LINDA N. GROAT
curriculum vitae

A. Alfred Taubman College of Architecture and Urban Planning
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1. GENERAL INFORMATION

1.1 POSITIONS HELD

1999-present	Professor of Architecture, A. Alfred Taubman College of Architecture and Urban Planning, University of Michigan
2001-2015	Professor of Architecture and Women's Studies, A. Alfred Taubman College of Architecture and Urban Planning, University of Michigan
1987-1999	Associate Professor of Architecture, College of Architecture and Urban Planning, University of Michigan.
1996-1997	Faculty Associate (part-time appointment), Center for Research on Learning and Teaching, University of Michigan
1987-1992	Associate Dean for Academic Programs and Administration, College of Architecture and Urban Planning, University of Michigan.
1986-1987	Associate Professor, Department of Architecture, University of Wisconsin-Milwaukee.
1980-1986	Assistant Professor, Department of Architecture, University of Wisconsin-Milwaukee.
1979-1980	Design Research Consultant, Kaplan/McLaughlin/Diaz Architects, San Francisco, CA.
1974-1977	Designer, McCue Boone Tomsick Architects, San Francisco, CA.
1973-1974	Free-lance Designer/Writer, Berkeley CA.
1971-1972	Teaching Assistant, California Institute of the Arts, Valencia, CA.

1969-1970   Design Intern, Charles Moore Associates, New Haven, CT.

1.2 EDUCATION

1982-1985   Ph. D. Environmental Psychology, University of Surrey, England.

1977-1979   M. Sc. Environmental Psychology, University of Surrey, England.

1970-1972   M.F.A. Design, California Institute of the Arts, Valencia, CA.

1969-1970   Coursework audited in the M.F.A. program, Graphic Design Department,
                   Yale University, New Haven, CT.

1968-1969   M.A.T. (Master's of Arts in Teaching), History, Yale University, New
                   Haven, CT.

1964-1968   B.A. History, Connecticut College for Women, New London, CT.

1.3 CONTINUING EDUCATION

1994-1999   Member, Seminar on Teaching, sponsored by the Provost's Office,
                   University of Michigan
                   Steering Committee, 1995-96

1996-1997   Workshops at the Center for Research on Learning and Teaching,
                   University of Michigan: Fundamentals of Lecturing; Interactive Lecturing;
                   Teaching with Style; Using Groups; Gender, Authority and Credibility.

1989   Alumni Conference of the Bryn Mawr Summer Institute for Women in
                   Higher Education Administration, Oakland University, Rochester, MI.

1989   Black and White Styles in Conflict, Human Resource Development,
                   University of Michigan, Ann Arbor, MI

1987   Bryn Mawr Summer Institute for Women in Higher Education
                   Administration, Bryn Mawr College, Bryn Mawr, PA.

1983   Teaching Enhancement Workshops (Lecture Techniques, Evaluating
                   Student Writing), Center for the Improvement of Instruction, University of
                   Wisconsin-Milwaukee, WI.

2. SCHOLARLY AND CREATIVE ACTIVITIES

2.1 PUBLICATIONS

2.1.1 Books and Book Chapters

Brkovic Dodig M. and Groat, L. (eds.) *The Routledge Companion to Games in Architecture and Urban Planning: tools for design, teaching, and research.* New York: Routledge, Paperback Edition, 2021.
Cover testimonial: "Essential reading for those devising participatory methods in spatial design. Brkovic Dodig and Groat have choreographed an inspiring primer on the theory and practice of design games for the reader to continue to play." Rosie Parnell, Professor of Architecture, Northumbria University.

Brkovic Dodig M. and Groat, L. (eds.) *The Routledge Companion to Games in Architecture and Urban Planning: tools for design, teaching, and research.* New York: Routledge, 2020.

Brkovic Dodig, M. and Groat, L. "Chapter 1: Games in Architecture and Urban Planning? Game On!" In Brkovic Dodig M. and Groat, L. (eds.) *The Routledge Companion to Games in Architecture and Urban Planning: tools for design, teaching, and research.* New York: Routledge, 2020.

Groat, L. Niermann, M. Schermer. B. "The Multiple Sorting Task: its versatility and adaptability in research, teaching, and design." In Brkovic Dodig M. and Groat, L. (eds.) *The Routledge Companion to Games in Architecture and Urban Planning: tools for design, teaching, and research.* New York: Routledge, 2020.

Erfani, K. Brkovic Dodig, M. Groat, L. Mankouche, S. "An Interview with Steven Mankouche," In Brkovic Dodig M. and Groat, L. (eds.) *The Routledge Companion to Games in Architecture and Urban Planning: tools for design, teaching, and research.* New York: Routledge, 2020.

Groat, L. and Wang, D. *Online Manual for: Architectural Research Methods, second edition*. http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470908556.html (Requires Wiley account for access.)

Groat, L. and Wang, D. *Architectural Research Methods*. New York, NY: John Wiley & Sons, (2002, second edition, 2013); Chinese Edition published in 2005, 2013; Persian editions, 2008; 2013.

Groat, L. and Ahrentzen, S. Alternative Visions of the Architecture Discipline: The Perspective of Faculty Women. In A. Piotrowski and J. Robinson (ed.) *The Discipline of Architecture.* Minneapolis, MN: University of Minnesota (2001).

Groat, L. "The Architect as Artist? Scientist? or Something Else? implications for architectural education," In K.D. Moore (ed.) *Culture—Meaning—Architecture: Critical Reflections on the work of Amos Rapoport.* Aldershot, UK: Ashgate, 2000.

Groat, L. "The Designer's Role: Serving, Educating or Cultivating the Client?" In P. Knox and P. Ozolins (eds.) *Design Professionals and the Built Environment: An Introduction*. Chichester, UK: John Wiley Ltd, 2000.

Groat, L. (ed.) (1995). *Giving Places Meaning.* London: Academic Press.

Groat, L. (1995) "Introduction: Place, Aesthetic Evaluation, and Home," In Groat, L. (ed.) (1995). *Giving Places Meaning.* London: Academic Press, p. 1-26.
.
Groat, L. (1994). Carbuncles, Columns, and Pyramids: Lay and Expert Evaluations of Contextual Design Strategies. In B. Scheer and W. Preiser (eds.) *Design Review: Challenging Urban Aesthetic Control,* pp. 156-164. New York: Chapman & Hall.

Groat, L. and Despres, C. (1991). The Significance of Architectural Theory for Environment-Behavior Research. In G. Moore and E. Zube (eds.), *Advances in Environment, Behavior, and Design: Vol. 3,* pp. 3-52. New York: Plenum Press.

> Reviewed in:
> P. Hubbard (1992). *Journal of Environmental Psychology*, 12: 269-79.
> M. Symes (1991). *Advances in Environment, Behavior and Design, Vol. 3*: 103-111.

Groat, L. (1988). Contextual Compatibility in Architecture: An Issue of Personal Taste? In J. Nasar (ed.), *The Visual Quality of the Environment: Theory, Research and Application:* pp. 228-253. Cambridge, England: Cambridge University Press.

> Reviewed in:
> D. Amadeo (1989). *Environment & Behavior*, 21: 781-786.
> C. Whitehead (1989). *Journal of Environmental Psychology,* 9: 257-68.

Groat, L. (1988). Contextual Compatibility in Architecture. In D. Canter, M. Krampen and D. Stea (eds.), *Ethnoscapes: Transactional Studies in Action and Place,* pp. 215-229. Aldershot, England: Gower Publishing.

Canter, D., Brown, J. and Groat, L., (1985). The Multiple Sorting Procedure. In M. Brenner, and D. Canter (eds.), *The Research Interview*, pp. 79-114. London, England: Academic Press.

2.1.2 Articles

Groat, L. and Stern, L. (2000) Cultivating Organizational Values: A New Model for Workplace Planning, *The Journal for Quality and Participation,* 23:5, Winter, pp. 17-21.

   Republished (2002) 25:4 pp. 40-43, for a special issue on "maintaining values-based organizations. [This issue] presents a unique twist to the equation-how workplace design and planning affect strategic style, organizational culture, workplace practices, and employee performance."

