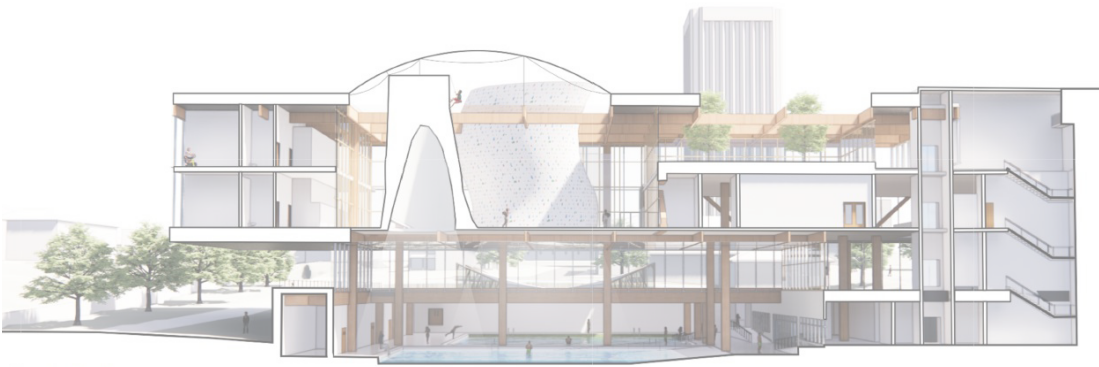


Caryn J. Brause FAIA

Professor

Department of Architecture
University of Massachusetts Amherst



*Student Recreation and Wellbeing Hub
Connor Tiches, M.Arch, now at Sousa Design Architects
Graduate Design V Studio, Fall 2023
Role: Studio Instructor*

Overview

My teaching, research, and service demonstrate how I convey to students the critical role that the design community plays in contributing to human flourishing. As a professor, I have developed both design and interdisciplinary coursework that aligns with my research agenda concerning the role of the built environment in health, equity, and wellbeing. I have integrated a diverse range of practitioners into my classes in order to introduce students to varied practice issues and opportunities and enabled these students to locate their places in the field during their studies and after they graduate. Through my teaching and service, I have built bridges across departments and between the academy and surrounding communities, and I have advanced the profession through numerous leadership roles, with a focus on equitably expanding opportunities in the field.

One thread of my research and teaching agenda has centered on the transformative role of collaboration in contemporary architectural and design practice. I base this work on the premise that designers play a critical role in addressing the large, interconnected challenges of our time, such as responding and adapting to climate change. My contributions to the field of collaborative design research and pedagogy have earned awards from three of the primary national architecture organizations, and my community-engaged design projects have also garnered professional design awards and recognition from major funding organizations. Through my many teaching activities, and my work advising thesis students on their own projects, I aim to seed the field with emerging practitioners who are willing and able to engage in participatory processes and who will work to foster a more sustainable, vibrant and inclusive built environment.



Voices from the Field
Living Building Site Visit to R.W. Kern Center with Bruner/Cott Architects

Table of Contents

The portfolio materials provide an overview of my work and impact with a focus on four interrelated themes, which are linked across my research, teaching, creative practice and service.

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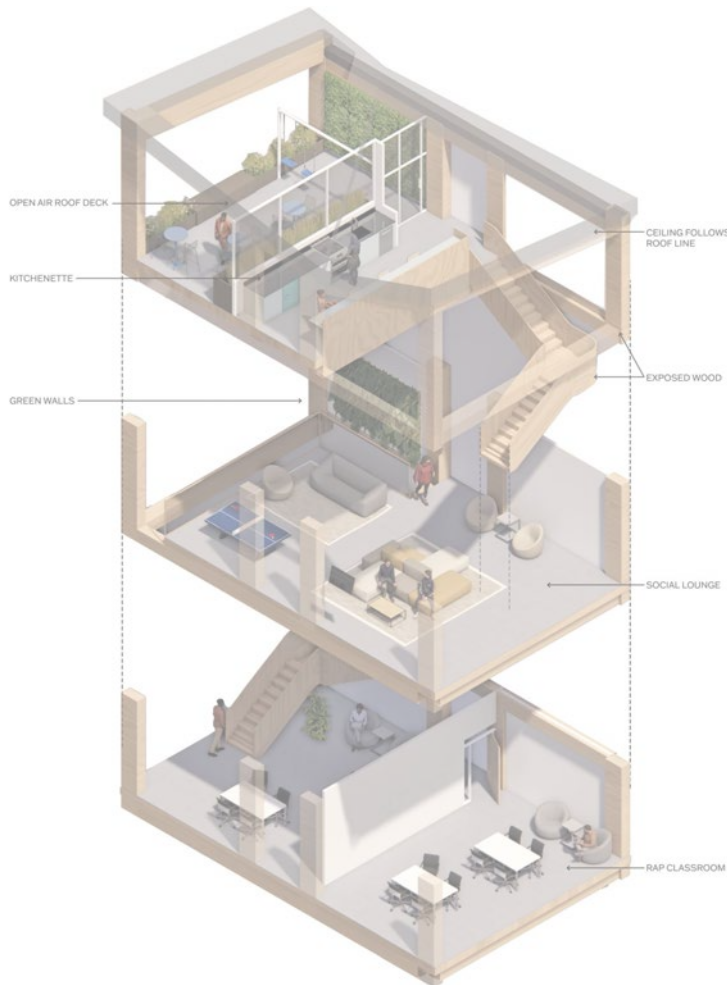
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"A Restorative Residence Hall: Biophilic Design for Student Wellbeing"
Lucy Hawkins, BS Architecture, now at Leers Weinzapfel Associates
Student Health, Wellbeing, and Campus Space Honors Thesis Seminar AY 2023-24
Role: Honors Thesis Advisor

Collaborative Design Research and Pedagogy

One thread of my teaching and research agenda has centered on the transformative role of collaboration in contemporary design practice. I base this work on the premise that students must understand how, as designers, they play a critical role in addressing the large, interconnected challenges of our time, such as responding and adapting to climate change.

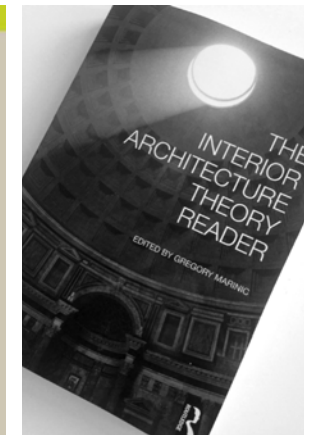
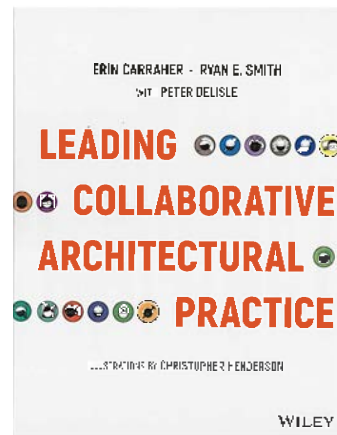
I have contributed to advancing the skillsets of future practitioners through my award-winning book, *The Designer's Field Guide to Collaboration*, and my nationally-recognized course, *Voices from the Field*. I continued to build on this research trajectory by conducting field visits and interviews with Nordic educators and practitioners to better understand the phenomena of collaborative practices and their relationship to design outcomes in their unique context. I also created a graduate seminar, *Interdisciplinary Design Collaboration*, for architecture and landscape architecture students to develop collaborative practices. My work on collaborative practices continues in several forms – in my coursework, as workshops for graduate students, and in my own research and practice partnerships.

Related Grants and Awards

- 2018 Marian and Jasper Whiting Foundation. Impact of Collaborative Practices on Design in Nordic Countries | \$6500
- 2018 UMass HFA Research Grant. Impact of Collaborative Practices on Design in Nordic Countries | \$2000

Related Outcomes

- TBD "Collaborative Practices and Design Outcomes: Learning from the Finnish Context." JAPR. [Forthcoming]
- 2018 "Collaborative Beginnings: Developing Collaboration Skills in an Interdisciplinary Design Seminar," NCBDS Cincinnati
- 2018 "Beyond the Visible: Skillsets for Future Interior Architecture Practice," *The Interior Architecture Theory Reader*, Gregory Marinic, ed., New York, NY: Routledge.
- 2017 "Collaboration: Propelling An Expanded Practice," ACSA Detroit
- 2017 "Collaborative from the Start—A Conversation with Clare Olsen, Caryn Brause, and Erin Carraher." Smith, Ryan, Erin Carraher, and Peter DeLisle. *Leading Collaborative Architectural Practice*. Hoboken: Wiley
- 2017 "Collaborative Practices: Communication Flow and Information Exchange," Constructed Environment Conference, Krakow



Top Right: *Voices from the Field* Living Building Site Visit to Hitchcock Center with designLAB Architects
 Bottom Left: *Interdisciplinary Design Collaboration* (1 credit) seminar; shown: Elva Ye M.Arch 2017, now at FXCollaborative and Canal Street Lab; Micalagh Stoddard, MLA 2017

The Designer's Field Guide to Collaboration

The Designer's Field Guide to Collaboration provides students and practitioners with tools to collaborate with a wide variety of partners in an increasingly socially and technologically complex design environment.

