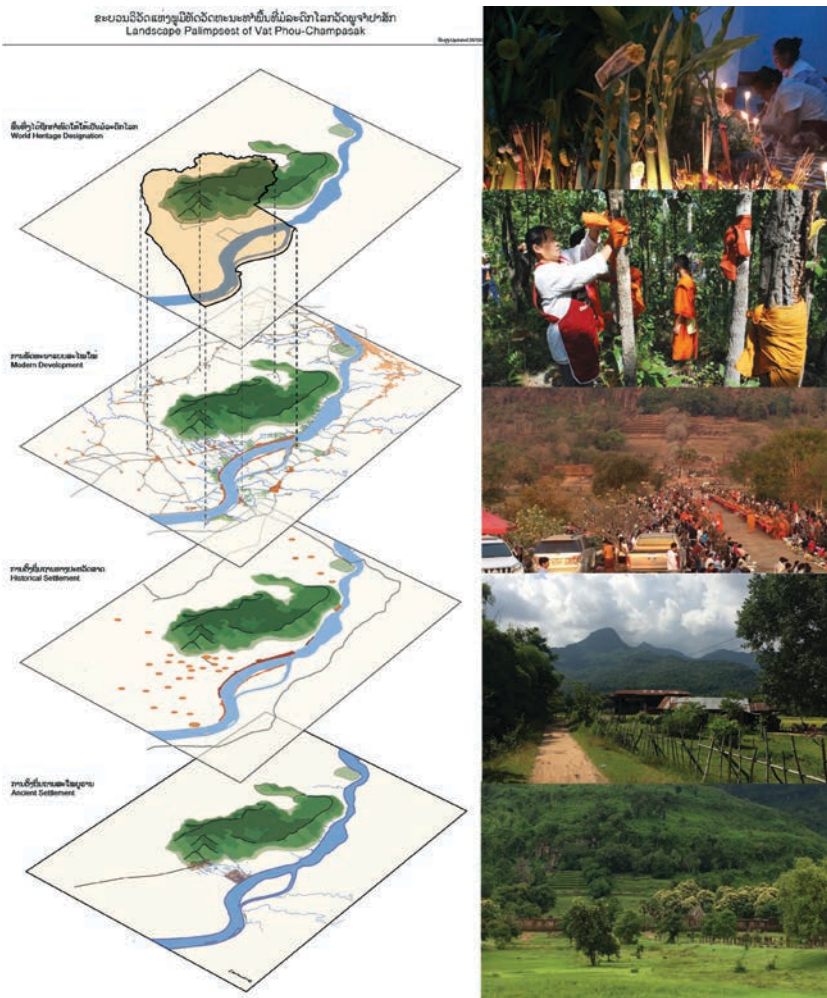
Contents

High-Rise Gated Developments Shanghai, China
Analysis of attitudes toward shared spaces.
(Source: F. Xu from participant's photography and data analysis)

Ph.D. Dissertation, Space Sharing, Territoriality, and Situational Environments in Shanghai's High-rise Gated developments.

Spring, 2013, U of I School of Architecture
Fang Xu, Now Associate, Sustainability Designer and Analyst at Foster + Partners, London

Role: Ph.D. Advisor and Director of Research

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Landscape Palimpsest of Vat Phou-Champasak

Champasak UNESCO World Heritage Cultural Landscape
Analysis of conceptions of heritage and identity in a contested landscape. (Source: L. Maitreemit from observation and data analysis)

Ph.D. Dissertation, Spirit Houses in the Archaeological Landscape of Vat Phou-Champasak: Reimagining Cultural Landscapes in Mainland Southeast Asia.

Fall, 2023, U of I Department of Landscape Architecture
Lassamon Maitreetmit, Now Faculty of Architecture, Division of Landscape Architecture, Silpakorn University, Bangkok, Thailand

Role: Ph.D. Advisor and Director of Research

Community-Engaged Scholarship and Teaching

My focus on engaged scholarship and teaching arises from early professional experiences: traditional architectural practice, teaching architecture at the Fiji Institute of Technology in the South Pacific, consulting for government agencies and communities, and as an intermediary for non-profit clients and their architects. These experiences demonstrate that cultural frameworks are at the core of how the built environment can support the needs and activities of diverse people who use them every day. I use my expertise as an architect and scholar to study how environmental conditions support users' needs and examine the roles of perception, policy, and education in mediating person-environment relations. Unsupportive conditions may oblige users to adjust their activities, alter their expectations, or reshape their built environments. Through my community engaged work and public service, I have found that for people with limited social, economic, and time resources, such environments hinder the actions of daily life, and often contribute to increased stress and poor health.

Two themes focus my teaching, scholarship, leadership, and service and directly and indirectly impact my own students as well as those from other programs.

1: The Role of Cultural Frameworks in People-Environment Interactions
Cultural frameworks that differ from the dominant culture define groups at a society's periphery and often result in non-dominant groups being marginalized within society and disadvantaged by environments and policies arising from dominant frameworks.

2: Cultural Frameworks Influencing Designers and Planners
This area of my work investigates how cultural frameworks influence beliefs, norms, and goals in design and planning practice, policy, and education and feed into my pedagogy, curriculum development, and leadership.

Community-Engaged Scholarship & Teaching, Illinois

For more than 16 years, I collaborated with community leaders, residents, students and colleagues on work in three small Illinois cities. East St. Louis, Rockford, and Peoria are former centers of manufacturing and heavy industry that have seen significant decline since the 1970s. My efforts in East St. Louis from 2001-2012, with the Southend and Olivette Park Neighborhood organizations, helped advance these groups' agendas to address conditions resulting from a history of racially influenced underfunding and decline.

Courses supported by East St. Louis Action Research Project and Action Research Illinois, U of I where I was instructor/co-instructor:

Spring 2011 – Neighborhood Redevelopment for Olivette Park. Collaborator: Olivette Park Neighborhood Association East St. Louis, IL..

Fall 2010 – Graduate Research Seminar - Olivette Park Vacant Lot and Structure Survey. Collaborators: Olivette Park Neighborhood Association and Lighthouse Development Corp. East St. Louis, IL.

Spring 2010 – Interdisciplinary Architecture and Landscape Arch. Studio with Laura Lawson (Landscape Arch.). Collaborators: the NGO StepUp and the Prime Minister of São Tomé and Principé, West Africa.

Spring 2004 – Architecture Studio VII Returning Home: Integrated Elderly Housing in the South End Neighborhood of East St. Louis, Illinois," with Jason Lockhart (Architecture Southern University, Baton Rouge, LA). Collaborators: St. Paul Baptist Church and Ascension Development Corporation. East St. Louis, IL.

Spring 2002, Spring 2003 – Interdisciplinary service-learning studios with Laura Lawson (Landscape Arch.) and Stacy Harwood (UP). Collaborator: SENDO (South End New Dev. Org.) East St. Louis, IL.

Awards:

Campus Award for Excellence in Public Engagement), University of Illinois at Urbana-Champaign. 2014.