Groat, L. (2000) Civic Meaning: The Role of Place, Typology and Design Values in Urbanism, *Carolina Planning,* Winter, pp. 13-25.

Montgomery, S. and Groat, L. (1998) "Learning Style Models and Their Implications for Teaching," CRLT Occasional Papers Series, University of Michigan.

Dutton, J., Groat, L., Hassinger, J., Lempert, L., and Riehl, C. Book review: Richardson's *Fields of Play, Qualitative Sociology*, 21:2, pp. 195-203.

Groat, L. and Ahrentzen, S. (1997) Voices for Change in Architectural Education: Seven Facets of Transformation from the Perspectives of Faculty Women, *Journal of Architectural Education*, Vol. 50/4, pp. 271-285.

> Reviewed in:
> Jenkins, D. (1997) Women Faculty: Marginal ...or Transformational Leaders? *Women in Higher Education,* June, 1997, p. 19-20.
> Discussed in:
> Kaplan, M. "Letter to the Editor," *Journal of Architectural Education*, February, 1998, 51/3, p. 210.
> Bussel, A. (1995). Women in Architecture: Leveling the Playing Field, *Progressive Architecture*, November, 1995, p. 86 (based on earlier version of this material in a 1994 conference paper).

Groat, L. and Ahrentzen, S. (1996) Reconceptualizing Architectural Education for a More Diverse Future: Perceptions and Visions of Architectural Students, *Journal of Architectural Education,* Vol. 49/3, pp. 166-183.

> Discussed in:
> Seidler, J.J. (1996) A Building of Her Own: Women Architects are Changing Their Field, *US News and World Report,* October 14, 1996, p 68.
> Boyer, E. and Mitgang, L. (1996) *Building Community: A New Future for Architecture Education and Practice.* Princeton, NJ: The Carnegie Foundation, pp. 100-101.
> Bussel, A. (1995). Women in Architecture: Leveling the Playing Field, *Progressive Architecture*, November, 1995, p. 86.
>
> Dixon, J. (1994). Research Study: Architecture Students, sidebar to A White Gentleman's Profession, *Progressive Architecture,* November, 1994 (Synopsis of early findings of the NEA study of architecture students), p. 59.
>
> In addition to my own presentations listed in section 2.3, research conclusions have been presented by:
> Ahrentzen, S. (1997) Seeking Diversity in Architectural Education: Keynote address at the 4th Annual AIA Diversity Conference, Seattle, WA, August, 1997.

Groat, L. (1993). Architecture's Resistance to Diversity: A Matter of Theory as Much as Practice, *Journal of Architectural Education* 47/1, 3-10.

Groat, L. (1992). Rescuing Architecture from the Cul-de-Sac, *Journal of Architectural Education*, Vol. 45/3, 138-146.

Ahrentzen, S. and Groat, L. (1992). Rethinking Architectural Education: Patriarchal Conventions and Alternative Visions from the Perspective of Women Faculty, *Journal of Architectural and Planning Research,* 9/2, 95-111.

Discussed in:
> Boyer, E. and Mitgang, L. (1996) *Building Community: A New Future for Architecture Education and Practice.* Princeton, NJ: The Carnegie Foundation, p. 97.
> Hirsch, J.(1994) A Case in Point: Architectural Education, *Women in Higher Education*, October, 1994, p.6.

Groat, L. (1987). Recent Developments in Architectural Theory: Implications for Empirical Research, *Journal of Environmental Psychology,* 7:1, 65-76.

Groat, L. (1984). Public Opinions of Contextual Fit, *Architecture: The AIA Journal,* November, 72-75.

Groat, L. (1983). Measuring the Fit of New to Old, *Architecture: The AIA Journal,* November, 58-61.

> Reviewed in:
> _____ (1984). Editorial, *Architecture Australia*, July, p. 23.

Groat, L. (1982). Meaning in Post-Modern Architecture: An Examination Using the Multiple Sorting Task, *Journal of Environmental Psychology,* 2:1, 3-22.

Groat, L. (1981). Meaning in Architecture: New Directions and Sources, *Journal of Environmental Psychology,* 1:1, March, 73-85.

McLaughlin, H., Groat, L., and Schwarz, K. (1980). Economics of Private Rooms Change, *Modern Healthcare,* May, 66-70.

Groat, L. and Canter, D. (1979). Does Post-Modern Architecture Communicate? *Progressive Architecture,* December, 84-87.

Groat, L. (1974). Letter from Berkeley, *Architecture Plus*, January/February, 92-95.

2.1.3 Refereed Conference Proceedings

Omidfar, A., Niermann, M. and Groat. L. (2015) The Use of Environmental Aesthetics in Subjective Evaluation of Daylight Quality in Office Buildings. Proceedings of the IES, Illuminating Engineering Society, Annual Conference, Indianapolis, IN.

Wang, D. and Groat, L. (1998) Towards an Interdisciplinary Theory of Place: Expanding Norberg-Schulz' Genius Loci with Concepts from Environmental Design Research and

Philosophy, *Proceedings of the Association of Collegiate Schools of Architecture.* Washington DC: ASCA.

Groat, L. (1997) Rethinking Architectural Education. *Proceedings of the Negotiating Architectural Education symposium.* Minneapolis, MN: College of Architecture and Landscape Architecture, University of Minnesota, pp. xvii-xxi.

Groat, L. (1995). Futures Both Bleak and Bright. In A. Seidel (ed.) *Proceedings of the Environmental Design Research Association Annual Conference.* Oklahoma City, OK: EDRA.

Groat, L. (1994). The Future of Architectural Education in the Post-Industrial World, *Proceedings of the ACSA East Central Regional Conference.* Southfield, MI: Lawrence Institute of Technology.

Groat, L. (1992). Reconceptualizing Architectural Education: The Necessity for a Culturalist Paradigm. In T. Donais, T. Boddy, and E. Kayari (eds.) *Architecture + Culture: Proceedings of the International Research Symposium,* pp. 259-264. Ottawa, Canada: Carleton University.

Terzides, C. and Groat, L. (1992). Architecture and Utopia in the Electronic Age. In T. Donais, T. Boddy, and E. Kayari (eds.) *Architecture + Culture: Proceedings of the International Research Symposium,* pp. 285-289. Ottawa, Canada: Carleton University (Co-author with doctoral student).

Groat, L. (1992). Challenges to Design Review: Complexities and Contradictions in Lay and Expert Perceptions of Compatibility Among Buildings. In B. Lightner and W. Preiser (eds.) *Proceedings of the International Symposium on Design Review,* pp. 79-90. Cincinnati, OH: University of Cincinnati.

Groat, L. (1991). Defining Liberal Education in the Context of Architectural Education. In D. Domer and K. Sprekelmeyer (eds.) *The Liberal Education of Architects: Proceedings of a Symposium sponsored by the Graham Foundation for Advanced Studies in the Fine Arts,* pp. 67-69. Lawrence, KS: University of Kansas.

>   Reviewed in:
>   H. Gottfried (1991-92). *The Structurist,* No. 31-32, pp. 148-150.

Groat, L. (1989). Teaching Contemporary Architectural Theory: + or - Critical Thinking. In J. Hancock and W. Miller (Eds.) *Debate and Dialogue: The Proceedings of the Association of Collegiate Schools of Architecture,* pp.153-57. Washington, DC: Association of Collegiate Schools of Architecture,.

Groat, L. (1989). Analyzing Compositional Principles in the Service of Environmental Design Research. In G. Hardie, R. Moore and H. Sanoff (eds.) *Changing Paradigms: The Proceedings of the 20th Conference of the Environmental Design Research Association,* pp. 33-40. Oklahoma City, OK: Environmental Design Research Association.

Groat, L. (1987). Contextual Compatibility: An Issue of Composition, Not Replication. In T. Beeby and A. Plattus (ed.) *Architecture and Urbanism: The Proceedings of the Association of*

Collegiate Schools of Architecture, pp. 317-322**.** Washington, DC: Association of Collegiate Schools of Architecture.