In public, professional, and academic realms, architecture has been mistakenly conceptualized as an individual endeavor. In reality, the design and construction of buildings results from the carefully coordinated endeavors of an array of individuals with varied backgrounds and skillsets that can either coalesce or clash. My teaching and research draws on the expertise of top professionals in the allied fields of architecture, landscape architecture, engineering and construction management. I assessed research from diverse disciplines such as software development, organizational behavior, and outdoor leadership training and examined emerging and best practices for effective team building, enhancing communication, and managing conflict—all to ensure the highest standards of design excellence.

The book garnered praise for expanding the canon and highlighting the profession's social and gender diversity. Case studies detail the collaborative processes used to create award-winning projects by Studio Gang, Perkins+Will, Mahlum Architects, and others. The book also provides students with pragmatic ideas and formal exercises for brainstorming productively, evaluating ideas, communicating effectively, and offering feedback. Through this work, I aim to imbue the next generation of practitioners with an understanding of how collaborative practices can yield better designed, more advanced, and more innovative architecture.

Related Grants and Awards

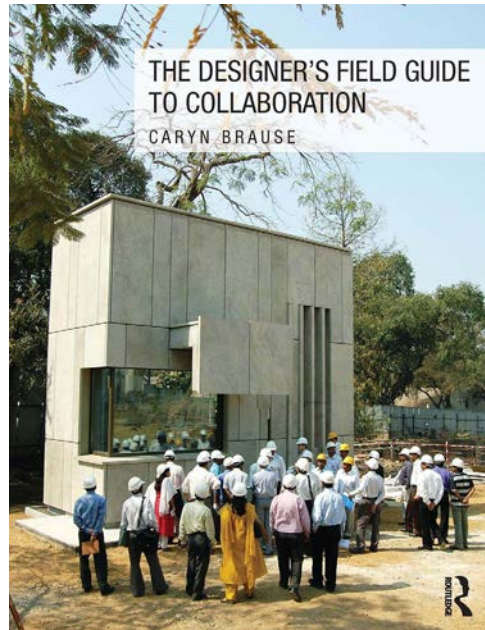
- 2018 PROSE Award Honorable Mention, Social Science Textbook
- 2017 First Prize, BTES Book Award
- 2016 UMass Publication Subvention Funds | \$550
- 2014 UMass Faculty Research Grant | \$12,180
- 2014 UMass HFA Project Funds | \$4000

Related Outcomes

- 2019 Lecture Series: Landscape, Design, and the Environment, Smith College, Northampton, MA
- 2017 Lecture: Community Practice, Boston Architectural College
- 2017 Lecture Series: Keene State College, Keene, NH
- 2017 Lecture: New Jersey Institute of Technology, Newark, NJ
- 2017 Lecture: The New School, San Diego
- 2017 Lecture Series: UMass Amherst
- 2017 Lecture: Mass College of Art and Design, Boston

Role: Author and Researcher **Publisher:** Routledge, 2017

Compensation: 3 Students were paid hourly (approx 400 hours) to provide administrative & graphic support



Mahlum Architects

Mahlum, Wilbur Elementary School, Bainbridge Island School District, Bainbridge Island, WA, 2012

The school fosters environmental values by connecting students with nature while also integrating a number of sustainable design elements, including on-site wastewater treatment, 100-percent porous paving, heat recovery, a hybrid geothermal and water-to-water heat-pump heating system, operable windows, and non-toxic finish materials throughout.

This chapter has looked at some of the mindsets, structures, strategies, and practices that propel design teams to continuously improve their work and their processes. Instead of looking at a particular building, this case study looks at a firm that has built continuous improvement into the firm culture.

Mahlum Architects, founded in Seattle in 1938, is an eighty-person firm with offices in both Seattle and Portland.¹⁹ In 2014 Mahlum was awarded the AIA Northwest and Pacific Region Firm Award. Their attention to continuous improvement is reflected in the thoughtfulness paid to many aspects of the firm, including the way that the office is structured. The firm is led by three studio directors. Each director leads one of the three market-based studios, one focusing on health care projects, another on K-12 schools, and the third on higher-education projects, including student housing. There is considerable attention paid to cross-pollinating between the two offices, while, at the same time, breaking down the eighty-person firm into smaller, more manageable communities that encourage ongoing professional growth.

What makes Mahlum interesting in the context of this chapter is that they have set up internal metrics to encourage continuous improvement with both quantifiable and intangible goals. In 2005 the firm crafted a strategic vision for the subsequent ten years, which included annual goals for

CHAPTER 7 Continuous Improvement

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Sallinger, 3-D Printed Mini-Mod-Up
Workshop participants experiment with room layouts using the 3-D printed model pieces.



The team used the model pieces to develop a standardized operating room size that works for a variety of case types, including robotic surgery.



CHAPTER 3 What Does Collaboration Look Like?

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Mahlum, Wilbur Elementary School, Bainbridge Island School District, Bainbridge Island, WA, 2012

The school fosters environmental values by connecting students with nature while also integrating a number of sustainable design elements, including on-site wastewater treatment, 100-percent porous paving, heat recovery, a hybrid geothermal and water-to-water heat-pump heating system, operable windows, and non-toxic finish materials throughout.

Source: Anne Sheple

CHAPTER 7 Continuous Improvement

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CHAPTER 7 Continuous Improvement

Voices from the Field

In Voices From the Field, I developed a model of classroom and field-based learning that addresses topics that are difficult to understand in an academic environment, such as project structuring and delivery methods, the regulatory environment, finances, and labor. In this course, I link these concepts to real-world examples, providing students with direct experiential knowledge of practice issues.

Each semester, my students analyze five different projects under construction that are pursuing high performance standards. I teach students to review construction document sets and then lead visits to active construction sites with practitioners to compare topics studied in the classroom with construction realities. Initial course objectives addressed recurring themes from the Practice Analysis. These objectives have expanded to include an understanding of the relationship between collaborative project structures and design outcomes. More recent course iterations have focused on teaching strategies and behaviors needed to meet contemporary climate challenges by focusing on cases that are Living Buildings.

Related Grants and Awards

- 2016 AIA/ ACSA Practice + Leadership Award
- 2013 NCARB Award for the Integration of Practice and the Academy | \$25,000

Related Outcomes

- 2022 "Cultivating Stewardship in the Next Generation of Designers: Employing an Experiential Case-based Method using Living Building Projects." Journal of Green Building, 17:2.
- 2021 "Teaching Industry Disruption: Studying LBC Projects to Develop Carbon Positive Knowledge, Behaviors, & Advocacy," ACSA/EAAE
- 2017 "Constructing Relationships," BTES Conference, Des Moines
- 2016 ACSA Annual Meeting, Practice + Leadership Awards Presentation
- 2016 Architectural Education Winners Traveling Exhibit: Seattle, WA, AIA National Convention, Philadelphia, PA & AIA Headquarters, Washington, DC
- 2015 Featured speaker, NCARB Annual Business Meeting, New Orleans
- 2015 "Foraging for the Curriculum," BTES Conference, Salt Lake City
- 2015 "Intern architects in the academy," ARCC Conference, Chicago
- 2014 Video presentation, AIA/NCARB IDP Coordinators Conference
- 2014 Video presentation, NCARB Annual Business Meeting, Philadelphia

Role: Educator and Researcher **Dates of Activity:** 2013 - present
Compensation: 3 Students were paid hourly (approx. 350 hours) to provide logistical and graphic support during the initial grant period; students take this course for 3 credits.



Top Left: Visit to Plains Elementary School with Kristian Whitsett, Jones Whitsett Architects
 Top Right: Visit to Hitchcock Center, designLAB Architects
 Middle Left: Visit to Parsons Village with Marc Sternick
 Bottom Left: Field Report, Elisabeth Baird
 Bottom Right: Field Report, Evan Janes

PROJECT DELIVERY METHOD

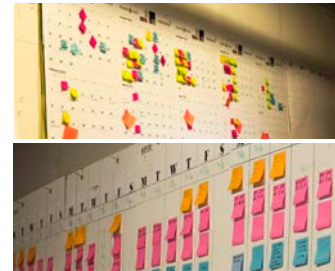
This project was extremely unique to the other sites that we have visited for several reasons. Not only was it the only fit-out project as opposed to new construction, it was also developed through an Integrated Project Delivery strategy. This approach demands the involvement of the construction team and general contractor from the very beginning of the process.