Lynne Dearborn. New Researcher Award, Architectural Research Centers Consortium, "Financing, Foreclosure and the Residential Environment: Identifying and Remediating Housing Deficits for Low-income Homeowners," 2007.

Lynne Dearborn. Center for Democracy in a Multiracial Society Faculty Fellow, University of Illinois, 2005-2006, "Daring to Reach for the American Dream: Judging equity in home-buying processes and outcomes for low/moderate-income non-white Americans."

Lynne Dearborn & Jason Lockhart. Architecture for Social Justice Award, Adaptive Environments, "Studio VII Returning Home: Integrated Elderly Housing in the South End Neighborhood of East St. Louis, Illinois," 2004.

Lynne Dearborn; Stacy Harwood & Laura Lawson. Education Honors Award, American Institute of Architects, "Envisioning the Future in the South End Neighborhood," East St. Louis Neighborhood Design Workshop, 2004.

Olivette Park Vacant Lot and Structure Survey, (top left) Completed 6/2011. Role: PI and instructor. Olivette Park data analysis website (top, right). Student compensation: Fall 2010, 10 students contributed for 3 credit seminar. 30 ESLARP students donated 210 hours. 1 paid RA for 2 semesters.
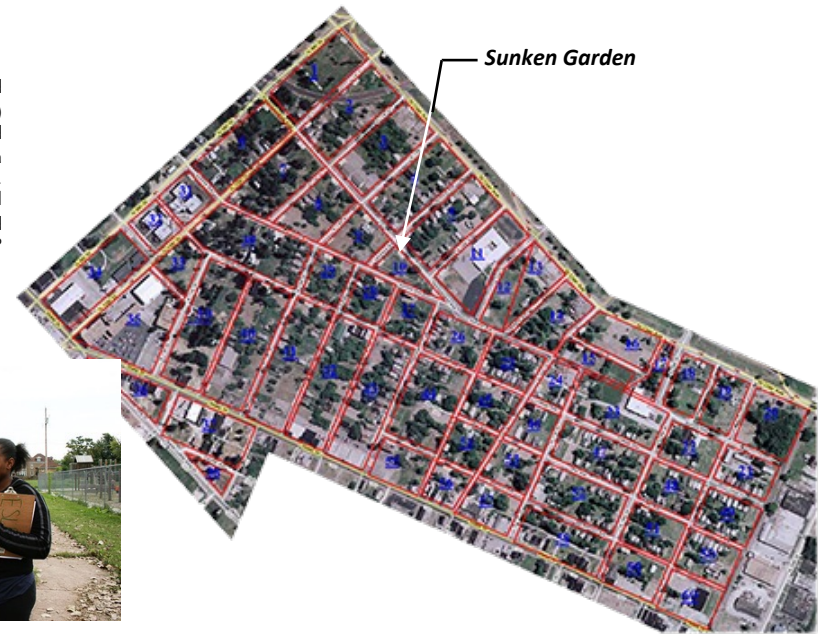
Sunken Garden

Spring 2011, Clare Johnson presents design work to residents at the Sunken Garden site (middle, left). Olivette Park, Sunken Garden design proposal of Devon Gibbs, Fadi Salem, and Charles Dana (middle, right and bottom). Neighborhood Redevelopment for Olivette Park. Completed 12/2011. Role: PI and instructor. See list page 6 for Collaborators. Student Compensation: 6 credit studio.

Community-Engaged Scholarship & Teaching, Illinois

Efforts supported by East St. Louis Action Research Project and Action Research Illinois (ARI), University of Illinois:

Grants:

Dearborn, Lynne, (PI) and Project Manager, "Community Air Quality Project," HOLCIM Grant (American Bottom Conservancy, Missouri Coalition for the Environment, Webster Groves Nature Study Society, and Sierra Club), 2011-2017, $600,000.

Dearborn, Lynne (PI), "Illinois Asthma Program Environmental Home Assessment Pilot," Illinois Department of Public Health, part of the CDC National Asthma Control Program, 2014-2015, $43,576.

Dearborn, Lynne (PI), "Community Housing Study and Housing Prototype Development for the Olivette Park Neighborhood, East St. Louis, Illinois," Public Engagement Grant, University of Illinois, 2010-2011, $12,000.

Dearborn, Lynne (PI), "The Rise, Fall, and Rebirth of Housing and Neighborhoods in East St. Louis, Illinois," University of Illinois Research Board, 2010-2011, $16,320. For research in Olivette Park, ESL.

Dearborn, Lynne (PI), "The Rise, Fall, and Rebirth of Housing and Neighborhoods in East St. Louis, Illinois," FAA Creative Research Award, 2010-2011, $6,902. For research in Olivette Park, ESL.

Dearborn, Lynne, PI, University of Illinois at Urbana-Champaign, CII Seed Funding for Research in Community Informatics, "Community Housing Needs Assessment for Metro East St. Louis," 2009-2010 ($10,000).

Dearborn, Lynne, (PI) Provosts Initiative on Teaching Advancement, "Study of Long-term Outcomes for Design and Planning Alumni of ESLARP Service-Learning Courses," 2004-2005, ($8,555).

Lynne Dearborn & Varkki George, (Co-PI), "Foreclosures and Predatory Lending in St. Clair County," Fair Housing Funds, Intergovernmental Grants Department, St. Clair County, Illinois, 2003, $20,635.

Built Works:

From: Spring 2004, "Returning Home: Integrated Elderly Housing in the South End Neighborhood of East St. Louis, Illinois," Collaborators: St. Paul Baptist Church and Ascension Development Corporation. East St. Louis, IL.. Rush Senior Gardens - 54 independent living apartments. Conceptual design completed with Chris Macko & Brian Hunke (in 6 credit studio). Design development and construction documents by Grice Group Architects. For St. Paul Baptist Church and Ascension Development Corporation, East St. Louis, IL. Construction completed 10/2011.

Outdoor Classroom for Prosperity Gardens. Conceptual Design and Design Development. Role: Project PI, volunteer coordinator, site supervisor; co-designer with Damon Leverett. Construction completed by faculty volunteers Brian Vesely, Camden Greenlee, Paid RA Charles Dana SP & SU 2013, and ARI and Prosperity Gardens volunteers (20 students and 10 residents donated 250 hours in the construction), Funding: College of FAA, ARI, and Prosperity Gardens. Champaign, IL Construction completed 6/2013.

Rush Senior Garden, conceptual design with 2004 studio student team, Chris Macko & Brian Hunke (top). Students work with older South End Residents (top, middle, left). Housing and vacant property conditions South End neighborhood, 2005 (top, middle, right) Rush Senior Gardens, independent living apartments (top, lower).
Site prep workday, spring 2013 (bottom, left). Outdoor Classroom for Prosperity Garden (bottom middle & right)

Community-Engaged Scholarship & Teaching, Illinois

Efforts supported by East St. Louis Action Research Project and Action Research Illinois, University of Illinois:

Publications:

Dearborn, Lynne M., "Putting Community First: Reflections on History, Identity, and Power in Local and Global Service-Learning," in Community Matters: Service-Learning in Engaged Design and Planning, ed. Mallika Bose, Paula Horrigan, Cheryl Doble & Sigmund C. Shipp, (New York: Routledge, May 31, 2014): pp. 233-254.