Groat, L. (1987). Typology: A Basis for Enhancing the Domain of Architectural Research. In *Proceedings of the Annual Research Conference of the AIA/ACSA Council on Architectural Research.* Washington, DC: Association of Collegiate Schools of Architecture.

Groat, L. (1987). The Crisis of the Public Realm: Implications for Design Research. In J. Harvey and D. Henning (eds.), *EDRA 1987: Proceedings of the 18th Annual Conference and the Environmental Design Research Association,* pp. 182-187. Washington DC: EDRA.

Groat, L. (1984). The Meaning of the Past in Built Form. In P. Heyer and S. Grabow (eds.), *Architecture and the Future: Proceedings of the 72nd Annual Meeting of the Association of Collegiate Schools of Architecture,* pp. 271-279. Washington, DC: Association of Collegiate Schools of Architecture.

Groat, L. (1983). The Past and Future of Research on Meaning in Architecture. In D. Amadeo, J. Griffin, and J. Potter (eds.), *EDRA 1983: Proceedings of the 14th Annual Conference of the Environmental Design Research Association,* pp. 29-35. Washington, DC: EDRA.

> Reviewed in:
> D. Amadeo et al (1983). Editorial Comments, *EDRA 1983: Proceedings.*

Groat, L. (1983). Environmental Meaning: The Problem of Contextual Fit. In D. Amadeo, J. Griffin, and J. Potter (eds.), *EDRA 1983: Proceedings of the 14th Annual Conference of the Environmental Design Research Association,* pp. 154-161. Washington, DC: EDRA.

2.1.4 Monographs

Groat, L. (ed.) (1991). *Post-Professional and Doctoral Education in Architecture.* Ann Arbor, MI: College of Architecture and Urban Planning. (Publication sponsored by the Graham Foundation for Advanced Studies in the Fine Arts and distributed to all architecture schools.)

Groat, L. (ed.) (1989). *Defining Architecture: An Autonomous or Interdisciplinary Endeavor? Proceedings of the 1989 ACSA East Central Regional Conference*. Ann Arbor, MI: College of Architecture and Urban Planning.

> Reviewed in:
> E. Wolner (1990). *Journal of Architectural Education,* 43:2, 54-55.

Minor Publications

Groat, L. and Stern, L. (2000) Values and a New City Hall, *The Ann Arbor News,* November 4, 2000, p. B11.

Groat,L., Schermer, B. and Wang, D. (1998) Arch 316: Design Fundamentals. In G. Bizios (ed.)

Architecture Reading Lists and Course Outlines, Vol. 4 (Chapel Hill:, NC: Eno River Press).

Groat, L. and Sutton, S. (1996) "Excellence in Architecture: A Self-Assessment and Visioning Process for Architectural Curricula." In S. Ahrentzen and J. McCoy (eds.) Doing diversity: A Compendium of Architectural Courses Addressing Diversity Issues in Architecture. Washington:DC: Association of Collegiate Schools of Architecture, pp. 71-75.

Groat, L. (1994) Arch 509: Creating Places. In G. Bizios (ed.) *Architecture Reading Lists and Course Outlines*, *Vol. 3* (Chapel Hill, NC: Eno River Press).

Groat, L. (1993). Research in Academics and Practice, Institutional Frameworks 2: The University of Michigan, *Harvard Architectural Review*, Vol 9, pp. 118-119. New York: Rizzoli.

Ahrentzen, S. and Groat, L. (1992). Women Architects in the Academic and Professional Context,
Design Book Review, Vol. 25, Summer, pp. 10-11. (Excerpted from S. Ahrentzen and L. Groat, *Status of Faculty Women in Architecture: Results and Recommendations*. Washington, DC: Association of Colleagiate Schools of Architecture, 1990.)

Groat, L. (1989). Beyond Comprehensive: Creating a College That Is More Than the Sum of Its Parts, *Portico,* Vol. 6, No. 1, Fall, p. 4.

Groat, L. (1984). Book review: Architecture and the Crisis of Modern Science (A. Perez-Gomez). *Journal of Environmental Psychology,* 4(2), 183-187.

2.1.6 Design Project Publications

"IBM Santa Teresa Laboratory." *Print Casebooks 3: The Best of Environmental Graphics,* 1978/ 79, (project manager for environmental graphics).

Temko, A. "IBM's New Palace of Technology." *San Francisco Chronicle,* June 26, 1978, (member of design team).

"Honor Awards, 1978." *AIA Journal*, mid-May, 1978, (Member of design team, with primary responsibility for color design and materials specification).

"IBM's Santa Teresa Laboratory." *Architectural Record,* August, 1977, pp. 99-104, (Member of design team, with primary responsibility for color design and materials specification).

"Color is the Signal." *Domus,* November, 1970, p. 22, (Sole designer of supergraphic design).

2.1.7 Theses

Groat, L. (1985). *Contextual Compatibility in Architecture: A Study of Environmental Meaning,* Ph.D. dissertation, University of Surrey, 418 pp.

Groat, L. (1979). *A Study of Meaning in Contemporary Architecture: Do Post-Modern Buildings Really Exist for Anyone Besides Architectural Critics*? M.Sc. thesis, University of Surrey, 223 pp.

2.1.8 Reports of Administrative and Professional Work

Code of Conduct for Diversity in Architectural Education. Washington, DC: Association of Collegiate Schools of Architecture, 1994 (Co-author, as chair of task force, distributed to all architectural faculty members).

> Discussed in:
> Boyer, E. and Mitgang, L. (1996) *Building Community: A New Future for Architecture Education and Practice.* Princeton, NJ: The Carnegie Foundation.

Proposal for the Transfer of the Ph.D. Program in Urban, Technological and Environmental Planning (UTEP), College of Architecture and Urban Planning, University of Michigan, January, 1989 (Co-author).

Proposal for Revisions to the Doctoral Program in Architecture. Ann Arbor, MI: College of Architecture and Urban Planning, University of Michigan, February, 1989 (Co-author).

Strategic Planning Report, College of Architecture and Urban Planning, University of Michigan, June, 1988 (Primary author, excluding section 3.4, Financial Resources).

2.1.9 Work in Progress

Dodig, M.B. and Groat L.N. Initiation of work on a solicited book chapter on place experience, a focus of much of the first decade of my research and the basis for my course Theorizing Place.

Groat, L. "Canter's Model of Place: It's Enduring Value for Teaching and Research," Chapter developed for D. Youngs (ed.) *Psychology That Counts: Readings in Applied Psychology*, Aldershot, UK: Ashgate, accepted for inclusion, publication not confirmed; will resubmit to peer-reviewed journal if book publication is not confirmed.

2.2 SPONSORED RESEARCH

2.2.1 Grants Received

Groat, L. (2018) *Publication Subvention Grant for The Routledge Companion for Games in Architecture and Urban Planning: tools for design, teaching and research,* (Routledge), Office of Research Faculty Grants and Awards Program, U-M, $3514.00; and Taubman College of Architecture and Urban Planning, U-M, $3514.00.

Groat, L. (2012-2013) Publication Subvention Grant for*, Architectural Research Methods, 2nd Edition*, (Wiley), Office of the Vice-President for Research, U-M, $2000.00; and Taubman College of Architecture and Urban Planning, U-M, $2800.00.

Groat, L. (2010) "A New Edition of *Research Methods in Architecture*," Rackham, Graduate School Spring/Summer Research Grant, University of Michigan, $6000.00.

Chamberlin, J. and Groat, L. (2005-6) "Socialization of Students in Architecture," and Doctoral Program and Professional Program evaluations, funding received from Program Chairs, Taubman College of Architecture and Urban Planning, $3600.00.

Groat, L. (2005), "Civic Meaning in Gated and New Urbanist Communities in the US and Turkey," Rackham, Graduate School Spring/Summer Research Grant, University of Michigan, $4000.00.

Groat, L. and Lusk, A. (2002-3) "Designing for a Healthy America," J.M. Kaplan Fund, $5000.00.

Groat, L. and Lusk, A. (2002) "Dissemination of Bus and Bus Stop Design Research," Ann Arbor Transportation Authority (AATA), $4000.00.