More commonly, projects are developed through Design-Bid-Build strategies in which the architects send out finished drawings that construction teams then respond to with cost estimates. As a result, the architecture firm has a much greater responsibility to generate extremely accurate drawings so that changes aren't made later in the project after the budget has been set. In addition, the relationship between the architects and construction teams becomes tenuous as a result of discrepancies and misunderstandings between the two.

Integrated Project Delivery eliminates a majority of these issues because it integrates the two teams at the very beginning of the process. All stakeholders in the project think the risks and rewards as well, thus creating a mutually supportive relationship. Josh Dutton, the general contractor, described to us the ways in which this strategy greatly maximizes efficiency. His role during schematic design was to give immediate feedback on costs and feasibility. This meant that there was a lot of time saved in the long run since value engineering steps a much less significant role.

One place in which this relationship was visually communicated was in their main conference room. Living each of the four walls were calendars that

scheduled the coordination between the design and construction teams. The organization was extremely impressive and unlike any of the other site conference rooms we had seen prior. Josh described his intention with the variety of colors that each indicated a different sub-contractor. In this way, all the workers had a comprehensive and visual understanding of the work of other teams and the pace at which they should be accomplishing their tasks. It had proved to be an extremely efficient and successful strategy according to both Josh and Kris at the time.



Images of the white boards in the conference rooms.

"Honestly, during the first site visit I had no idea of what I was looking at...By asking lots of questions and collecting information about building science, I gradually accumulated more and more knowledge about construction... The comprehensive knowledge that I acquired towards building and constructing will definitely benefit my future study and professional life."

- Yi Wang, M.Arch 2015

EcoBuilding Bargains

As sustainable building practices move beyond energy efficiency to focus on the overall reduction of our carbon footprint, material repurposing only grows in importance. This award-winning warehouse renovation featured exhaustive reuse of materials and building components from structural elements and roofing materials to interior fixtures and furnishings.

The project served as a didactic tool to promote repurposing at all scales of architectural intervention. The non-profit client pioneered the repurposing market in New England and took reuse mainstream by purchasing a 32,000 sf warehouse on a larger, more convenient site to expand deconstruction services and product offerings. The client simultaneously overhauled its brand, which I incorporated into the new façade, creating a highly visible street presence. The design powerfully illustrates the non-profit's ethos. For example, the facade design highlights the use of insulated metal panels as part of a deep energy retrofit while conveying the non-profit's message to passersby. Whereas these design moves telegraph big box reliability, the design for the entry vestibule and interior millwork present reused materials in a modern idiom, encouraging a DIY approach to repurposing.

I similarly encourage my students to approach design as a creative outgrowth of material properties. I have integrated strategies concerning circularity into my teaching by leading studios focused on adaptive reuse, and by incorporating material repurposing in design studios, fabrication labs, and other coursework.

Related Awards

2013	AIA New England Citation Award
2012	Western Massachusetts AIA Merit Award
2012	Western Massachusetts AIA People's Choice Award

Related Outcomes

2014	Northeast Sustainable Energy Association Meeting and Tour
2013	AIA New England Design Awards Exhibit, ABX, Boston
2013	Building Material Reuse Association DECON 13, Seattle
2013	Northeast Sustainable Energy Association Meeting and Tour
2013	Northeast Energy Efficiency Partnership Summit, Tour
2013	AIA New England Awards Exhibit, DCU Center, Worcester
2012	This Old House Television show, "Deconstruction & Design"
2012	AIA New England Conference, Burlington, VT
2012	"Be Local Build Local" WMAIA Exhibit, Northampton

Role: Design Architect **AOR:** Stephen Jablonski AIA **Image Credits:** Peter Mauss ESTO **Compensation:** 1 student did a 3-credit practicum with the non-profit developing educational displays; 1 student/alum was paid hourly for drafting/ graphic support (total N/A)



Far Left: Christopher Love & Courtney Shatzer. Rehamping the Barn adaptive reuse studio

Near Left: Peng Zhang. Digital fabrication experiments with repurposed building materials

El Corazón

El Corazón • The Heart of Holyoke is a creative placemaking project whose primary objective is to develop spaces and places of belonging and inclusion for the largest per-capita Puerto Rican community in the diaspora.

My collaborators and I developed El Corazón through a Public Art and Creative Placemaking Master Planning process supported by an NEA "Our Town" award and significant public and private matching funds. The master plan progressed concurrently with community-based efforts to increase the visibility of the Puerto Rican Cultural Area. Through broad strategic engagement, the master plan proposes a series of public art projects along Holyoke's Main Street, where many Puerto Rican organizations and businesses are situated, that reflect a complex understanding of cultural identity. These include decommissioned electrical towers transformed into dynamically lit gateway markers, artistic building wraps, participatory murals, and site-specific installations at the heart of the cultural district. Aware that normative models of creative place-making can result in gentrification and displacement, we developed the process for El Corazón emphasizing a restorative and social justice framework. Each of the planned artistic works engages community history, and highlights the creative and social capital of Holyoke's vibrant Puerto Rican community.

Related Grants, Honors and Awards

- 2020 Holyoke Local Cultural Council Grant | \$5000
- 2019 Commonwealth Places Program, Mass Development | \$45,020
- 2018 Bloomberg Philanthropies Public Art Challenge Finalist
- 2016 National Endowment for the Arts "Our Town" Award | \$120,000
- 2016 Western Massachusetts AIA Citation Award for *Arrivals*

Related Outcomes

- 2023 Invited Speaker ACSA SFS "Redefining Climate Research in the Built Environment." St. Louis
- 2021 "El Corazón: Pursuing Inclusive and Just Strategies to Promote Sense of Belonging." EDRA 52, with Joseph Krupczynski
- 2021 "Armatures for Inclusive Placekeeping." ACSA with Joseph Krupczynski
- 2019 "El Corazón | The Heart of Holyoke." EDRA 50, Brooklyn with Joseph Krupczynski and Clay Beaudoin
- 2016 "Arrivals Public Art + Infrastructure Project." ACSA, Seattle with Joseph Krupczynski

Role: Co-Director, Co-Design Lead **Dates of Activity:** 2014 - 2022
Collaborators: Joseph Krupczynski, CDE, Holyoke OPED, Nueva Esperanza, Shey Rivera Rios **Compensation:** 5 Students were paid hourly for drafting & graphic support (500+ hours); 1 student was a benefitted RA for one semester (190 hours). Community members met monthly as a volunteer Advisory Group. All artists & program organizers were paid through grant funds distributed by our community partner.



Top: Creative Placemaking Master Plan

Middle Left: Arrivals Public Art & Infrastructure Project

Middle Right: Shey Rivera Rios, walking tour and artist talk, at "¡Arriba, corazones!" installed as part of El Corazón

Bottom Left: Media coverage of mural by Frankie Borrero installed as part of El Corazón

Bottom Right: Gateway Tower

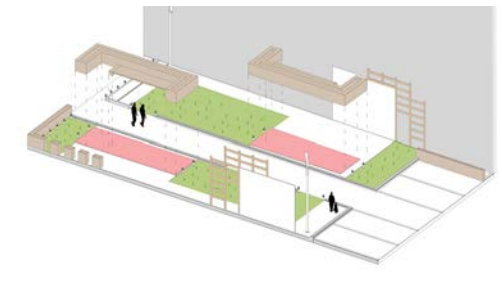
Engaged Pedagogy

Through my teaching and work advising thesis students on their own community-focused projects, I aim to seed the field with emerging practitioners who are willing and able to engage in participatory processes and in building community capacity.

I have been able to tie my teaching to my creative practice by leading Community Engagement and Service Learning designated studios in partnership with the Lighthouse, an alternative middle and high school, and with Abundance Farm, a social justice farm. I have also addressed these topics in studios partnering with the City of Springfield, through a studio that won an EU-sponsored "Riverscaping" design-build competition, and through a year long community-engaged seminar at Hampshire College focused on material repurposing. In these, and other courses, students consider the role of design in social justice through research and discussion, as well as through reciprocal engagement and co-learning with a community partner on a realizable project.