Dearborn, Lynne M., "The Socio-Economic Opportunities of SynergiCity," in SynergiCity: Re-Inventing the Post-Industrial City, eds. Paul Hardin Kapp and Paul J. Armstrong (University of Illinois Press: Champaign, 2012): pp. 55-68.

Dearborn, Lynne M. and Stacy A. Harwood, "Teaching Students about Complexity: Reflections about an Interdisciplinary Community Service Learning Studio in East St Louis, Illinois," Journal of Urbanism, vol. 4, No. 2 (July 2011): pp 127-151.

Dearborn, Lynne, "Moving from Service-learning to Professional Practice: Charting ESLARP's Impact on its Alumni," in At the Boundaries: Transformative Design and Planning Education Through Community-based Service-Learning, eds. Tom Angotti, Cheryl Doble and Paula Horrigan (Oakland, CA: New Village Press, 2011): pp. 151-166.

Dearborn, Lynne M., "Ameliorating Local Impacts with Architectural Research: Subprime Mortgages & Housing Quality," The ARCC Journal of Architectural Research, vol. 6, No. 2 (2009): pp 5-11 (http://www.arcc-journal.org/index.php/arccjournal/issue/archive).

Dearborn, Lynne, "Homeownership: The Problematics of Ideals and Realities," Journal of Affordable Housing and Community Development Law, vol. 16, No. 1 (Fall 2006): pp 40-51.

Above: Excerpts from Intro to Air Quality Booklet
- Idling Awareness
- Booklet of Industrial Facilities in the Metro East 2012 – St. Louis Metro Area –   Title V Industrial Facilities
- 2012 Maps of Industrial Sources in the Metro East

I worked in East St. Louis (IL) through the East St. Louis Action Research Project (ESLARP) which involved many hundreds of students throughout its 30-year history. This work brought students together with community members to conduct research documenting environmental conditions, ascertaining residents' needs, organizing workshops to involve community members in feedback to students during the design process, and to construct and evaluate built projects. Action research on the ground, and assessments of student learning and long-term implications of this type of educational experience for students produced many design proposals, planning documents, and research publications. This comprehensive body of work featured in several publications, serves as a model for future generations working in communities historically underserved by our profession.

From 2002-2004, with Co-PI Varkki George, I conducted some of the very early research on predatory lending, working with ESLARP graduate student RA, Justin Placek and Urban Planning MUP students, Amy Crowther and Katherine Crowley, who completed their MUP capstone projects under my supervision.

From 2011-2017 I was PI and Project Manager for the Metro East Community Air Quality Project. I oversaw citizen air monitoring and community education on air quality delivered by staff member Amy Funk.

Community-Engaged Scholarship & Teaching, São Tomé & Principé

Spring 2010 Interdisciplinary Architecture and Landscape Arch. Studio with Laura Lawson (Landscape Arch.). Collaborators: the NGO StepUp and the Prime Minister of São Tomé and Principé, West Africa.

Funding: Action Research Illinois (ARI) and Department of Landscape Architecture, University of Illinois.

Role: Co-instructor architecture-landscape arch. studio in the spring of 2010 that worked with the NGO StepUP and the Prime Minister of São Tomé and Principé, a small island country off the coast of West Africa. 8 students and 2 faculty traveled to São Tomé for two weeks before the start of the semester and moved throughout the island meeting with citizens and examining possible projects and sites. 24 students worked on three projects throughout the semester. The Appropriate Technology School was the largest and on the site of a plantation ruin. Once we returned to the US, we worked with our collaborators via email and website to communicate about program for the projects and receive feedback on interim proposals due to the limited cell and internet in the country at the time.

Compensation: 24 students contributed to this project for a 6-credit studio course.

January 2010 - Meeting with StepUp Staff. Abdulaziz Almutairi, Charles Dana, Clare Johnson, Colter Sonneville, Jennifer Czaja, Katharine Pitstick, Sean McKay, Laura Lawson (top, left). Visit to Neto Plantation: Abdulaziz Almutairi, Charles Dana, Clare Johnson, Colter Sonneville, Jennifer Czaja, Katharine Pitstick, Sean McKay, Laura Lawson, Paul Adams, Will, Katie, Nora Atwater, Residents of Neto Plantation (top right).
May 2010 Proposal for São Tomé and Principé Appropriate Technology School, Student team – Chip Dana, Lauren Martin, Naomi Lipke, Auqing Dong, Bianca Colmenares, Abdulaziz Almutairi (below)
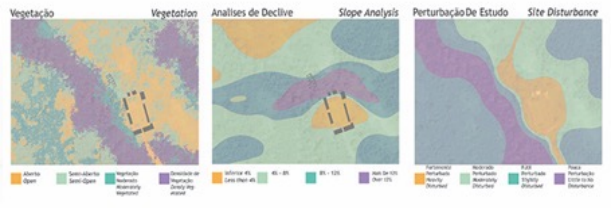
Community-Engaged Scholarship & Teaching, Michigan

The action-research model I employ in intensive community-engaged research and design projects with students, non-profit and governmental agencies, and community organizations, brings students and community members together to understand environmental and social conditions and collectively to imagine possible scenarios for healthier and more supportive housing and neighborhoods.

Spring 2006 Graduate Architecture Studio. "Affordable, Healthy, Green & Sustainable" centered on the complexity of housing and development for rural Native Americans while responding to federal and local regulations and planning concerns as well as the desire of the project partner, the Pokagon Band of the Potawatomi, to address ecological stewardship.

This 6 credit graduate studio developed original conceptual plans for the community center and housing. Sited in the heart of the traditional Pokagon homeland, within a rolling prairie outside of Dowagiac, Michigan, the project provides tribe members with a central gathering place within the Pokagonek Édawat. This ecologically sensitive 320-acre redevelopment of farmland was conceived to re-establish a homeland for the 4,500 band members after, in 1994, successfully re-gaining federal tribal recognition, lost in 1934. The studio worked with Pokagon Tribal leaders discussing the Tribe's objectives. Through a series of charrettes with leaders, staff, and tribal members, students developed a program and conceptual designs that responded to the Pokagon worldview and respect for the forces of nature.

The Pokagon Band was able to use the students' preliminary designs when submitting for 2009 American Recovery & Reinvestment Act (ARRA) funding, and the architectural firm was engaged to bring the project to fruition. Construction completed in 2012.

Collaborators: HUD's Office of Native American Programs (ONAP), Pokagon Band of the Potawatomi.

Funding: HUD's Office of Native American Programs. Building Research Council, University of Illinois. 2009 American Recovery & Reinvestment Act (ARRA) funding – for project construction.

Exhibition: Healthy + Healing Places - International juried exhibition of built work, EDRA, Washington D.C.