Groat, L. (2001), Publication subvention Grant for *Architectural Research Methods* (Wiley), Office of The Vice-President for Research, U-M, $1000.00; Doctoral Program, Taubman College of Architecture and Urban Planning, $614.75.

Groat, L. (2000), Manuscript Development Support for Architectural Research Methods (Wiley), Office of the Provost, U-M, Discretionary funds to support research assistant, $3000.00.

Hassinger, J. Groat, L. and Reed, B. (2000) "Women Talking Work and Diversity: Preparing Women Professionals for the Twenty-first Century," Gilbert Whitaker Fund for the Improvement of Teaching (Center for Research on Learning and Teaching and the Provost's Office, U-M), a second stage award based on the outcome of the 1999 grant of the same name, $25,000, WTW pilot course during winter 2002.

Groat, L. (1999) "The Hidden Value of Relational in Architectural Education: the Contributions of Women Faculty," Seed Grant Program, Institute for Research on Women and Gender, U-M, $1300, continuing analyses ongoing.

Groat, L. and Lusk, A. (1999) "Personal Safety and the Related Issues the Use of Urban Transit Buses," Ann Arbor Transit Authority, $16,549, provided tuition and stipend for doctoral student.

Hassinger, J., Groat, L. and Reed, B. (1999) "Women Talking Work and Diversity: Preparing Women Professionals for the Twenty-first Century," Gilbert Whitaker Fund for the Improvement of Teaching (Center for Research on Learning and Teaching, U-M), $5000.00.

Groat, L. and Lusk, A. (1998) "Personal Safety and the Related Issues Affecting the Use of Urban Transit Buses," Great Lakes Center for Truck Transportation Research (U-M) and Ann Arbor Transit Authority, $39,500. Provides tuition and stipend for doctoral student's research.

Groat, L. (1998) "The Hidden Value of Relational Practice in Architectural Education: The Contributions of Faculty Women," Spring/Summer Research Grant, Horace H. Rackham School of Graduate Studies, $3000.00.

Groat, L. (1996) "The Studio Model: Opportunities and Challenges in Architecture and Other Fields," Faculty Associate award, 1996-97, Center for Research on Learning and Teaching, University of Michigan, release time provide by CRLT.

Groat, L. and Sutton, S. (1996) "Excellence in Architecture," a semester-long project including student/faculty workshops, symposium of external speakers, and survey of architecture program students, Whitaker Fund for the Improvement of Teaching, University of Michigan, $5000.00.

Groat, L. (1995) Career Development Fund for Faculty Women (for faculty women whose time has been disproportionately allocated to service and/or teaching assignments), Office of the Provost, University of Michigan, $5000.00.

Ahrentzen, S. and Groat, L. (1992). *Uncovering the Hidden Curriculum in Architectural Education for Women and Minorities,*" National Endowment for the Arts, $30,000. (Two proposals previously submitted in 12/91.)

Groat, L. (1992). Faculty Recognition Award, Horace H. Rackham School of Graduate Studies and Office of the Vice President for Research, University of Michigan, $3,000.

Groat, L. and Ahrentzen, S. (1991). *Myth, Reality and Alternative Visions in Architectural Education: The Hidden Voices of Women Faculty,* Graham Foundation for Advanced Studies in the Fine Arts, 1991, $9,646.

> Groat, L. (1992). Supplemental funding for the Graham Foundation study cited above. Office of the Vice President for Research, University of Michigan, $3400.

Groat, L. (1991). *Architectural Symbolism in Post-Modern Culture,* Doctoral Program Research Partnership, University of Michigan, 1991, $4,000.

Groat, L. and Ahrentzen, S. (1991). *Status of Faculty Women in Architecture.* Association of Collegiate Schools of Architecture, University of Wisconsin-Milwaukee, and University of Michigan, 1990-1991, $14,953.

Groat, L. (1982). *A Study of Contextual Fit in Architecture*. National Endowment for the Arts, Design Arts Program, $22,000.

Groat, L. (1981). *Contextual in Architecture.* Research Incentive Program, University of Wisconsin-Milwaukee, $2,500.

2.2.2 Reports of Completed Research

Ahrentzen, S. and Groat, L. (1994). *Uncovering the Hidden Curriculum in Architectural Education for Women and Minorities: Final Report to National Endowment for the Arts.* Milwaukee: WI: University of Wisconsin-Milwaukee, 97 pp.

Groat, L. and Ahrentzen, S. (1994). *Myth Reality and Alternative Visions in Architectural Education: Final Report to the Graham Foundation.* Ann Arbor, MI: University of Michigan.

Ahrentzen, S. and Groat, L. (1990). *Status of Faculty Women in Architecture Schools: Survey Results and Recommendations, Final Report.* Washington, D.C.: Associate of Collegiate Schools of Architecture.

> Discussed in:
> Hirsch, J.(1994) A Case in Point: Architectural Education, *Women in Higher Education*, October, 1994, p.6.

> Excerpted in:
> Ahrentzen, S. and Groat, L. (1992). Women Architects in the Academic and Professional Context, *Design Book Review,* Vol. 25, Summer, pp. 10-11.

Groat, L. (1984). *Contextual Compatibility in Architecture: An Investigation of Non-Designers' Conceptualizations.* Milwaukee: University of Wisconsin-Milwaukee, Center for Architecture and Urban Planning Research.

2.3 PRESENTATIONS AND LECTURES

2.3.1 Peer-Reviewed Papers and Presentations at Academic/ Professional Meetings

Erfani, K. and Groat, L.N. "Age, Place, and Health: Understanding the impacts of techno-spatial domestic environments on older adults' quality of life" a proposal accepted for presentation at EDRA 53 Clemson (Environmental Design Research Association) annual meeting, June, 2022.

Groat, L. "The Distinctive and Complementary Relation between Design and Research," paper presentation for a symposium titled Enriching Environmental Design Research for the Environmental Design Research Association, Providence, RI, May, 2013.

Groat, L. and Stern, L. "Cultivating Client Values: A New Model for Workplace Designers," NEOCON, Chicago, IL, June, 2001.

Kim, J. and Groat, L. "Community Identity in Neotraditional and Conventional Suburban Developments," for a symposium on Urban Design Aesthetics, Environmental Design Research Association, San Francisco, May, 2000 (presented by J. Kim).

Linker, M., Dutton, J., Feldman, M., Groat, L., Hassinger, J., Lempert, L. and Reed, B., "Finding 'Safe Space' in the Academy," 13th Annual international Conference on Women in Higher Education, New Orleans, January, 2000 (presented by M. Linker).

Groat, L. and Stern, L. "Creating a Physical Environment that Fosters Your Organizational Values," the 1999 International Conference on Business and Consciousness, Acapulco, Mexico, November, 1999.

Lusk, A. and Groat, L. "Bus Riders' Perceptions of Personal Safety: Investigating the Effect of Bus and Bus Design Modifications, " Association of Collegiate Schools of Planning, Chicago, October, 1999 (presented by A. Lusk).

Groat, L. and Stern, L. "The Business School Alliance: Enhancing the Role of E&B in Architectural Curricula," a paper presentation for the Environmental Design Research Association Conference, Orlando FL, June, 1999.

Groat, L. (session organizer), Ahrentzen, S. and Anthony, K., "Celebrating Multiple Diversities in Education and Practice," a special focus session for the Association of Collegiate Schools of Architecture Annual Meeting, *Legacy and Aspirations: Considering the Future of Architectural Education,* Minneapolis, March, 1999.

Wang, D. and Groat, L. May, 1998, Towards an Interdisciplinary Theory of Place: Expanding Norberg-Schulz' Genius Loci with Concepts from Environmental Design Research and Philosophy, International Conference of the Association of Collegiate Schools of Architecture, Rio de Janeiro, Brazil.

Anthony, K, and Groat, L. March, 1998, Buildings and Broads: Gender & Culture of Architectural Education and Practice, Environmental Design Research Association Conference, St. Louis, MO.

Groat, L. April, 1997. Teaching and Learning Styles in Architectural Education, a symposium titled Negotiating Architectural Education, College of Architecture and Landscape Architecture, University of Minnesota, Minneapolis, MN.