Related Outcomes

- 2018 Invited Speaker ACSA SFS "Begin with Why: Values and Ethics in Beginning Design." Denver
- 2016 The Lighthouse Community Engagement & Fabrication Studio | 6 credit course
- 2016 Christopher Mansfield, M.Arch Thesis: "Building Hope: A Community Building + Water Initiative, La Villa de San Francisco, Honduras"
- 2015 Civic Engagement and Service Learning Fellowship | \$1000
- 2014 "The Ark: Grafting Productive Programs onto Contemporary Waste Space." ACSA/AIK Seoul, Korea with Carey Clouse
- 2013 "The Barn Project: Teaching Design for a Future of Resource Scarcity." Reclaim + Remake Symposium. Washington, DC
- 2013 "Exploring Sites Close to Home: Installations along the Connecticut River." NCBDS, Philadelphia
- 2012 "Crafting a Sustainable Design Lens." NCBDS. State College, PA
- 2012 Rehamping the Barn Studio, Hampshire College
- 2011 LEVERAGE: Strengthening Neighborhoods Through Design Exhibition | Project: Building Linkages, Philadelphia Center for Architecture
- 2011 Riverscaping Competition Design-Build Studio with Sigrid Miller Pollin | 5 credit course | \$7500 Awarded
- 2011 "Stone Soup – Collaborating in Springfield to create the UMass Amherst Design Center." ACD Conference, Philadelphia with Michael diPasquale and Frank Slegers
- 2010 Pynchon Plaza Studio, UMass Design Center in Springfield | 6 credit course | \$5000 funding from the City of Springfield



Top Left: Riverscaping Design-Build Studio winning design by Laura Brooks, BFA 2013, now at Hutker Architects. Collaborators - design development: Sigrid Miller Pollin; construction: Jose Galarza, Yestermorrow Design | Build School

Top Right: LEVERAGE Exhibit - Pynchon Plaza Studio

Middle Left: Abundance Farm Studio Stakeholder Engagement

Middle Right: Lighthouse Studio Prototyping - Molly Clark, BFA 2016, MArch 2022, now at Jones Whitsett Architects; Zhenxing Gu BFA 2016, now at STV.

Left Lower Middle: Lighthouse Studio Shoebox co-designing.

Bottom Left: Axonometric - Wandy Pascoal, BFA 2016, now at BSA, Housing Innovation & Awards

Abundance Farm

Abundance Farm is a one-acre farm and outdoor classroom that works to build a more generous, just, and sustainable world by offering earth-based, community building experiences that integrate Jewish tradition, regenerative agriculture, and food justice.

Through dynamic programming for over 3000 community participants a year, Abundance Farm promotes a vision that natural resources are fundamentally not owned by individuals but are meant to be equitably shared. I have been involved with Abundance Farm providing pro-bono design services from its inception and have brought this partnership into my teaching. In 2020, when the non-profit purchased an adjacent extant municipal property, I supervised a Masters Thesis that tested ideas for a Food Security and Sustainability Hub on that site. In 2023, I partnered with Abundance Farm and their teen internship program for a Community Engagement and Service Learning Studio. Students worked with Farm stakeholders on a master planning "Placeholder Project" for a brown-field portion of the property that will likely take 10+ years to develop. They then employed a human-design centered process to build an educational potting table.

Related Outcomes

- 2023 Abundance Farm Community Engagement & Service Learning Studio
- 2023 "Communal Provisioning and Community Abundance: Operationalizing Jewish Concepts of Gleaning" with Madison DeHaven, ACSA, St. Louis
- 2023 Department of Architecture Research Collaborative Grant | \$2000
- 2021 Madison DeHaven M. Arch Thesis, "Cultivating Food Justice in the Pioneer Valley: Exploring Public Interest Design Process through a Food Security & Sustainability Hub."
- 2017 Beyond the Building: Architectural Artifacts Exhibit, NYPOP Gallery, NYC and Design Building Gallery, Amherst, MA
- 2016 "Urban Gleaning: Promoting Food Security Through Opportunistic Design Strategies," Fábos Conference on Landscape and Greenway Planning, Budapest, Hungary

Role: Designer and Educator **Dates of Activity:** 2014 - present
Compensation: 1 Student was paid hourly for graphic support (20 hours); 1 student participated in a 3 credit independent study fabricating the farmstand; 1 student conducted her M.Arch thesis on this topic and is listed as co-author on a paper; 11 students participated in the 6 credit semester long studio.

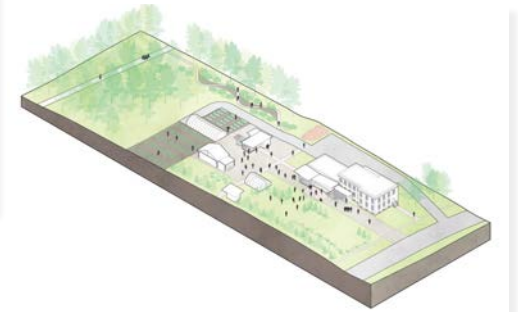


Top Left: Help Yourself Farmstand

Middle Left: Placeholder Project by Becca Shay, Tyler Cashton, Freya Johnsen, Brittany Christopher

Top Right, Bottom Left: Engagement & fabrication

Bottom Right: Madison DeHaven, now at SMMA, M.Arch Thesis 2021 | Role: Thesis Advisor



*"I truly appreciated this course and believe that everyone should take it. It felt amazing to see my work come to life and its essential role in human centered and participatory design. I am extremely thankful and appreciative of this course, especially for teaching me skills and providing me with a unique experience."
 - Wrileydy Burgos Lopez, BS Arch 2023*

*"These experiences helped me grow as a designer and incorporate diverse perspectives into my design process."
 - Dominique Garcia Zapata, BS Arch 2024*

Health, Equity and Wellbeing in the Built Environment

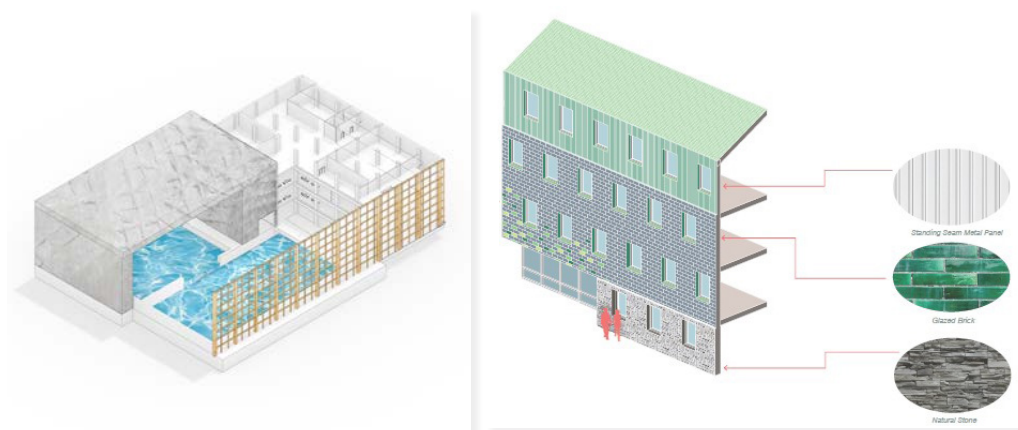
My commitment to translating scholarly research into practice domains has spurred me to pursue additional methodological training in the social sciences, which has advanced research projects studying issues of health, equity, and wellbeing in public and campus environments.

These new endeavors have also yielded opportunities to develop collaborative projects with colleagues and students across the university and region. For example, through a doctoral level critical research methods course, I worked on a team examining racial equity in community college transfer incentive policies. I have brought this work into my teaching by selecting studio projects that align with student affairs and campus planning priorities concerning student wellbeing. This work has synergies with my leadership and service endeavors, including my role on the UMass ADVANCE Leadership Team, and my service on the Okanagan Wellbeing Collective Built & Natural Environment Pillar Working Group.

I have also tested a model for a small firm-academic research collaboration by conducting a seminar focused on the relationship of physical environments on K-12 student learning outcomes with a local firm. This study influenced related efforts, notably a series of statewide dialogues among AIA and teachers' union members to address issues of health and equity in school facilities.

Related Outcomes

- 2025 "Health, Equity, and Wellbeing in Campus Environments: a Comparative Study of Campuses in Ireland and Finland." Whiting Foundation Grant | \$6603
- 2023 "Racial Equity in Transfer Incentive Policies: A Critical Mixed Methods Analysis." Community College Review 51 (1): 75–102 with Chrystal George Mwangi, Patricia Feraud-King, Ling Chen, Miguel Tejada, Kat Stephens, Jamina Scippio-McFadden, Jeffrey Edelstein, and Ryan Wells.
- 2021 "Out of the Pandemic: A Forum on Visionary Policies for Safe, Healthy, and Green Schools and Colleges." Host for event sponsored by AIA and MTA, held virtually at UMass Amherst
- 2021 "Racial Equity in Community College Transfer Incentive Policies: A Critical Mixed Methods Analysis." AERA Division J Vice Presidential Session: Centering Race and Equity in Community College and Transfer Research. Online. with Ling Chen, Jeffrey Edelstein, Patricia Feraud-King, Chrystal A. George Mwangi, Jamina Scippio-McFadden, Kat J. M. Stephens, Miguel Tejada, and Ryan S. Wells.
- 2021 "Partnering with Practitioners to Investigate K-12 Learning Environments," EDRA 52. Online
- 2020 "Out of the Pandemic: Building the Public School Buildings Our Communities Deserve." Facilitator for virtual workshop sponsored by AIA and MTA



Racial Equity in Transfer Incentive Policies: A Critical Mixed Methods Analysis

Chrystal A. George Mwangi, Patricia Feraud-King, Ling Chen, Miguel Tejada, Caryn Brassey, Kat J. Stephens, Jamina M. Scippio-McFadden, Jeffrey Edelstein, and Ryan S. Wells