Built Work: "Community Center of the Pokagon Band of the Potawatomi," conceptual design completed by Lynne Dearborn with students Brent Young, Joshua DeYoung, and Tom Gable. Clients: Pokagon Band of Potawatomi, Dowagiac, MI. Construction Documents and Administration by Wightman & Associates, Inc., Benton Harbor, MI.

Role: Studio Instructor, Critic, and design development consultant to Wightman & Associates, Inc.

Student Compensation: 18 students contributed to the overall community design project for 6-credit studio. 3 students whose work resulted in the built project contributed to this project through an additional 3-credit course.

Spring 2006, Joshua DeYoung presents to Roger Boyd, Deputy Assistant Secretary for ONAP at HUD (top, left). Arelys Matias, Julie Richmiller, Kareeshma Ali, Matt Rymer converse with Pokagon Band elder to understand community needs, Dowagiac, MI (top, right). Studio working drawing review (middle left,). Pokagon plaque recognizing student's contributions (middle center). Students and reviewers at final review (middle right). Completed Community Center of the Pokagon Band of the Potawatomi, Dowagiac, MI. Spring 2012 (bottom).

Community-Engaged Scholarship & Teaching, Haiti

This studio's goal was to employ drawing as a way of seeing and developing empathy for others. Students were challenged with designing solutions for the community of Petite-Rivière-de-Nippes. They visited and communicated one-on-one with town residents, entrepreneurs, government officials, and NGOs, to develop an understanding of the daily workings of the community and document its existing conditions and infrastructure. The studio aimed to develop designs that could be constructed, efficiently used, and maintained by local individuals in the town.

Summer 2014 ACSA International Service-Learning Studio. The "Haiti Ideas Challenge" involved an eclectic mix of students from US schools with varied backgrounds interacting with numerous Haitian architecture students over the two-week time in Haiti. Diverse methods of documentation and observation were used to help thoroughly understand the conditions in Petite-Rivière-de-Nippes, such as the limits of existing infrastructure and planning efforts, the nature of education and entrepreneurial activity, local customs and culture, and the needs and desires of residents and government officials in the community. During the eight-week studio, the students produced a Community Plan and Key Building Proposals for Petite-Rivière-de-Nippes, to be used by MOM (Mercy Outreach Ministry International, Inc.) in its sustainable village project in Petite-Rivière-de-Nippes. Students also produced sketchbooks full of drawings and water-color paintings. (6 credit studio)

Collaborators: Howard University, ACSA, Mercy Outreach Ministries International (MOM), and Universite G.O.C.

Funding: Monti, Michael (PI), Dearborn, Lynne (Co-PI), "Haiti Ideas Challenge," Fetzer Institute (to facilitate and study student learning outcomes of the 2014 ACSA International Service-Learning Studio), 2013-2015. $100,000.

Publications:

Ellis, Eric & Dearborn, Lynne M. "2014 Haiti Summer Studio," Association of Collegiate Schools of Architecture, Faculty Resources, http://www.acsa-arch.org/resources/faculty-resources/curriculum-research/2014-haiti-summer-studio, Washington, D.C., May 6, 2015 (live publication)

Lynne Dearborn, The Haiti Summer Studio 2014: Plan and Key Building Proposals for Petite-Rivière-de-Nippes, Report to Mercy Outreach Ministries International, Fetzer Institute, and Association of Collegiate Schools of Architecture, March 2015.

Michael Monti and Lynne Dearborn, Haiti Challenge 2014 Learning Outcomes Report (ACSA & Fetzer Institute, January 2015).

Role: Studio Instructor, Critic, and Studio Coordinator

Student Compensation: 10 students contributed to the overall community design project for 6-credit studio. 1 of those students contributed to the final report preparation as a paid RA for 1 semester.

Summer 2014. Working with local church ministers to identify programmatic needs for community education and market facilities, Petite-Rivière-de-Nippes (top left). Kevin Grewe, observational drawing (top, middle). Univ. G.O.C, Howard Univ., and U of I students charette on ideas for facilities in Petite-Rivière-de-Nippes (top right). Congregation hosts at Petite-Rivière-de-Nippes church with student students Holden Scully, Jeremy Copley, Lawrence Wyman, Kevin Grewe, Neris Sandoval, Vinee Pramod, Shengxi Wu, Yang Yu, and Erasmo Ortega (middle). Students' drawings and documentation (lower middle). Final review, Champaign, IL. Brad Grant, Todd Mackinson, AnnaMarie Bliss, and Lawrence Wyman (bottom right).

Housing, Community, and Health & Wellbeing Research

Current research projects and Ph.D. student advising focus on how cultural frameworks influence built environment outcomes and how these outcomes effect health and wellbeing of vulnerable populations.

The nexus of policy and the built-environment is the starting point an on-going project that explores residential socio-spatial outcomes for marginalized groups within U.S. society who are vulnerable to negative health and well-being consequences of substandard living environments.

Shaping Healthy Affordable Housing and *Assessing Healthier Housing*, explore the perspectives, policies and resulting build housing associated with what HUD calls the most important resource for creating affordable rental housing in the United States today, the Federal Low Income Housing Tax Credit (LIHTC). These projects involved 2 paid research assistants for 4 semesters and 1 paid research assistant for 3 semesters.

Funding: Dearborn, Lynne, (PI), "Advancing Affordable Housing that Supports Health and Wellness," Architectural Research Centers Consortium, 2021, $5,000.

Dearborn, Lynne (PI), "Assessing Healthier Housing," University of Illinois Campus Research Board; to extend Robert Wood Johnson Foundation grant research to include assessing developments deemed "healthy housing", ($27,169), 2019-2021.

Sherry Ahrentzen (PI, University of Florida), Dearborn, Lynne, (Co-PI), "Shaping Healthier Housing for Low-Income and Vulnerable Populations," Robert Wood Johnson Foundation, Policies for Action, 2016-2019, $248,250; the only RWJF's Policies for Action (P4A)

Publications: Ahrentzen, Sherry, Lynne Dearborn, Ali Momen Heravi and Arezou Sadoughi, "Shaping a Healthier LIHTC Housing Stock: Examining the Role of States' Qualified Allocation Plans," Housing Policy Debate, (July 2022): 1-22.

Ahrentzen, Sherry, and Lynne Dearborn, Shaping Healthy Affordable Housing through Policy, Design, Place, Research Brief for RWJF, (Shimberg Center University of Florida, December 15, 2020. http://www.shimberg.ufl.edu/publications).

Ahrentzen, Sherry, and Lynne Dearborn, Shaping Healthier Housing for Low-Income and Vulnerable Populations: A Matter of Policy, Design and Place, Final Grant Report, (University of Florida, May 1, 2019).

Dearborn, Lynne M., and Sherry Ahrentzen, "Shaping Healthier Rental Housing through the Low-Income Housing Tax Credit," P4A Spark, Robert Wood Johnson Foundation, Princeton, NJ, August 7, 2018, https://www.policiesforaction.org/blog/shaping-healthier-rental-housing-through-low-income-housing-tax-credit.