Groat, L. April 1994. Alternative Visions of the Architectural Discipline: The Perspectives of Faculty Women. (Symposium: Architectural Knowledge Structures, Studio and Sex) Knowledges: Production, Distribution, Revision. University of Minnesota, Minneapolis, MN.

Groat, L. October, 1992. Reconceptualizing Architectural Education: The Necessity for a Culturalist Paradigm, International Research Symposium on Architecture + Culture, Carleton University, Ottawa, Canada,.

Terzides C. and Groat, L. October, 1992. Architecture and Utopia in the Electronic Age, International Research Symposium on Architecture + Culture, Carleton University, Ottawa, Canada (Presented by Groat since Terzides unable to attend).

Groat, L. October, 1992. Challenges to Design Review: Complexities and Contradictions in Lay and Expert Perceptions of Compatibility Among Buildings, International Symposium on Design Review, University of Cincinnati, Cincinnati, OH.

Groat, L. April, 1992. The Isolating Atmosphere: A Myopic Vision of the Architectural Act. (Workshop: Gender, Race, Culture, and Ethnicity in Architectural Education) Environmental Design Research Association Annual Conference, Boulder, CO.

Groat, L. April, 1992. Socio-Environmental Studies at the University of Michigan, (Workshop co-organizer with Robert Marans and presenter: Evolving Roles of Socio-Environmental Studies in Architectural Education) Environmental Design Research Association Annual Conference, Boulder, CO.

Moore, G. and Groat, L. March, 1991. Toward the Integration of EBS and Design Theories. (Workshop co-organizer and commentator, R. Marans chaired as our substitute) Environmental Design Research Association Annual Conference, Oaxtepec, Mexico.

Groat, L. and Ahrentzen, S. January, 1991. Women in Architectural Education. Fourth Annual International Conference on Women in Higher Education, Hilton Head, SC.

Groat, L. August, 1989. Identity in Deconstructivist Architecture. (Symposium: Changing Images of Identity: Gender, Architecture, Art) Annual Convention of the American Psychological Association, New Orleans, LA.

Groat, L. April, 1989. Analyzing Compositional Principles in the Service of Environmental Design Research. (Symposium organizer and presenter: Architectural Theory as a Basis for Environmental Design Research: An Emerging Paradigm?) Environmental Design Research Association Annual Conference, Black Mountain, NC.

Groat, L. April, 1989. Invited Commentator. (Symposium: A Phenomenological Approach to Environmental Design Research) Environmental Design Research Association Annual Conference, Black Mountain, NC.

Groat, L. April, 1989. Defining the Scope of Architectural Research. (Symposium: What is Scholarship in Environmental Design) Environmental Design Research Association Annual Conference, Black Mountain, NC.

Groat, L. March, 1989. Teaching Contemporary Architectural Theory: + or - Critical Thinking. Annual Meeting of the Association of Collegiate Schools of Architecture, Chicago, IL.

Groat, L. August, 1988. Dual Coding in Post-Modern Architecture: Expert and Non-Expert Interpretations. (Symposium: Architecture, Art and Identity) Annual Convention of the American Psychological Association, Atlanta, GA.

Groat, L. July, 1988. The Significance of Architectural Theory for Environmental Design Research. (Symposium: Environment, Behavior and Design Theory) The International Association for the Study of People and Their Physical Surroundings, Delft, The Netherlands.

Groat, L. November, 1987. Typology: A Basis for Enhancing the Domain of Architectural Research. Annual Research Conference of the AIA/ACSA Council on Architectural Research, Boston, MA.

Groat, L. May, 1987. The Crisis of the Public Realm: Implications for Design Research. Environmental Design Research Association Annual Conference Conference, Ottawa, Canada.

Groat, L. May, 1987. Architectural Theory as a Basis for Environmental Design Research. (Workshop: Environment-Behavior and Design Theories: Foundations for Architectural Research) Environmental Design Research Association Annual Conference, Ottawa, Canada.

Groat, L. May, 1987. Lay and Professional Concepts of Type. (Workshop: Different Meanings and Applications of the Concept of Building Type) Environmental Design Research Association Annual Conference, Ottawa, Canada.

Groat, L. March, 1987. Contextual Compatibility: An Issue of Composition, Not Replication. Annual Meeting of the Association of Collegiate Schools of Architecture, Los Angeles, CA.

Groat, L. May, 1986. Contextual Compatibility: A Study of Meaning in the Urban Environment. National Meeting of the Association of American Geographers, Minneapolis, MN.

Groat, L. 1985. Non-Designers' Conceptualizations of Contextual Fit: Three Case (Symposium organizer and presenter: Environmental Meaning--Case Studies of Contextual Fit in the Urban Landscape) The Environmental Design Research Association Annual Conference, New York, NY.

Groat, L. 1985. The Integrative Design Studio: Merging Programming and Design Process. (Workshop: Integrating Teaching of Programming with Architectural Design Process) Environmental Design Research Association Annual Conference, New York, NY.

Groat, L. 1984. Strategies for Contextual Design: A Partial Order Scalogram Analysis. International Association for the Study of People and Their Physical Surroundings, Berlin, Germany.

Groat, L. 1983. The Past and Future of Research on Meaning in Architecture. Environmental Design Research Association Annual Conference, Lincoln, NE.

Groat, L. 1983. A Study of the Perception of Contextual Fit in Architecture. (Symposium organizer and presenter: Environmental Meaning: The Problem of Contextual Fit) Environmental Design Research Association Annual Conference, Lincoln, NE.

Groat, L. 1983. The Meaning of the Past in Built Form. West Central Regional Meeting of the Association of Collegiate Schools of Architecture, Minneapolis, MN.

> Selected for presentation at: Annual Meeting of the Association of Collegiate Schools of Architecture, Charleston, SC., March, 1984.

Groat, L. 1983. The Model of Place: Resolving the Paradigm Shift from Function to Interpretation. West Central Regional Meeting of the Association of Collegiate Schools of Architecture, Minneapolis, MN.

Groat, L. 1982. A Report on Research on Contextual Fit in Architecture. Environmental Design Research Association Regional Symposium, University of Illinois, Champaign-Urbana, IL.

Groat, L. and Canter D. 1981. Uses of the Multiple Sorting Task: Linking Research and Practice. Environmental Design Research Association Annual Conference, Ames, IA.

Groat, L. 1979. Post-Modernism and the Multiple Sorting Task. International Conference on Environmental Psychology, University of Surrey, Guildford, England.

2.3.1 Invited Lectures and Presentations

Groat, L.N. "Invited Presentation," for the ACSA Distinguished Professor Session, 111th ACSA Conference, St. Louis, MO., March 31, 2023.

Groat, L.N. "Invited Lecture," for the faculty of Design Sciences of the University of Antwerp in Belgium:
- Keynote lecture (Online) as part of a doctoral day for all PhD candidate students and staff members at the "Methodology in Design Research," November 15, 2022.
- Juried research Poster Presentations from the 25 doctoral candidates in Architecture, Urban Planning, Preservation, and Product Design in each of the four programs, and selected the First Place winner, November 15, 2022.

Groat, L. N. "Invited Lecture" in acceptance of the 2018 ARCC (Architectural Research Centers Consortium) James Haecker Award for Distinguished Leadership in Architectural Research. The 11-minute video lecture was shown on May 31, 2019, (having been recorded under the auspices of the Duderstadt Media Center) at the ARCC International Conference, May 29-June 1, 2019 Toronto, Canada.

Groat, L. "Lessons from Disneyland: The Experience of Place in People's Everyday Urban Environments," National Conference on Behind the Magic: 50 Years of Disneyland, Henry Ford Museum, Dearborn, MI, November 11, 2005.

Groat, L. "Building Values in Corporate Places," a presentation for a conference on Corporate Governance and sustainable Peace, sponsored by the William Davidson Institute, University of Michigan School of Business, November 2002.

Groat, L. and Stern, L. "Creating Workplaces and Planning Processes that Reflect Aspired Organizational Values," presentation for invited symposium on Values Assessments, organized by internationally recognized consultant, Richard Barrett. Asheville, NC, May, 2001.