Abstract
Objective/Research Question: This article examines the racial equity of transfer incentive policies by responding to the research question: How do students of differing races and ethnicities vary in their opportunity to benefit from transfer incentive policies? **Methods:** We utilized a mixed-methods approach, grounded in Critical Race Theory (CRT). This study included an analysis of state policies' components and mechanisms to consider whether they are grounded in racially unjust assumptions. The critical policy analysis is combined with a QuantCrQ analysis of national data from the Beginning Postsecondary Students Longitudinal Study (BPS) to understand how identified aspects of the policies would affect students of differing race/ethnicities. **Results:** Our critical policy discourse analysis demonstrates that state transfer incentive policies could foster racial inequity through the requirements students must meet (e.g., full-time status, being under the age of 24) and assumptions about what students may know or need regarding transfer. The QuantCrQ analysis revealed that many transfer incentive requirements from the policy analysis findings would have a disproportionately negative effect on racially minoritized students' transfer eligibility. Together, findings and results illustrate how transfer incentives can contribute to educational inequity for racially minoritized students via color-erase

George Mason University, Fairfax, VA, USA
 University of Massachusetts Amherst, MA, USA
 Harvard University, Cambridge, MA, USA
 Michigan College, Hazlet, PA, USA
 Our Lady of the Lake University, Houston, TX, USA

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 Chrystal A. George Mwangi, George Mason University, 310 Enterprise Hall, Fairfax, VA 22030-4444, USA
 Email: gcmw@georgemwangi.com

Recreation and Wellbeing Hub
 Top: Colleen Tully, M.Arch, now at OPAL Architecture, Graduate Design V Studio, Fall 2023
 Middle Left: Erika DeWitt, M.Arch, now at Sasaki, Graduate Design V Studio, Fall 2022
 Role: Studio Instructor

Residence Hall as Campus Threshold
 Middle Right: Alma Crawford Mendoza, M.Arch, now at Hill Engineers, Architects, Planners, Inc. Graduate Design V Studio, Fall 2020
 Role: Studio Instructor

Pandemic Spatial Disruption Research

The spatial modifications and restrictions put in place during the pandemic provided an unprecedented opportunity to investigate the many ways in which the built environment affects our health and wellbeing.

I launched several research projects spurred on by questions that were brought to the forefront during the pandemic. In the first phase of the pandemic, I collaborated with a colleague to study urban space appropriations for their contribution to vibrant and equitable communal life. During this period of campus spatial disruption, I also conducted a two-stage interview study documenting student accounts of their experience of Covid-related campus restrictions. My study's findings contribute to a growing body of knowledge concerned with how pandemic-related spatial restrictions impacted students' experience of learning, community, health, and wellbeing. This work also provides insight into how space contributes to social connection, and how disruptions alter our experience of place and our constructions of place-meaning.

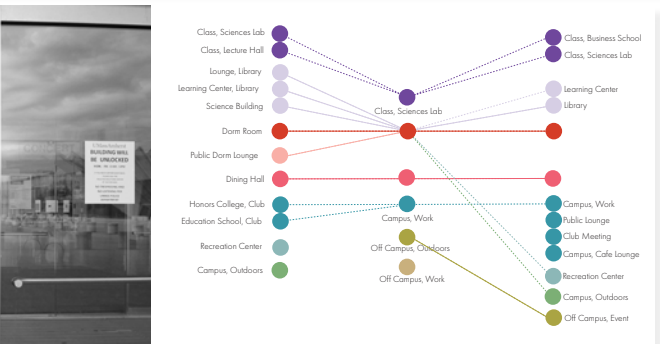
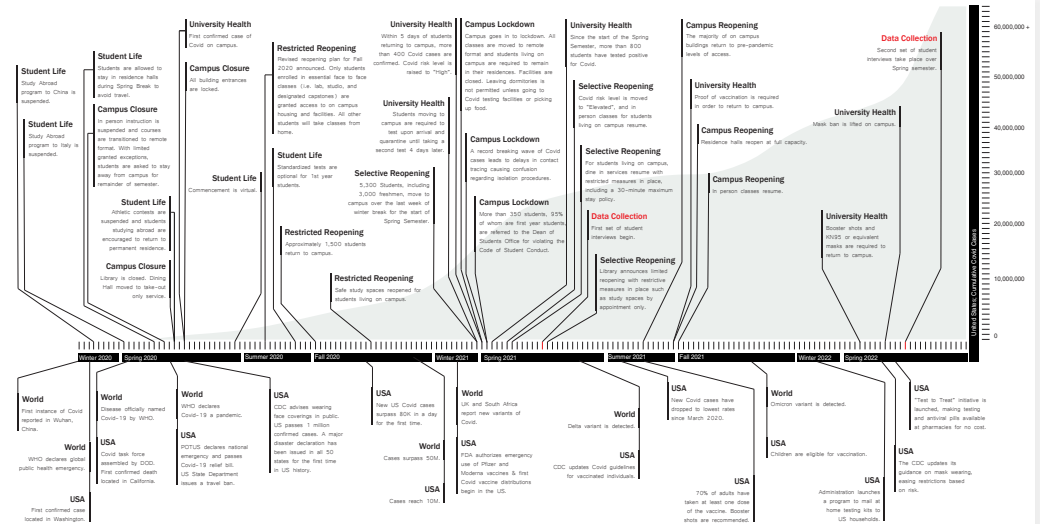
Related Grants

- 2022 ARCC Research Incentive Award | \$5,000
- 2022 Dept. of Architecture Research Collaborative Seed Grant | \$3,000

Related Outcomes

- 2025 "Out of Confinement: Adaptive Agency and Dynamic Meaning-making in Accounts of Pandemic Campus Restrictions." Archnet-IJAR: International Journal of Architectural Research, with Colleen Tully.
- 2023 "Ecology of Student Experience in the Post-Pandemic Campus." HFA Interdisciplinary Lightning Talks, with Elizabeth Krause.
- 2023 "Spatial Differentiation and Student Wellbeing: Accounts of Pandemic-Related Campus Restrictions and the Construction of Place-Meaning." EDRA 54 Mexico City, with Colleen Tully
- 2023 "The Room": student accounts of resilient strategies to mitigate mental health impacts of pandemic-related campus restrictions." AAG Annual Meeting. Online, with Colleen Tully
- 2022 "Pandemic Appropriations of Urban Space: Implications for Future Practice." 7th Fábos Conference on Landscape and Greenway Planning. Budapest, Hungary with Carey Clouse
- 2022 Spatial Composition and Student Well-Being: Student Accounts of Pandemic-Related Campus Modifications." EDRA 53
- 2022 "Spatial Appropriation During the Pandemic: Analysis of Two Parallel Cases." ARCC-EAAE Miami with Carey Clouse

Compensation: For the student-focused study, 1 Student was paid hourly for research and graphic support (approx. 230 hours); they continued this collaboration as a 3-credit independent study in addition to receiving conference support, and credit as a co-author.



Pandemic Appropriations of Urban Space: Implications for Future Practice
 Authors: Carey Clouse and Carey Clouse
 University of Massachusetts Amherst

Spatial Appropriation During the Pandemic: Analysis of Two Parallel Cases
 Carey Clouse, Carey Clouse
 University of Massachusetts Amherst, Amherst, MA

Abstract: The global COVID-19 pandemic radically interrupted access to, and use of, the social, cultural, and recreational venues that Americans relied upon for interaction and engagement. With the restriction of many indoor Third Places, new, outdoor sites for gathering emerged to fill this role. These adaptations advanced the creation and utilization of new public space during the pandemic, and may have lessons to offer for post-COVID public space. This paper compares two outdoor types of space appropriation in a public recreation site in the summer of 2021, using ethnographic observation, interviews, and the Global Public Life Tools to gather data about topographic activity, and urban quality criteria. Data analysis offers insights into future public space design and planning interventions, particularly where these spaces are intended to be successful in welcoming diverse populations. Thematic dimensions of the findings, including practical implications for program flexibility, inclusive signage, and design for affordability, safety and comfort, provide a starting point for post-pandemic urban design and planning work.

Introduction: The global pandemic initiated radical calls to human behavior, shifting the longstanding social, cultural, economic, and recreational practices that had once anchored and animated many sites in North American cities. The such changes also brought innovative, makeshift changes providing new types of behavior in public outdoor urban, recreational, educational, business, and individual-level non-established practice outdoors, and also reimagined the types of activities and events that might be adapted to outdoor sites. Many of these adaptations sought to alleviate the isolation brought about by the shutdowns by bringing people together in outdoor spaces where they were able to maintain responsible distances. These improvisations highlighted the adaptive capacity of individuals to seek and sustain social belonging, even during a pandemic (McCase 2020).