PhD Advisees: Yushu Zhu Ph.D., "Building a community of our own: How can the built environment help?" 5/2014. Now Assistant Professor, Geography and Housing, Simon Fraser University, Vancouver, British Columbia.

Ali Momen Heravi Ph.D., "Examining the Impact of Neighborhood and Housing Quality on Psychological Well-being," 12/2022. Now the Tradewell Fellow at PAGE, Denver, CO (formerly EYP).

Widya Ramadahani Ph.D., "Food-Related Activities among Older Indonesian Women: Understanding Personal and Built Environmental Adaptation for Independence in Later Life," Now at Perkins Eastman, Washington, DC.

Angelina Tsoukala, "Place and Placeless-ness: The refugee experience on Lesvos." ABD, Conducting field work. Now at UNHCR.

Shaping Healthy Affordable Housing
through Policy, Design, Place

Study Authors
Sherry Ahrentzen, PhD, University of Florida
Lynne M. Dearborn, PhD, University of Illinois Urbana-Champaign

Assessing Healthier Housing, 18 LIHTC-funded case study housing projects in six states. Branch Blackstone, Pawtucket, RI (left). Cottages at Mile Branch in Covington, LA (right).

Research on Tangible and Intangible Cultural Heritage

Projects and Ph.D. student advising focus on how cultural frameworks, personal and group history, and meaning influence use, place attachment and sense of belonging for immigrant and minority groups.

Funding: Lynne Dearborn (PI), "Living Heritage as Economic Development," College of Fine and Applied Arts Creative Research Award, 2013-2014, $5,000.

Lynne Dearborn (PI), "Homeland, Diaspora and Dwelling: A Framework of Cultural and Spatial Transformations in the Era of Globalization." University of Illinois Research Board, 2008-2009, $4,400.

Lynne Dearborn (PI), William and Flora Hewlett International Travel Research Grant, University of Illinois Office of the Associate Provost for International Affairs, 2007, $4,000.

Awards: Center for Advanced Studies Fellow, University of Illinois, 2007-2008, "Culture, Space, and Globalization: A Comparative Analysis of the Hmong."

Arnold O. Beckman Research Award, University of Illinois, 2008-2009, "Homeland, Diaspora and Dwelling: A Framework of Cultural and Spatial Transformations in the Era of Globalization."

PhD Advisees: Lassamon Maitreemet, PhD, Landscape Architecture "Spirit Houses in the Archaeological Landscape of Vat Phou-Champasak: Reimagining Cultural Landscapes in Mainland Southeast Asia," 2014-present. Now Assistant Prof. Silpakorn University, Bangkok, Thailand.

Anna Marie Bliss, "The Future of the Historic City from Perceptions of the Past: Experience of Place, Authenticity, and Architectural Preservation in Barcelona," 5/2019. Now, Principal and Owner, Bliss Historic Preservation and Consulting; Now Associate Director of Recruitment and Admissions and Lecturer in Architecture at Washington University in St. Louis, MO.

Wei Zhao Ph.D., "Home Beyond the House: The Meaning of Home for People Living in Yanxia Village, Zhejiang Province, China," 5/2015. Now Assistant Prof. at the School of Architecture, University of Illinois.

Fang Xu Ph.D., "The Evolution of Walls in China's Physical and Psychological Landscape" 5/2013. Now Analyst/Modeler in the Sustainability Department, Foster & Partners London.
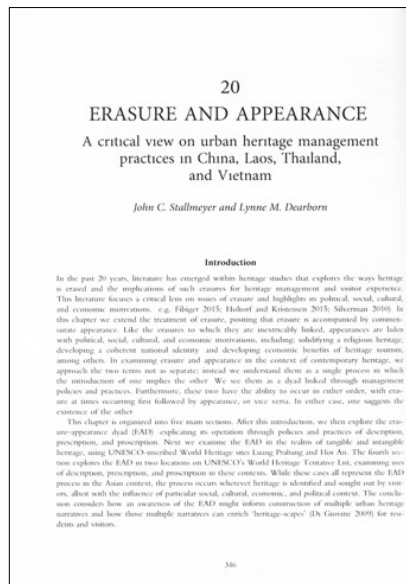
Publications:

Stallmeyer, John C. and Lynne M. Dearborn, "Erasure and Appearance: A Critical View on Urban Heritage Management practices in China, Laos, Thailand, and Vietnam," in The Handbook on Historic Urban Landscapes of the Asia-Pacific, ed. Kapila Silva (Routledge, 2020): pp346-362.

Dearborn, Lynne M., "Traditional and Alternative Approaches to Health and Wellbeing," in Health and Wellbeing for Interior Architecture, ed. Dak Kopec (New York: Routledge, Taylor and Francis Group, 2017): pp. 1-12.

Dearborn, Lynne M., "Deploying Heritage to Solve Today's Dilemmas: The Swedes of Rockford Illinois," in Encounters with Popular Pasts: Cultural Heritage and Popular Culture, ed. Mike Robinson & Helaine Silverman (London: Springer, March 21, 2015): pp. 97-114.

Dearborn, Lynne M., "Instigating Cultural Change and Spatial Transformation: The Thai Royal 'Hill-Tribe' Project and Hmong Vernacular Space," in Building Bridges, Blurring Boundaries, eds. Sherry Ahrentzen, Carole Després, and Brian Schermer (Milwaukee, WI: University of Wisconsin, 2012): pp. 175-195.

Dearborn, Lynne M. and John C. Stallmeyer, Inconvenient Heritage: Erasure and Global Tourism in Luang Prabang (Walnut Creek, CA: Left Coast Press, June 15, 2010).

Dearborn, Lynne M. and Stallmeyer, John C., "Re-Visiting Luang Prabang: Transformations Under the Influence of World Heritage Designation," Journal of Tourism and Cultural Change, vol. 7, No. 4 (August 2009): pp 247-269.

Dearborn, Lynne, "Socio-Spatial Patterns of Acculturation: Examining Hmong Habitation in Milwaukee's North-side Neighborhoods," Buildings and Landscapes: Journal of the Vernacular Architecture Forum, vol. 15, No. 1 (Fall 2008): pp 58-77.

Dearborn, Lynne, "Reconstituting Hmong Culture and Traditions in Milwaukee, Wisconsin," Traditional Dwellings and Settlements Review, vol. XIX, No. 2 (Spring 2008): pp 37-49.

Dearborn, Lynne, "Immigrant Homeowners: Residential Choices of Low/Moderate-Income Hmong in Milwaukee's Central City," Journal of Architectural and Planning Research, vol. 25, No. 1 (Spring 2008): pp 24-41.