Groat, L. and Stern, L. "Creating Places that Embody Organizational Values," for an invited symposium titled Space: Making Community, organized by internationally-recognized organizational consultant, Peter Block. Cincinnati, OH, May, 2000.

Groat, L. "Celebrating Multiple Diversities in Design Pedagogy," a workshop developed for the faculty of the College of Design, North Carolina State University, Raleigh, NC, September, 1999.

Groat, L. "An Overview of research Design and Methods," presentation to the inaugral class of North Carolina State University's College of Design Ph.D. Program, Raleigh, NC, September, 1999.

Groat, L. "Celebrating Multiple Diversities in Design Education," administrative retreat, School of Design, North Carolina State University, Raleigh, NC, May, 1999.

Groat, L. "Civic Meaning," an invited presentation for a symposium titled Traditional Urbanism Reconsidered, University of North Carolina, Chapel Hill, April, 1999.

Groat, L. "The Many Diversities of Architectural Education," invited presentation at the national AIAS (American Institute of Architects Students) FORUM, Ft. Lauderdale, FL, Nov. 25, 1998.

Groat, L. April, 1998, Making Architectural Education Work for Women--and Others. Featured Speaker at the Forum on Women in Architecture, University of Pennsylvania.

Groat, L. April, 1997, Rethinking Architectural Education. Keynote Speaker for symposium titled "Negotiating Architectural Education," sponsored by the College of Architecture and Landscape Architecture, University of Minnesota.

Groat, L. February, 1997, A Model of Place: Its Relevance for Organizational Culture," Interdisciplinary Committee on Organizational Studies (ICOS), University of Michigan.

Groat, L. February, 1996, Theory, Practice and Challenges for Architectural Education, lecture at University of Wisconsin-Milwaukee.

Groat, L. March, 1994. Futures Both Bleak and Bright. (Plenary Symposium: The Future of the Environmental Design Professions) Environmental Design Research Association Annual Conference, Austin, TX.

Groat, L. October, 1993. The Future of Architectural Education in the Post-Industrial World, (Plenary Speaker) ACSA East Central Regional Conference, Lawrence Institute of Technology, Southfield, MI.

Groat, L. May, 1993. Is Architecture at a Dead-End? How Theory Misleads Practice, 1993 Spring Lecture Series, College of Architecture and Landscape Architecture, University of Minnesota, Minneapolis, MN.

Groat, L. May, 1991. Changes in Architectural Education. Invited Conference Speaker, Women in Architecture, Washington University, St. Louis, MO.

Groat, L. October, 1990. Architectural Research in Academics and Professional Practice (Invited Symposium Speaker) On Architectural Research, Graduate School of Design, Harvard University, Cambridge, MA.

Groat, L. February, 1990. Compositional Principles for Contextual Design, Faculty of Environmental Design, University of Calgary, Calgary, Alberta, Canada, (School-wide presentation).

Groat, L. February, 1990. Three Questions for Architectural Research. (Symposium Panel: School of Architecture and Urban Planning and Research) 20th Anniversary Symposium, University of Wisconsin-Milwaukee, Milwaukee, WI.

Groat, L. January, 1989. The Architect's Reality. College of Architecture and Urban Planning, University of Michigan, Ann Arbor, MI.

Groat, L. November, 1987. Boulevards and Street Systems. Learning from Burnham: Conference sponsored by the Graham Foundation for Advanced Studies in the Fine Arts and the University of Illinois, Chicago, IL.

Groat, L. January, 1987. The Public Face of Buildings: Hierarchical Ordering in Facade Composition. College of Architecture and Urban Planning, University of Michigan, Ann Arbor, MI.

Groat, L. June, 1986. Good Manners on the Street: Design Strategies for Contextual Compatibility. School of Architecture, Portsmouth Polytechnic, England.

Groat, L. May, 1986. Good Manners on the Street: Design Strategies for Contextual Compatibility. College of Architecture, Georgia Institute of Technology, Atlanta, GA.

Groat, L. May, 1986. Good Manners on the Street: Design Strategies for Contextual Compatibility. School of Architecture and Landscape Architecture, University of Minnesota, Minneapolis, MN.

Groat, L. 1985. The Conceptual Structure of Contextual Compatibility as a Construct. Wisconsin Symposium on Environment and Behavior, University of Wisconsin-Milwaukee, WI.

Groat, L. 1985. Should Architectural Design Be Compatible with the Built Environment? Public meeting of the Wisconsin Society of Architectural Historians, Milwaukee, WI.

Groat, L. 1979. Do Post-Modern Buildings Really Exist for Anyone Besides Architectural Critics?" Western Addition Lecture Series, San Francisco, CA.

2.4 HONORS AND RECOGNITION

2.4.1 Awards

2023 ACSA (Association of Collegiate Schools of Architecture) Distinguished Professor Award; to recognize individuals that have had a positive, stimulating, and nurturing influence upon students; St Louis, MO, 31 March, 2023.

2018 ARCC (Architectural Research Centers Consortium) James Haecker Award for Distinguished Leadership in Architectural Research. The Haecker Award, named in honor of ARCC's founding Executive Secretary, recognizes an individual who has made outstanding contributions to the growth of the research culture of architecture and related fields including urban and regional planning, landscape architecture, and interior design.

Sarah Goddard Power Award, for distinction through leadership, scholarship and sustained service on behalf of women, University of Michigan, 1998.

Faculty Associate, Center for Research on Learning and Teaching (halftime appointment), University of Michigan, 1996-97.

Groat, L. (1995) Career Development Fund for Faculty Women (for faculty women whose time has been disproportionately allocated to service and/or teaching assignments), Office of the Provost, University of Michigan.

ACSA (Association of Collegiate Schools of Architecture) Service Award, for service as the East Central Regional Director, 1992-95.

ACSA Service Awards, for service on the editorial board of *Journal of Architectural Education,* 1989-92; 1992-95 (for service on two 3-year terms).

Faculty Recognition Award, Horace H. Rackham School of Graduate Studies and Office of the Vice President for Research, University of Michigan, 1992.

"IBM Santa Teresa Laboratory," *Print Casebooks 3: The Best of Environmental Graphics,* 1978/79 (Juried competition; project manager for environmental graphics).

"Honor Awards, 1978," *AIA Journal,* mid-May, 1978 (Juried competition; member of design team, with primary responsibility for color design and materials specification).

2.4.2 Recognition

Marquis Who's Who, A Lifetime of Achievement: our collection of prestigious listees, Vol. V11, 2020. Linda N. Groat, under Architecture/Construction/Design section, pp. 1-4, ISBN 978-0-8379-7804-8.

2020 Woman of the Year: Top 100 Registry: Business Leaders and Professionals.
"In recognition of outstanding efforts and achievements in the field of academia."

Albert Nelson Marquis Lifetime Achievement Award (Who's Who)
         https:wwlifetimeachievement.com/2019/02/12/linda-groat

Marquis Who's Who 2011, 2013, 2014 20th Anniversary for inclusion in several specialized issues, Berkeley Heights, NJ 07922.

Who's Who in America, 55th, 56th, 57, 58th, 61st Editions, Wilmette, IL: MacMillan Directory Division.

Who's Who in American Education, 2nd, 3rd, and 4th, 5th, 6th, and 7th Editions, Wilmette, IL: MacMillan Directory Division.

Who's Who in American Women, 17th, 18th, 19th, and 20th, 25th Silver, 26th Editions Wilmette, IL: MacMillan Directory Division.

Who's Who of Emerging Leaders in America, 3rd and 4th Editions, Wilmette, IL: MacMillan Directory Division.

Who's Who in the Midwest, 22nd, 23rd, 24th, 25th, 26th and Millennium Editions, Wilmette, IL: MacMillan Directory Division.

Who's Who in Science and Engineering, 2nd Edition, Wilmette, IL: MacMillan Directory Division.

International Who's Who of Professional and Business Women, 2nd Edition, Cambridge, England: International Biographical Centre, 1991.

The Who's Who of Women, 13th Edition, winter 1994/5, Cambridge, England: Internationale Biographical Centre.