In an effort to better understand the evolving role of urban spaces and their contributions to human health and wellbeing during the COVID-19 pandemic, a parallel study of two distinctive public spaces was initiated in the summer of 2021. The research team identified two separate sites, one a public urban recreation site and the other a public recreation site that was composed of four commercial, built with significant skills in usage during the 2020-2021 pandemic. The study team identified public outdoor recreation sites that were actively used by diverse populations, and which served various adjustments to human behavior and spatial design. A series of observations were conducted to understand the processes of the Global Public Life Tools. Each site was explored to provide a "snapshot" of activity in the two survey areas. By analyzing the populations using these outdoor recreation sites during the pandemic, and the activities they engaged in, we can begin to understand more about the importance of informal public gathering spaces during the pandemic, and consider implications for post-pandemic public life.

Background: Urban spaces and ecosystems have identified many types of social spaces in cities; one useful frame is offered by the idea of "Third Places," defined by sociologist Ray Oldenburg (1989) as sites

Student Health, Wellbeing, and Campus Space Seminar

Higher education plays a crucial role in leading the promotion of health and wellbeing through a settings approach. This Interdisciplinary Honors Thesis Seminar engages students from diverse disciplines to explore the impact of campus settings on student health and wellbeing through seminar discussions, collaborative campus space studies, and original research projects.

Aligned with the Okanagan Charter, to which UMass is a signatory, the year-long, 8 credit seminar fosters cross-sector partnerships and advances research agendas with real-world relevance, while training students to become future health-promoting change agents beyond campus. In the first three years of the course, students from 18 different majors across 8 colleges have worked with campus and design professionals to conduct original research on campus spaces. This collaborative research then informs their individual theses. Thesis projects have employed eleven different research methods to explore a wide range of topics, populations, and environments, addressing eight distinct domains of wellbeing.

Sample Honors Thesis Topics

- 2025 Jude Aladmawy, "Paths to Inclusion: A GIS-based Method for Mapping and Communicating Campus Accessibility."
- 2025 Jade Larsen, "Urban Greening and Gentrification: An International Comparative Case Study."
- 2024 Molly Andrews, "Understanding the College Experience of Students with Functional Gastrointestinal Disorders."
- 2024 Mikayla Dresser, "Ornithery as Stealth Health: Supporting Student Well-Being One Bird at a Time."
- 2023 Arensa Morisset, "The Implications of the Financial Costs of Dorm Room Decor on Low-Income Students' Sense of Belonging."
- 2023 Ben MacKinnon "How Team-Based Learning Fosters Student Well-Being in Higher Education."
- 2023 Brooke LeBlanc, "Student Experience in Brett Hall: A Case Study of Renovations to Facilitate Inclusion."

Related Outcomes

- 2025 "Cultivating Student-led Campus Settings Research at a Health Promoting University." International Health Promoting Campus Conference. Limerick Ireland.
- 2025 "Cultivating Campus Settings Research at a Health Promoting University." 8th Fabos Conference on Landscape and Greenway Planning.
- 2024 "Student Experience in the Post-Pandemic Campus: Systematic Study of a Student Union Renovation Project and its Contributions to Student Wellbeing." EDRA 55, Portland, OR with Derek Noble, Principal, Shepley Bullfinch



"I can say with full confidence that Caryn truly cares about all of her students, and constantly works to develop skills that set them up for future success wherever they go beyond college. Many of the skills I gained and mastered in my time working with Caryn are a reason that since graduating, I have been working as a Translational Research Coordinator at Dana-Farber Cancer Institute in Boston, Massachusetts."

- Ben MacKinnon BS Public Health 2023

"Beyond her remarkable teaching abilities, Professor Brause's passion for her work and her unwavering commitment to her projects are truly commendable. Her expertise in the field of architecture is clear, yet she consistently reaches across disciplines displaying enthusiasm for interdisciplinary approaches that spark curiosity and creativity."

- Brooke LeBlanc, BS Public Health 2023

Ornithery as "Stealth Health": Supporting Student Well-Being One Bird at a Time
Mikayla Dresser
Department of Knowledge, University of Massachusetts Amherst

Introduction: "Stealth health" refers to an activity that fosters mental or physical wellness, without deliberately intending to improve one's health. While there has been previous literature on the connection between nature and well-being, this study focuses on how birding can enhance the well-being of college students.

Research Questions

- ★ Can birding be used as a coping mechanism for stress and anxiety throughout the college population?
- ★ Does birding increase the physical activity levels of college students?
- ★ Does birding have any impact on the academic or social lives of college student birders?

Theoretical Foundation

Methods

- Research on student well-being, specifically culture at a "health-promoting" university.
- Assessment of an existing birding trail.
- Two focus groups on the walking platform "ZooM."
- Distance area: 0.5 miles.
- Each focus group lasted between 45 and 60 minutes.
- All participants self-identified as a birder.

Sample Questions:

- How often do you go birding?
- How does birding affect your stress levels?
- How does birding affect your social life?
- How does birding affect your academic life?
- How does birding affect your mental health?
- How does birding affect your physical health?
- How does birding affect your overall well-being?

Discussion: This study is currently in progress, at this time only the first focus group session has been completed. Based on the results of the pilot focus group, students' perceptions were mixed, but they did feel both relaxed and excited when birding. Students described birding to make them feel "happy" and "like a sense of freedom." Students from the pilot session also typically feel relaxed and have varying levels of stress relief after the completion of both focus groups, further qualitative analysis will be conducted.

Implications/Future Research

The findings of this research may be valuable to students' well-being and campus planning professionals who are responsible for shaping campus environments.

Student Health, Wellbeing, and Campus Space Studios

Consideration of the impact of the built environment on health and well-being is an increasingly important priority in the design fields as well as in conversations concerning equity, public policy, public health, and higher education. These concerns are interrelated with issues of sustainability, resilience, and planetary wellbeing.

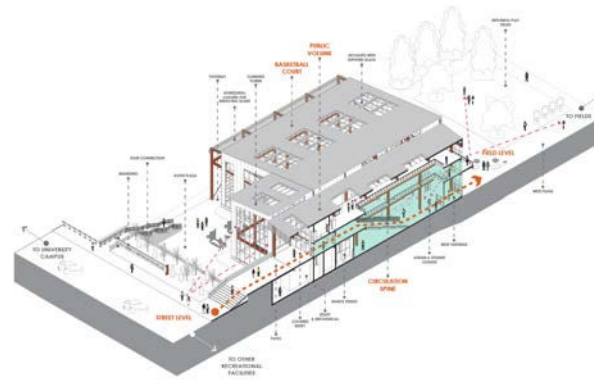
In these 6-credit studios, we read scholarly and practice literature, partner with design and campus professionals, and examine case studies that center the topic of wellbeing in the built environment, as we critically consider the challenges and opportunities for inclusively shaping campus residential, recreation and wellness facilities. We apply theories of multisensory design, and employ human-centered design inquiry methods to understand the ways in which campus community members use and inhabit higher educational spaces. Design proposals advocate for improvements that support diverse student learning, development, and wellbeing.

Related Outcomes

- 2025 "Cultivating Campus Settings Research at a Health Promoting University." Okanagan Wellbeing Collective Fall Meeting.
- 2025 Design VI Research & Design Studio: Reimagining the Southwest Towers (7 students) **Compensation:** 1 student was paid hourly for graphic support (31 hours).
- 2025 Faculty Advisor, MBMA Metal Building Competition 2nd Place Winner, Graduate Division, Pranav Dale
- 2024 Graduate Design V Studio: Campus Recreation Complex (11 students)
- 2023 Graduate Design V Studio: Campus Wellbeing Hub (10 students)
- 2022 Graduate Design V Studio: Campus Wellbeing Hub (10 students)
- 2021 "Designing Residential Life Environments for Inclusivity in a Pandemic and Beyond," EDRA 52. Online
- 2020 Graduate Design V Studio: Residence Hall as Campus Threshold (13 students)

"Conversations with architects, interior designers, and Res Life staff helped me better understand institutional constraints, like maintenance, material durability, and budget, but also how design decisions can reinforce or challenge long-standing campus culture. The final review with administrators made me think more critically about what it means to design for students who are often over-scheduled, stressed, or looking for moments of calm in a busy day. These interactions reminded me that good design isn't just beautiful or clever, it is responsive, inclusive, and practical."