Graduate Student Research Mentorship

Working with advanced graduate students has enabled me to bring them into my research as well as support their development as design-researchers. Two recent articles co-authored with PhD and MS students published in the ACSA journal TAD have provided me with opportunities to disseminate my research, nurture students in the research process and circulate knowledge to faculty and students in ACSA member programs. Shortly after publication in November of 2018, numerous architecture faculty in other programs emailed letting me know they immediately added "Architectural Research Legally and Ethically Considered" to the reading list for their research methods courses. Teaching research methods and including secondary-source research assignments in graduate courses I teach attracts students interested in conducting research. This has led to a variety of fruitful research mentorship relationships.

Selected Research Publications with Graduate Students

Dearborn, Lynne M., and Angelina Tsoukala, "Residential Choice and Fit in a Milwaukee Refugee Enclave," in *Built Form and Culture: Theoretical Legacy of Amos Rapoport*, edited by Kapila Silva and Nisha Fernando (Routledge, 2024) (accepted for publication) (student received 3 research course credits)

Ramadhani, Widya A., and Lynne M Dearborn., "Aging in Place: The Roles of Food-related Activities Engagement among Older Indonesian Women," in *Built Form and Culture: Theoretical Legacy of Amos Rapoport*, edited by Kapila Silva and Nisha Fernando (Routledge, 2024) (accepted for publication) (student received dissertation credit)

Ahrentzen, Sherry, Lynne Dearborn, Ali Momen Heravi and Arezou Sadoughi, "Shaping a Healthier LIHTC Housing Stock: Examining the Role of States' Qualified Allocation Plans," *Housing Policy Debate*, (July 2022): 1-22. (2 students paid as RAs for 4 semesters)

Urbina, Marisa and Lynne Dearborn, "Increasing Interdisciplinary Dialogue about What Matters for K-12 Students' Mental Health," *Proceedings of the 108th ACSA Annual Meeting* (2020) (student received 3 independent study credits)

Timm, Stephanie, Lynne Dearborn, and Jason Pomeroy, "Nature and the City: Measuring the Attention Restoration Benefits of Singapore's Urban Vertical Greenery," *Technology | Architecture + Design (TAD)*, vol. 2, No. 2 (November 2018): pp 240-249. (student received 4 independent study credits)

Dearborn, Lynne M., and AnnaMarie Bliss, "Architectural Research Legally and Ethically Considered," *Technology | Architecture + Design (TAD)*, vol. 2, No. 1 (April 2018): pp 20-27. (student paid as semester RA)

Dearborn, Lynne and Jesse Han, "Encouraging Excellence in Planning and Design Processes and Practices in Underserved Communities: New Educational Content in Support of Public Interest Design, *Proceedings of the SFI (Structures for Inclusion) Conference* (2017). (student received 3 independent study credits)

Teaching, Curriculum & Program Development

My experiences working with residents, organizations, and government in under-resourced communities motivated my efforts to develop the School of Architecture's program in Health and Well-being in 2013 and the subsequent series of core courses that expose undergraduate and graduate students to links between conditions in designed environments and human mental and physical health. 300-level courses are also part of the campus Global Studies and Health Humanities curricula. Since their creation, I have been instrumental in teaching these courses, developing graduate concentrations, and recently a professional certificate. Currently approximately one-third (43) of the students in the MARCH and MSAS programs are enrolled in the Health and Well-being concentration, a testament to students' interest in this area of the curriculum at the U of I.

**Health and Wellbeing Undergraduate Curriculum,
School of Architecture at the University of Illinois**

Courses Dearborn Developed & Taught since 2015:

ARCH 171 – Concepts and Theories of Human-centric Design
This required first-year course introduces basic theories of architecture. It creates awareness of design concepts. Course content is arranged in three topical areas: Architecture and People, Architecture and Place, and Making Architecture. Each topical area addresses roles of designers and architects in contemporary and historical perspectives.

ARCH 321 – Environment, Architecture & Global Health
This required third-year course surveys current research at the intersection of the built environment, health, and well-being. It emphasizes relationships among people and multiple scales of the environments they inhabit and the health and well-being consequences of these relationships. It comparatively examines these relationships within a broad range of Western and Non-Western cultures and contexts by introducing significant historical and contemporary theories, data of relevance, research processes, and applications in environmental design and planning processes.

ARCH 372 – Designing for Human Well-being
This required third-year studio focuses on person-environment relationships to improve the well-being outcomes of design. Students explore nested environmental scales, human and built context, natural environment systems, cultural perspectives, multi-sensory perception, and widely accessible, enabling and inclusive environments.

**Health and Wellbeing Graduate Curriculum
School of Architecture at the University of Illinois**

Courses & Curricula Dearborn Developed since 2014:

ARCH 521 – Applications in the Built Environment, Architecture & Global Health and Well-Being
Addresses topics at the intersection of environmental conditions and human health around the globe and engages students in reading, discussing, and applying the results of the latest research and translational studies linking environmental design to health in a range of diverse cultural contexts. (Dearborn taught 2014-2019)

ARCH 522 – Advanced Research in Environment, Architecture & Global Health
Examines seminal and current research at the intersection of environmental conditions and human health globally. It introduces techniques for locating and interpreting research, and synthesizing findings. (Dearborn will teach 2023)

ARCH 525 – Project-scale Health Impact Assessment
Introduces Health Impact Assessment (HIA), a public health tool used to consider the potential health impacts of prospective plans, programs, and policies that may not conventionally include health outcomes in the decision-making process. Students develop capacity to employ this tool during pre-design and in the design process for architectural projects.

ARCH 563 – Human-centric Research for Designed Environments
Introduces research methods and techniques for investigating the relationship between people and designed environments they inhabit. Approaches for gathering and analyzing social and behavioral data are introduced. Results are applied as evidence in environmental design decision-making to achieve healthier environments. (Dearborn taught 2014-2017)

ARCH 572 – Design: Health and Well-being
Design studio explorations responding to social, economic, political, and behavioral dimensions of human existence and settlement to encourage healthier designed environments. (Dearborn taught 2014-2017)

ARCH 596 – Special Problems in Health and Wellbeing
In-depth investigation of emerging issues and specific areas of research interest in topics beyond what is covered in graduate courses regularly offered in the area of health and wellbeing, including theories and knowledge of specific buildings or projects in diverse global contexts; comparative studies; and theoretical, conceptual, and health-focused problems. (Dearborn taught 2021)

MARCH Concentration in Health and Wellbeing

MSAS Concentration in Health and Wellbeing

Health & Well-being for Designed Environments – Professional Cert.

Impact: Teaching, Curriculum & Program Development

Over the past 21 years of teaching at the University of Illinois, I have instructed, mentored, and advised many hundreds of students. These students range from those in the first-year course, Concepts and Theories of Human-centric Design, to students in Public Engagement studios, to those in the BSAS and MARCH Health and Wellbeing courses and studios, and to numerous advanced MS and Ph.D. students. As my study of 25-years of ESLARP Alumni, and shorter-range analyses of pre-post course student surveys and reflective sketchbooks exercises suggest these experiences have been transformative for students and have guided their decisions about career goals as well as actions they take in their communities and everyday lives. For students of color, working alongside members in low-income, minority communities provides them with an understanding of how architects and built environments can support healthier lives and fashion greater environmental justice.