2.4.3 News Accounts and Interviews

Great Lakes Radio Consortium, National Public Radio (2003) "Bigger Homes, Better Living?" interview regarding research on the family experience of home, broadcast on 22 May, 2003.

Jenkins, D. (1997) "Women Faculty: Marginal... Or Transformal Leaders?" *Women in Higher Education*, 6:6, June, 1997, p. 19. (News review of research by L. Groat and S. Ahrentzen).

Sieder, J. J. (1996) "A building of her own," U.S. News & World Report, October 14, 1996, pp. 66-68 (reference to research by S. Ahrentzen and L. Groat).

Bussel, A. (in press). Article on gender issues in architecture, *Progressive Architecture*, November, 1995 (Quotations and discussion of research by L. Groat and S. Ahrentzen).

_____ (1995). Inquiry. *ACSA Newsletter,* April, 1995 (Synopsis of early findings and status of research on gender and minority issues in architectural education by L. Groat and S. Ahrentzen.

Dixon, J. (1994). Research Study: Architecture Students, sidebar to A White Gentleman's Profession, *Progressive Architecture,* November, 1994 (Synopsis of early findings of the NEA study of architecture students).

Hirsch, J. (1994). A Case in Point: Architectural Education, *Women in Higher Education,* October, 3/10, p. 6 (Synopses of *ACSA Survey Results and Recommendations* and article in *Journal of Architectural and Planning Research*).

Popper, E. (1994). Symbols of American Dream: Roof Lines and Jacuzzis,*The New York Times,* June 5. (Extended reference to L. Groat's research on meaning in architecture based on interview)

_____ (1992). Study Critiques Master-Builder Mystique, *University Women*, Fall, pp. 5. Madison, WI: University of Wisconsin System Administration. (Synopses of ACSA *Survey Results and Recommendations* and article in *Journal of Architectural and Planning Research*)

Gallagher, J. (1991). Chipping the Glass Ceiling, *Detroit Free Press: Business Monday,* August 26, p. 6F. (Extended reference to ACSA Survey Results and Recommendations from interview)

Krause, J. (1985). No Decision: Harmony and Contrast Fight to a Draw, *The Milwaukee Journal,* Feb. 10, (Review of public debate featuring L. Groat as a speaker on contextual compatibility, sponsored by the Wisconsin Society of Architectural Historians).

3. TEACHING

3.1 COURSES TAUGHT AS PRIMARY OR MAJOR RESPONSIBILITY

3.1.1 At University of Michigan

Arch 506 Game On! Participatory Processes for Architecture, Urban Design and Planning. This seminar course focuses on the history of and current use of games as a participatory device to engage communities in the process of design on projects of significance for users and the public. 2019-present. Taught fall term 2022.

Arch 506, Research for Design Practices. The course introduces MArch and MSc students to the basics of research in architecture, with a particular emphasis on applied research for practice., 2015-present. Taught fall term 2022.

Arch 506, 724, Theorizing Place. This course, offered for the first time in 2002, focuses on how a theory of *Place* can inform our understanding of three important environments in everyday life: home, neighborhood, and community, 2004-present. Taught winter term 2023.

Arch 582 (formerly Arch 506) Alternative Practices: This course offers students the opportunity to investigate the range of career roles in architecture and allied fields that are emerging as a consequence of the changing social and economic context, 1999-present. Taught winter term 2023;

Arch 824 Area Seminar in Design Studies. This doctoral core course provides in-depth readings and discussions in Design Studies, including Environment-Behavior and design process research, 2003-present.

Arch. 813 Research Design and Methods. This doctoral level course provides an overview of basic principles in research design and strategies for students from all subject areas of the doctoral program in architecture, 1993-2017.

Arch 812 Theories in Architecture. This course examines the paradigms and schools of thought that frame the research enterprise, 2011.

Arch. 826 Area Seminar in Environment/Behavior. This doctoral core course provides in-depth readings and discussions in the E/B area, 1992-2002.

Arch 811-821 Orientation Seminar. This 1-credit doctoral core course has involved a combination of program faculty presentations and guest speakers, 2003-2007.

Arch. 712 Architectural Theory and Methods. This is the required, introductory core course for the Masters of Science program, 1995, 1997-2000.

Arch. 523 Theories of Meaning in Contemporary Architecture. This course examines recent developments in contemporary theory in architecture (post-1960) with particular emphasis on the issue of how architecture conveys meaning, 1988-96.

Arch. 316 Design Fundamentals. This is an introductory, required course in the first year of the professional program sequence; it is intended to introduce students to basic design principles and determinants of form, 1996.

Arch. 509 Creating Places: The Cultural Side of Architecture. This is an introductory course about the variety of ways in which people come to know, experience, manipulate, and inhabit their environments, 1993-94.

3.1.2 At University of Wisconsin-Milwaukee

Architectural Composition and Theory. This introductory, undergraduate course provides an historical perspective on issues of composition and theory.

Design Methods. This is a workshop course in which students are exposed to a range of design methods; the students then incorporate these methods in their design process as they work on weekly exercises.

Building Conservation. This lecture course introduces a range of topics, including: the cultural significance of conservation, legislative and policy issues, technical procedures, and design implications.

Building Conservation Studio. Course requirements for this senior/ graduate level studio include: 1) an historic documentation report and measured drawings for an historic building; 2)

a financial feasibility study for an adaptive use of the building; and 3) a design for the adaptive reuse of and contextual addition to the same building.

Integrative Design Studio. This graduate studio emphasizes the effective integration of the wide range of issues that have impact on architectural form, including: design principles and composition, construction technology, and behavioral factors.

Environment-Behavior Studio. This graduate course emphasizes the role of socio-cultural and behavioral factors in design.

Urban Design Studio. This required undergraduate studio emphasizes the design of housing, informed by the analysis of urban fabric and housing types.

Smaller-Than-Building Scale Studio. This required undergraduate studio focuses on design issues such as: design and application of building systems components; small-scale temporary structures; and interior design.

3.2 COURSES TAUGHT AS PART OF MULTI-FACULTY TEAM

3.2.1 At University of Michigan

Arch 316 Design Fundamentals. In addition to teaching this introductory, required course as a major responsibility, I have contributed short and limited segments to this course in other years, 1995, 1997.

Arch 811 Doctoral Program Orientation Seminar. In years when I am not coordinating this seminar, I provide one session to introduce students to my current research. Coordinator:

Arch. 812 Theory in Architectural Research. This doctoral core course provides a basic foundation to the field of inquiry in architecture. I have often contributed 1 or 2 classes for each of two areas: history/ theory and environment/ behavior.

Arch. 823 Area Seminar in Architectural History and Theory. This doctoral core course provides in-depth readings and discussions in the history/ theory area. I regularly contributed two sessions to this class, 1992-1998.

3.2.2 At University of Wisconsin-Milwaukee

Architecture and Human Behavior. Contributions of lectures to this introductory course on such topics as: meaning, office environments, and proxemics.

Theories in Architectural Research. Seminar presentations for this core course in the doctoral program on such topics as: an overview to environment-behavior studies, structuralism and semiotics, cognition, and meaning in architecture.

Advanced Research Methods. Seminar presentations, including: interview methods, facet theory, and multi-dimensional scaling.