- Nour Abdulmajid, BS Arch 2025



Campus Recreation and Sports Complex, Graduate Design V Studio, Fall 2024

Top: Pranav Dale M.Arch, 2nd Place Winner MBMA Metal Building Competition. now at Shepley Bulfinch

Reimagining the Southwest Towers Research & Design Studio, Spring 2025

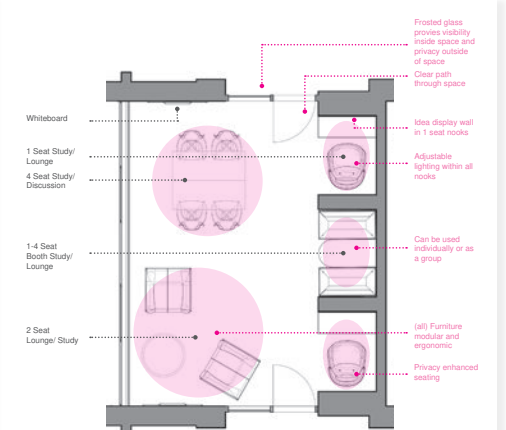
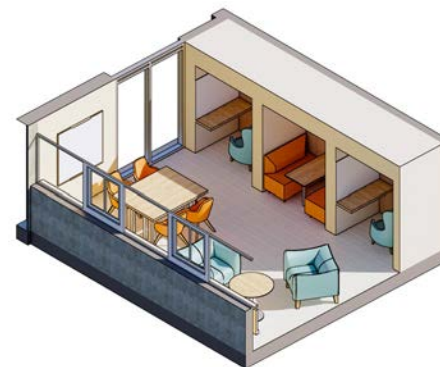
Middle: Ellen Infante, BS Arch

Bottom: Angela Haddon, BS Arch, now at Godden | Sudik Architects

Role: Studio Instructor



Scheme Details



Spatial Contexts and Professional Networks

Responding to the pandemic has altered campus environments and community behaviors in manifold ways. For many faculty, institutional shutdowns resulted in a contraction of professional opportunities, reductions in productivity, lack of interactions with colleagues, and widening equity gaps. Continuing pandemic impacts have contributed to dramatic declines in feelings of inclusion, even after faculty returned to work.

As a member of the UMass ADVANCE Leadership Team, I am exploring how higher education built environments contribute to faculty members' experiences, opportunities, relationships, and wellbeing in the post-pandemic campus. The UMass ADVANCE program aims for institutional transformation by providing knowledge driven research to cultivate faculty equity, inclusion, and success. This project studies lab-based STEM faculty experience through qualitative interviews, including tours of workplace environments. Preliminary findings extend prior research highlighting important relationships between spatial contexts and social networks. This work contributes to literature concerning practices for building inclusive departments by elucidating the role, and potential, of space in equity work.

Related Roles

2023-24 National Science Foundation | \$3,119,268 [Award #010906-00001]

Role: Senior Personnel 2023-24 during the final year of the grant Project: Collaboration and Equity: The Resources, Relationships, and Recognition (R3) Model for Advancing Women and Underrepresented Faculty in Science and Engineering

Related Outcomes

- 2025 UMass ADVANCE Tools: "Spatial Contexts and Faculty Networks" and "Spatial Contexts Graphic Audit Tool."
- 2025 "Spatial Contexts and Professional Networks: Ecology of Relationships in the Post-Pandemic Campus." Part of UMass ADVANCE LEAD+ Presentation – How Chairs and Leaders can Support Faculty and Center Equity in Challenging Times
- 2025 "Spatial Contexts and Professional Networks." UMass Amherst Campus Physical Planning Council Presentation
- 2024 "Spatial Contexts and Professional Networks: Developing Hybrid Methods to Gain and Understanding of the Ecology of Relationships in the Post-Pandemic Campus." ADVANCE Equity in STEM Community Convening. Baltimore, MD

Compensation: 1 Student was paid hourly for graphic and administrative support (approx. 226 hours); 1 student was a benefitted RA for one semester (approx. 320 hours)

Spatial Contexts and Professional Networks

Ecology of relationships in the post-pandemic campus

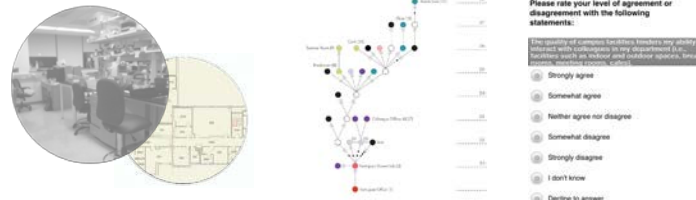


How do various campus spaces affect relationship building in the post-pandemic campus?

How does the quality, composition, and configuration of campus facilities present opportunities & barriers to developing equitable professional relationships?

Caryn Brause FAIA UMass Amherst: Department of Architecture | ADVANCE

Employing hybrid methods to understand the relationship between spatial contexts and professional networks in the post-pandemic campus



Methods include:
Semi-structured Walking Tours with STEM Faculty
Systematic Graphic Representation of Data
Campus-wide Surveys (COACHE)

Unplanned Interactions

"I think having these informal spaces, I think they help to break down some of these barriers. Because it's much easier when you bump into some people more accidentally, I think it may make it easier to ask a question.

I think there's always a bit of a barrier to start a conversation... And I think also, typically women, or minority groups tend to be a bit shy about making the step and asking questions... I think they tend to just check everything or think about it again... maybe it also depends a bit on the cultural background and things."

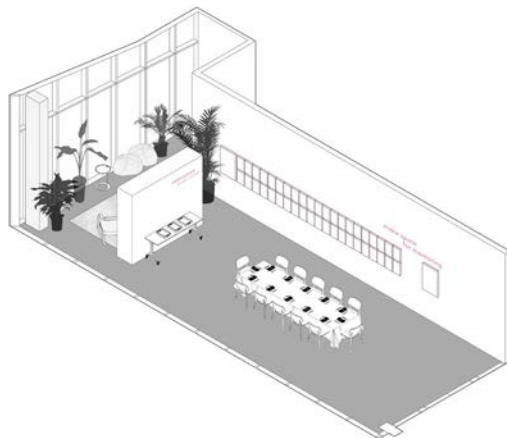


Expanding Opportunities | Creating New Platforms

A primary commitment of my academic career has been to expand opportunities for students and colleagues, and to raise the quality of architectural research.

My academic and professional leadership and service highlight my deep commitment to connecting the academy and the profession, fostering a culture of architectural research, and advancing equity in the field for my students and colleagues. My significant investment has been to co-found *Technology | Architecture + Design*, creating the first new journal published by the ACSA in seventy years, and to serve as its inaugural Design Editor, and later as an Issue Editor and Editorial Board Member. As Co-Chair for two research conferences, I worked to build mentoring opportunities into the conference program, expand opportunities for dissemination, and create a climate in which impact is valued in all of its manifold forms. Through these and other venues, I have also co-hosted webinars and workshops that aim to expand the pipeline of researchers.

Many of my efforts, nationally and at UMass, address issues of equity day-lighted by research. For example, to address the gender imbalance in invited lecture series speakers and design reviewers identified by ACSA research, I collaborated to obtain funding to support a three year series of lectures and creative exchanges to expose students to leading women designers. And to address gender disparities in promotion pathways identified by UMass ADVANCE, I collaborated on an exhibit to make visible the commitments that mid-career women design faculty have “made space for” during their post-tenure period. Through these, and other efforts, I have aimed to create environments that serve as a catalyst for both personal and professional growth for my students and my academic community.



Top Left: TAD first seven issues; photo credit: Chris Ford

2023 ACSA/AIA Intersections Conference
 Middle Left: Life Cycle of Health Panel
 Bottom Left: Hempcrete Workshop - Tom Rossmassler
 Top Right: Chandra D. Robinson Closing Keynote

Middle Right: 2019 BTES Opening Plenary with Peggi Clouston and Naomi Darlings

Far Left: Make Space for Mentoring Salon and Exhibit with Carey Clouse

Technology | Architecture + Design

My fellow founding editorial board members and I created the journal of *Technology | Architecture + Design (TAD)* to provide a central, peer-reviewed venue for architectural and building technology researchers.

My collaborators and I identified a lack of publishing opportunities focused on building technology research and its integration with design, obtained support from the AIA and BTES, and published *TAD*'s first volume in May 2017. In the first seven issues, we published 41 peer-reviewed papers featuring original research in Environmental Design, Digital Design, History of Building Technology, Project Delivery, Health and Wellbeing, and Research Methods. Collectively, these papers demonstrate the global, interdisciplinary and collaborative nature of architectural research. Moreover, we actively solicited articles to advance the culture of research in architecture, a field where only one-third of faculty have advanced research degrees.

Together, we have created a unique, finely crafted journal that infuses visual thinking into every aspect of the publication and its wide-ranging research topics. As the journal's first Design Editor, I was the leading voice on the Editorial Board responsible for shaping the visual design of *TAD*. I worked to ensure that even highly technical subject matters are presented in a way that renders them accessible to a broad design audience.