Many of my former students have made careers working in and with under-resourced communities in the US and around the world in firms such as MASS Design, Foster and Partners, Perkins and Will, Gensler, Smith Group, Kahler Slater, EYP, and HKS, but also in smaller firms and less conventional positions in local government, housing authorities, in workplace research and strategy for companies like LinkedIn and Google, and in teaching roles in institutions such as Simon Fraser University in Vancouver, Washington University in St. Louis, Louisiana Tech University, Silpakorn University in Bangkok, Thailand and the University of Sharjah in the UAE. In recent years, alums of the Health and Wellbeing courses have brought to their design and research work in built environments the knowledge, skills, and perspective to support occupant health and wellness through all professional decisions.

ARCH 171 – understanding the human body by observing, documenting, and making. The final project - an Object for Sitting.

ARCH 321 & 521 – applying active learning to understand and apply knowledge about health and design to everyday challenges and design problems.

Service & Leadership: AIA Design & Health

I have contributed to joint AIA-ACSA efforts to bridge between academic and professional arenas through membership in the AIA-ACSA Design + Health Consortium, leading the University of Illinois member research team HEAL Illinois (Health and Environment Across the Lifespan).

Sedentary Behavior at the Architectural Scale

Workshop - Architecture design and sedentary behavior

October 15, 2015, 2:00 PM – 5:00 PM
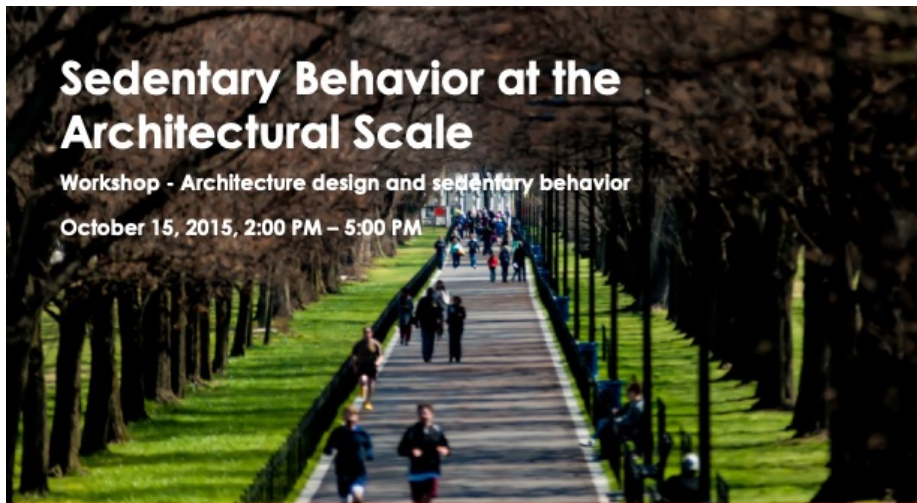
Schedule:

2:00 – 2:10 – Welcome and Introduction to Sedentary Behavior at the Architectural Scale

2:10 – 2:35 – William Sullivan

Connecting with the Landscape to Reduce Sedentary Behavior

2:35 – 3:00 – Mahbub Rashid

Interactions in environmental spaces: An architect's take on sedentary behaviors

3:00 – 3:25 – Sherry Ahrentzen

Inhibiting Sedentary Behaviors among Seniors: The Role of Building Design and Interiors in Ageing Actively at Home

3:25 – 3:40 – Discussants respond

3:40 – 4:05 – Pat Bosch

Combating Sedentary Behaviors at Work: Design of the UF Clinical and Translation Health Building

4:05 – 4:30 – Lynne Dearborn

Sedentary Behaviors in Inequitable Environments

4:30 – 4:45 – Discussants respond

4:45 – 5:00 – General discussion

SEDENTARY BEHAVIOR CONFERENCE
URBANA-CHAMPAIGN, ILLINOIS

Thursday, October 15, 2015
Location: Krannert Art Museum
Room 62
500 East Peabody Drive
Champaign, Illinois

Speakers:

Sherry Ahrentzen, PhD, AIA, Professor in the Rinker School of Construction Managment, University of Florida

Pat Bosch, LEED AP, Design Director of Perkins+Will's Miami Office

Lynne M. Dearborn, PhD, AIA, Associate Professor of Architecture and Urban Planning at the Illinois School of Architecture

Mahbub Rashid, PhD, AIA, Professor in the School of Architecture, Design, and Urban Planning at the University of Kansas

William Sullivan, PhD, ASLA, Professor and Head of the University of Illinois' Department of Landscape Architecture

Discussants:

Neville Owen, Baker IDI Heart and Diabetes Institute, Australia
David W Dunstan, Baker IDI Heart and Diabetes Institute, Australia
Galen Cranz, University of California, Berkeley
Weimo Zhu, University of Illinois at Urbana-Champaign

www.sedentaryconference.com
Register Now!

U. of I. architecture school joins new consortium on design and health research

Photo by L. Brian Stauffer

University of Illinois architecture professor Lynne Dearborn is leading a team of researchers considering how aspects of design can lead to a less stressful environment for the occupants of a building. The U. of I. School of Architecture is a charter member of a new research consortium of the American Institute of Architects, looking at issues of design and health.

« Click photo to enlarge

HEAL is an interdisciplinary team of architecture, planning, and public health researchers who examine design, technology, and policy to reduce vulnerabilities across the lifespan. One of eleven inaugural university teams from across the US selected to participate in the national Design & Health Consortium, we collaborate on research and curriculum development at the intersection of design and health. Membership in the Consortium has enabled me to highlight the U of I's research and instruction in health and design, bring national prominence to the work of U of I students, share instructional materials, lead workshops and symposia, and work with architecture firms to create healthier environments.

Poster captures a research project undertaken by MARCH, student Johnathon Nelson in 4 credit course, presented at a Design and Health Consortium meeting (right).

2016 Design & Health Research Consortium

AIA Design & Health

As an active member of the American Institute of Architects at the national level, I serve as a liaison between the academy and the AIA in its efforts to bring design and health into the organization's umbrella of sustainability. During my membership on the AIA Design & Health Leadership Group from 2018-2021 I contributed to numerous working groups conveying the importance of health considerations in the design process when seeking to mitigate the impacts of global warming and adapt architectural design strategies in the context of climate change. In this role, I co-authored the 2021 revisions of AIA's Framework for Design Excellence: Design for Well-being with Kristen Dotson, Sarah Gudeman, Benjamin Kasdan, Jeri Brittin, Marci Halverson Pulczinski, and Erik Miller-Klein.

In 2020, I assisted the AIA in realizing its commitment to the Gehl Institute and Robert Wood Johnson Foundation, serving as a connection between the Inclusive Healthy Places (IHP) research project and the AIA membership. As a member of the IHP Expert Advisory Panel, I worked with Jennifer Gardner and Larissa Begault, two co-PIs of the IHP project to deliver the AIA University course "Designing for Equitable Communities." This course disseminated to the AIA membership the findings included in the Gehl Institute-RWJF project Inclusive Health Places: A Guide to Inclusion & Health in Public Space and the Inclusive Healthy Places Framework.