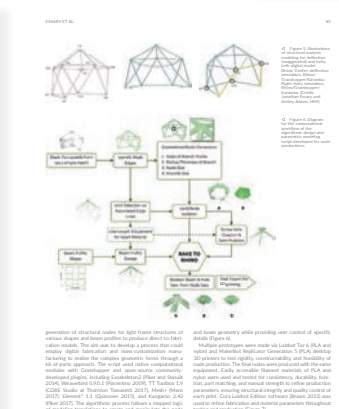
Awards

2021 PROSE Award Finalist for Best New Journal in the Humanities and Social Sciences

Related Outcomes with TAD Editorial Board

- 2020 "Process of Design to Realization: TAD Authors Panel," ACSA Annual Meeting with Julian Wang
- 2019 "Defining Your Research," Workshop, ACSA Annual Meeting, Pittsburgh
- 2018 "Architectural Research 101: What, How & Why?" AIA Conference on Architecture, NYC
- 2018 TAD Author Session Organizer, ACSA Annual Meeting, Denver
- 2018 "Defining Your Research," Workshop, ACSA Annual Meeting
- 2018 "Exploring/Defining the Research Landscape Within the Discipline of Architecture," Webinar Organizer and Moderator
- 2017 TAD Prospective Author Session, ACSA Annual Meeting, Detroit

Role: Founding Editor, Design Editor, Issue Editor, At Large Board Member
Publisher: ACSA | Taylor & Francis **Dates of Activity:** 2015 - 2021



Reflections On Five Years of TAD

As TAD celebrates its five-year anniversary, the editorial board reflects on the state of the field in education, research, and practice. We launched the journal five years ago to fulfill a need for a focused platform to disseminate and advance peer-reviewed research in architectural technology. Design efforts have become increasingly integrated with science, engineering, and construction disciplines, creating an urgent opportunity for architectural research to address the needs of the field. The journal's mission was to provide a central platform for disseminating architectural research with authority to diverse, interdisciplinary, and multidisciplinary audiences.

TAD's editorial board reflects on the journal's five-year anniversary and its role in the field. We launched the journal five years ago to fulfill a need for a focused platform to disseminate and advance peer-reviewed research in architectural technology. Design efforts have become increasingly integrated with science, engineering, and construction disciplines, creating an urgent opportunity for architectural research to address the needs of the field. The journal's mission was to provide a central platform for disseminating architectural research with authority to diverse, interdisciplinary, and multidisciplinary audiences.

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Creative Framing, Systematic Exploration

The value of reflection in design is often overlooked and undervalued. The journal's mission was to provide a central platform for disseminating architectural research with authority to diverse, interdisciplinary, and multidisciplinary audiences.

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Designing for Durability: Helsinki Central Library's Wood Facade

The Helsinki Central Library's Wood facade is a landmark project in the field of wood construction. The journal's mission was to provide a central platform for disseminating architectural research with authority to diverse, interdisciplinary, and multidisciplinary audiences.

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As Issue Editor for Translation | TAD 4:1, I sought submissions that investigate the means by which design concepts become translated into the built environment. I particularly highlighted the potential for social science methods to advance architectural research agendas and aimed to stimulate research in areas of the field with limited architectural research precedents.

Conference Leadership: ACSA/AIA, BTES, and SCUP

As Co-Chair for three major academic and professional conferences, I expanded formats and platforms for knowledge generation and dissemination to maximize the potential for translation between academic and practitioner communities. Across these venues, I have focused on creating programs that center networking, mentoring, and community building to enable connection across identities, disciplines, and roles.

The careful peer review and curation for the 2023 ACSA/AIA Intersections Conference led to panels that were inclusive of a range of approaches to Material Economies but hewed tightly to the conference theme leading to robust conversation and new connections. In addition to sessions and keynotes, we hosted four building tours and two hands-on workshops. The BTES conference focused on bio-based building technologies with site visits to a prefabrication manufacturer and local mass timber Living Buildings. Notably, I transformed the conference's method of dissemination and increased impact by creating a digital proceedings repository that now supports over 6,000 downloads a year, disseminating work to an international audience. As Vice Co-Chair, and the only faculty member, to serve on the SCUP conference organizing committee, I helped bridge academic and professional domains and brought a more rigorous analysis of claims made by proposals to the submission review process.

Conference Roles

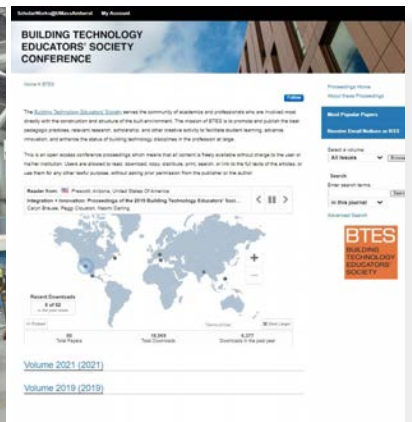
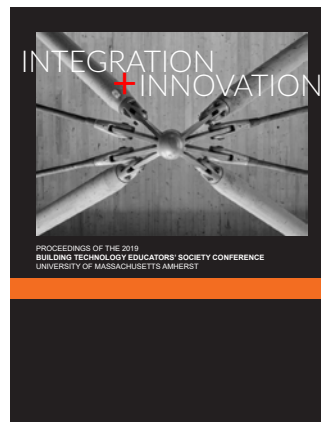
- 2023 ACSA/AIA Intersections Research Conference, Material Economies
Role: Co-Chair with Chris Chatto
- 2022 Society for Collegiate and University Planning Northeast Regional Conference, Together Again: Reimagining the Future
Role: Vice Co-Chair
- 2019 BTES Conference, Integration + Innovation
Role: Co-Chair with Peggi Clouston & Naomi Darling

Related Outcomes

- 2023 HFA Conference Grant for ACSA/AIA Conference | \$2000
- 2019 Integration + Innovation Exhibit | Design Gallery
- 2018 HFA Conference Grant for BTES Conference | \$5000

Compensation: 1 student was paid hourly for administrative and graphic support for the BTES Conference (150 hours).

ACSA/AIA Intersections Conference
Top Right: Mae-ling Lokko Opening Keynote
Middle Left: Hitchcock Center Tour with Kelly Ard, designLAB Architects
Bottom: 2019 BTES Conference Proceedings & Tour at Bensonwood



Addressing Equity through Research, Curation & Mentorship

The 2016 Equity in Architecture Survey cited professional mentorship and sponsorship as some of the most critical predictors of career success, particularly for women.

Building on EQxD research, and research conducted by the ACSA, the ADVANCE community, and others, I have been actively working to advance equity initiatives through research, curation, and mutual mentoring. I have been a primary co-author on three mutual mentoring grants that sought to expand career opportunities, particularly for women. My role as an ADVANCE Faculty Fellow has further focused my attention on the ways that research can offer pathways to address equity issues. I co-curated the “Make Space for Mentoring” Salon - a multi-pronged effort comprising an environment, an exhibit, and a series of events that leveraged a campus climate grant to create a physical space for mentorship. Over 300 people, drawn from diverse constituencies on campus and across the region participated in panels, lectures, discussions, and formal and informal mentoring events, pointing to the widespread applicability of mentorship as an impactful practice and the role of design and placemaking in these efforts.

Related Grants

- 2023 UMass Office of Equity and Inclusion Engagement Funds - Make Space for Mentoring Salon | \$2,500
- 2023 Mutual Mentoring Team Grant - Building Technology Educators Advancing Mentorship | \$5950
- 2020 Mutual Mentoring Team Grant - Leveraging Effective Approaches to Promotion | \$6000
- 2018 Women for UMass Fund - Women in Architecture Creative Production Project | \$5400
- 2017 Women for UMass Fund - WID Creative Exchange | \$5000
- 2016 Women for UMass Fund - Women in Design Lecture Series | \$5000
- 2013 Mutual Mentoring Team Grant - Creative Production | \$10,000

Related Outcomes

- TBD “Visualizing Post-Tenure Pathways: The Make Space for Mentoring Salon.” Journal of Women and Gender in Higher Education with Carey Clouse [in review]
- 2025 “The B-TEAM: Curriculum Development through Mutual Mentoring” BTES Conference, with Rob Williams, Jordan Kanter, Hellen Awino, and Ray Mann
- 2024 Make Space for Mentoring Salon | Design Building Gallery, Amherst
Role: Co-Curator with Carey Clouse **Compensation:** 1 student was paid hourly for graphic support (approx. 50 hours)
- 2022 “Mentoring mid-career women in the wake of a global pandemic.” CELA Annual Conference, Santa Fe with Carey Clouse
- 2017 Beyond the Building: Architectural Artifacts | NYPOP Gallery, NYC and Design Building Gallery, Amherst **Role:** Co-Curator with Carey Clouse



Women in Design Spring 2016 Lecture Series



UMass Amherst Department of Architecture
All lectures are at 5:30 pm in ILC 5211. Questions: contact Assistant Professor Corby Baker - cbaker@umass.edu

Collect stories.
Share experiences.
Exchange resources.
Ask questions.
Build networks.

Join us!

OFD Mutual Mentoring Panel & Make Space Exhibit Opening

TODAY
Tuesday
Feb. 27th
4 - 6 PM



BEYOND the BUILDING
Architectural Artifacts

Closing Reception: 5-7p.m., Friday, 2.10.2017
NYPOP: 526 W. 26th Street, Suite 314, NYC, NY