Service & Leadership ACSA

In key leadership positions in the Association of Collegiate Schools of Architecture between 2016 and 2021, I worked to expand the perspective of the organization and its members and ultimately helped to fashion a more inclusive and welcoming community that expands the pipeline into the architecture profession. This work offered new educational resources to faculty and students in traditional member programs as well as supporting two- and four-year architecture programs. During my year as ACSA President, I sought to bring out voices often suppressed or under appreciated in architectural education and the profession through development of 10 webinars that highlighted a breadth of perspectives not previously considered in organization programming. These webinars are now an available resource for faculty and students in architecture programs in the US and around the world.

Online Webinars and Workshops during Dearborn's ACSA Presidency

Shortening the Professional Degree *October 20, 2020, 6:00-7pm ET*
This session invites administrators from a range of degree programs to discuss a recent call from the National Council of Architectural Registry Boards to create a four-year professional degree.

Culture Change in Architectural Education *October 28, 2020, 5:30-7pm ET*
Students and faculty alike are calling for architecture schools to be more inclusive and equitable, particularly for women and/or BIPOC students. This session will feature students and faculty engaged in change processes, both tangible (i.e., curriculum, teaching/learning culture policies) and intangible (i.e., unwritten practices and cultural conditions).

Define and Design the New Normal: Faculty Diversity and Excellence *November 10, 2020, 6-7pm EST*
This webinar seeks to unearth and address implicit assumptions and expectations in current faculty hiring practices, and to consider what characteristics and experiences are privileged by the application of these measures to more directly apply a diversity-minded approach to defining excellence.

Perspectives on Power Dynamics and Racial Equity in Architecture *November 17, 2020, 6-7:30pm EST*
Topics of power dynamics and gaps in knowledge that influence inclusion will be explored.

Advancing Scholarship on Equity and Justice across the Built Environment *December 2, 2020, 6-7:30pm EST*
This online discussion examines ACSA's contributions to the past decade of research and creative practice that advances scholarship on equity and justice in the built environment.

The Last Frontier: Decolonizing Content and Promoting a Culture of Inclusion in Design Studios and More *March 18, 2021, 4-5:30pm EST*
The question for design education: how can teaching and learning culture shed structural and architectural imbedded biases? What can we learn from other courses, disciplines, and institutions? The Student Experience Project (SEP) has demonstrated success in STEM disciplines—creating equitable and positive learning environments and increasing degree attainment—while maintaining high standards for excellence. Faculty and student colleagues from SEP partner institutions will share and compare experiences in the use of syllabi, verbal and written communication, and course design to promote a growth mindset and sense of belonging.

Culturally Responsive Teaching: Providing an Equitable Architectural Education *April 1, 2021, 6-7:30pm EST*
This lecture will share the theoretical framework originally established by Gloria Ladson-Billings in her efforts to reach students from diverse backgrounds, and the tangible strategies necessary for validating students' voices.

Expanding the View into Post-Professional Degree Programs *April 6, 2021, 3-4:30pm EST*
According to the 2019 ACSA Institutional Data Report, member schools are home to (82) post-professional Graduate degree programs and (39) Doctoral degree programs. While these programs do not confer professional degrees for students, they are requisite for the development of a shared culture of original research in Architecture. A panel of administrators representing four different post-professional degree types will share insights from their distinct programs housed in a diversity of academic, geographic, and disciplinary contexts.

Alternative Frameworks for Architectural Practice: the Cooperative Network *April 9, 2021, 3-6pm EST*
This workshop explores the potential of cooperative models in architecture, which espouse collaboration in lieu of competition.

Dark Matter University: Lessons in Anti-Racist Design Pedagogy *May 20, 2021, 6-7:30pm EST*
In this session, members of the DMU collective will share one year's worth of teaching experiences and efforts bring new design education models to academic institutions all over the U.S. and Canada to better acknowledge and address the structural legacies of racial injustice.

Service & Leadership ACSA

Through conference themes, keynotes, plenaries, and presentations, I endeavored to focus the membership on questions of equity in the work we do as educators, designers, and scholars.


One of my contributions to 2020 joint ACSA-AIA Intersections Conference was conducting the Plenary interview with Catherine Coleman Flowers discussing her then not-yet-released book, Waste: One Woman's Fight Against America's Dirty Secret. She has since gone on to win the McArthur Genius Award to support her work addressing waste infrastructure in Black and Brown and White rural communities in the U.S.

Five Indigenous architects/designers/planners/educators who presented their pedagogies and design work in the closing keynote of the 2020 ACSA Administrators Conference. Upper left-to-right, Dr. Ted Jojola, Chris Cornelius, Rau Hoskins, Tamera Begay. Lower left, Dr. David Fortin.

The future offers our discipline significant opportunities to rethink who we are, were we fit, and who is at the table. As administrators and educators, we have the power to work together and with others to shape the next chapter of our discipline's history and to expand possibilities for future generations of students, professionals, and academics. As head of the conference organizing committee, I helped to frame this conference theme and the various sessions. A highlight was the closing keynote Alternative Pedagogies: Indigenous Practices and Pedagogies that highlighted the work of five indigenous designers from the U.S. Canada, and New Zealand.
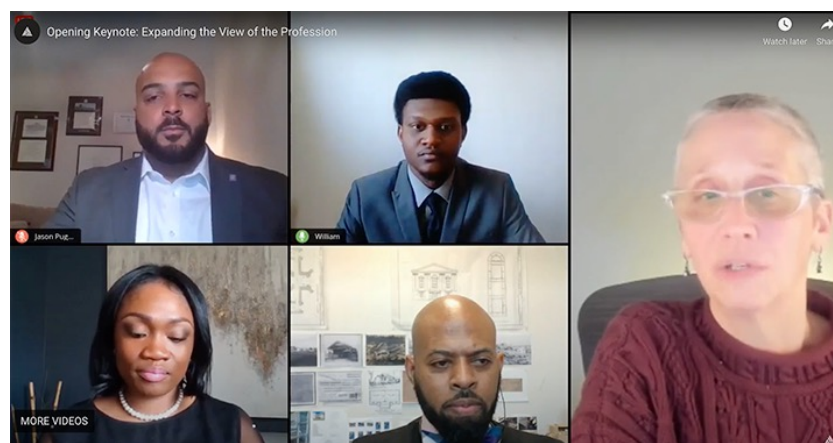
The 109th Annual Meeting of the ACSA provided a place to appreciate the expanse of architectural education's possible futures, simultaneously envision those futures through active inquiry and exploration of the interconnectedness of our communities. The opening keynote probed the question, **What will it take for the architecture profession to catch up to the changing demographics of the United States and Canada?** with a panel of speakers from the NOMA to discuss their efforts to double the number of Black architects by 2030 and what change in the academy and the profession is happening now and needs to happen urgently.