3.3 DISSERTATION SUPERVISION AND ADVISING

3.3.1 Dissertation Chair

CAUP, University of Michigan

In Process	AlBader, B. "Campus Design Models in the Gulf Region: Two Case Studies (Kuwait, Saudia Arabia) *Defended Dissertation, fall term 2022.
In Process	Smith, Rebecca "Articulations of Power Through the Contemporary Sensing Array: Noise as a Temporal / Digital / Ecological Object" *Completed drafts of the first three dissertation chapters *Shortlisted for tenure-track faculty appointments in architecture elsewhere.
In Progress	Erfani, K. "Age, Place and Health: Understanding the impacts of techno-spatial domestic environments on older adults' quality of life." * Dissertation Defense scheduled for April 20, 2023. * Received One-Year Fellowship in Health&Design from the Treadwell Foundation.
In Progress	Wahid, A. "Urbanism and Policy: Equity and Inclusion" *Significant development of dissertation proposal, Winter 2023
In Progress (Co-chair)	Prastyatama, B. "Participatory Processes & Sustainable Housing" *Detailed outline of dissertation chapter structures and conceptual framework.
Bozkurt, E. (Co-Chair)	Participatory Housing Design in Turkey *Passed orals exam in the fall term, 2022.
Myers, H. (Co-Chair)	Health, Design, & Sustainability, Design Science Inter Departmental Program, Rackham-administered. *Passed preliminary exam, October 27, 2022 *Enrolled in my "Game On!" class, winter term, 2022
2020 (Co-chair)	Soleimani, B. *Design Frames: A Narrative and Network Approach*
2019	Morris, D. *Effects of Architectural Culture on Workplace Client Engagement: An Ethnography of Three Michigan Firms*
2018	Grabowska, S. *Secret Spaces and human Traces: Border-Crosser*

Architecture in the Sonoran Desert

2017	Ferguson, J. *Participatory Processes in Architectural Design in the Context of Public Library Projects* (expected completion 2017)
2016	Patel, K. *Practicing Lefebvre: the Work of Bernard Tshumi and Lucien Kroll*
2016	Niermann, M. *Perceptions of the "Churched" and "Un-Churched" in Contemporary non-Denominational Churches*
2015	Xu, Y. *Narrating Gatedness in Urban China: A Comparative Study of Physical, Cognitive, and Social Forms of the Work Unit and the Commodity Gated Communities*
2014 (Co-Chair)	Kickert, C. *Active Frontages--Attractive Cities*
2010	Chamberlin, J. *The Cultural Reproduction of Architecture: understanding the socialization process in architectural education*
2010 (Co-Chair)	Van Der Westhuizen, D., *Concepts of Space and Place Neighborhood Access Pedestrian Movement and Physical Activity in Detroit*
2009 (Chair)	Erkul, F., *Cross Cultural Analysis of Civic Meaning: Global Applications of New Urbanist Community Models*
2009 (Chair)	Mullard, P. N., *Domestic Space and the Role of Women in Thai Society: A Cultural Interpretation of the Feminine Realm*
2008 (Chair)	Adhya, A. *Exploring Public Realm: Understanding Publicness in Urban America*
2007 (Co-Chair)	Khirfan, L., *An Integrative Planning Model for Experience-Based Tourism* (Urban and Regional Planning)
2004 (Chair)	Battisto, D. *Environmental Influences on Aging in Place*
2003 (Chair)	Wilson, C. *The Edification of the Citizen: the Relationship between Architecture, Political Representation and the Making of the Public Realm*
2002 (Chair)	Behner, V. *Identity, Status, and Power: The Architecture of Contemporary Art Exhibition in Los Angeles*
2002 (Chair)	Barnes, J. *Flexible Work Arrangements: an Exploration of the Use of Physical Settings to share Knowledge*

2002 (Chair)	Lusk, A. *Guidelines for Greenways: Distance to, Features of, and Human Needs Met by Destinations on Multi-Use Corridors*
2002 (Chair)	Schermer, B. *Organization Clients and Architectural Communities of Practice: Material and Social Construction at the Chrysler Technology Center*
2001 (Chair)	Lara, F. *Popular Modernism: an Analysis of the Acceptance of Modern Architecture in 1950's Brazil*
2001 (Chair)	Kim, J. Meaning and *Sense of Community in Neo-Traditional and Suburban Developments*
2001 (Co-chair)	Elouti, B. *Towards a Form Processor: A Framework for Architectural Form Derivation Using a Formal Language Analogy*
2000 (Co-chair)	Proctor, C. *The Use of Community-Based Planning and the Policy Exercise to Explore Organizational Learning Capabilities*
1999 (Chair)	Duvakula, P. *A Tradition Rediscovered: An Interpretive Study of Meanings and Experiential Characteristics of the Traditional Thai House*
1997 (Chair)	Wang, D. *A Cognitive-Aesthetic Theory of Dwelling: Anchoring the Discourse on the Concept of Dwelling in Kant's Critique of Judgment*
1995 (Chair)	LaMarche, J. *The Subject as Object: The Architecture and Politics of the Imagined Subject in Twentieth Century Architectural Texts*

University of Wisconsin-Milwaukee:

1991 (Co-chair)	Despres, C. *Alternative to the American Dream: A Study of Shared Housing Options for Low- and Moderate- Income Non-Traditional Households*

3.3.3 M.Sc. Theses Chair

2003	Hartz, C., *Design Principles for Educational Facilities*
2003	Puri, R., *What Makes a Creative Place? An Inquiry into the Revitalization of Downtown Neighborhoods*
2000	Wilson, A., *Collaboration and the Practice of Architecture*
1996	Ramsay, D., *Place Participation and the Search for a New Paradigm of Architecture*

1996	Turkel, V. *Contrasting Models of Cultural Representation: the Detroit Institute of Art and the Toledo Museum of Art*

3.3.4 Dissertation/Thesis Committee Member

CAUP, University of Michigan:

In Process	Zuo, W. *Inclusionary Housing and Mixed-income Neighborhoods in Urban China* Continuing Advising 2022-2023
2018	Hamilton, E. *The Effect of Designed Environments in Encouraging Sustainable Practices*
2017	McAslan, D. *Neighborhood Walkability: Exploring the Connections between Transit and Walking in Seattle Neighborhoods* (Urban and Regional Planning)
2016	Rugkhapan, T. *Landscape and Urban Design Codes as Spatial Representation and Intervention in the Historic Districts of Three Southeast Asian Cities* (Urban and Regional Planning)
2016	Smith, B. *Without Walls: SCI-Arc and Los Angeles Architecture in the 1970s and 1980s*
2013	Hwang, Y. *Essays on Analytic Methods for Micro-Geography of the Workplace*
2012	Walsh, R. *The Origins of the Vancouver Model: the development of an urban typology and the role of the planning and architecture innovations*
2011	Ragheb, A., *Environmental Technology: Life Cycle Analysis for Buildings*
2009	Kaynar, I., *Spatial Layout Properties and the Museum Visit*
2006	Kabo, F. *An Integrative Framework for the Design and Implementation of Large Low-Cost Housing Projects*
2005	Guney, Y. *Appropriated "A La Franga" An analysis of the Turkish Modernization Experience Through the Lens of Domestic Culture*
2004	Nakamura, S. *Smart Thermal control system in Residential Buildings*

1998	Obasanjo, O. *The Impact of the Physical Environment on Adolescent Functioning in the Inner-City*
1997	Goodstein, E. *The Dialectics of Modernity, Post-Modernity and Sense of Place in the New South's New Orleans, 1884-1984*
1996	Wei, K.C. *Taoism in the Thought of Frank Lloyd Wright: A Study of Wright's Aesthetic Thought and Architectural Principles*
1995	Janz, W. *Building Nations by Designing Buildings: The Power Elite, Eero Saarinen and the Lincoln Center for the Performing Arts*
1995	Mangana, V. *Hellenicity and Westernization: Form and Meaning of Thessaloniki, Greece 1850-1940*
1994	Ranganathan, V. *How Good is Good: Residents' Satisfaction with Low Income Housing in India*
1994	Terzides, C. *Computer-Aided Extraction of Morphological Information from Architectural Drawings*
1993	Eleishe, A. *Contextualism in Architecture: A Comparative Study of Environmental Perception*
1993	Feng, J. *Beyond Form and Structure: A Study of Poetic Reflection of the Meaning and Experience of Chinese Architecture"*
1992	El-Rafey, M. *Housing in Egypt: Reconstruction of Women's Point of View*
1992	Liou, S.R. *A Systematic Computer-Aided Approach to the Description and Analysis of Architectural Precedent*

Outside TCAUP, University of Michigan:

2004	Sung, M., MFA in fiber art, (Dept of Art)
1997	Scandura, J. *Uncommon Ground: Nation, Self and Society in American Vernacular Modernism* (Dept of English, American Culture)
1993	Wolf, K. *Visual Assessment of the Lake Michigan Sand Dunes: An Evaluation of Residential Development* (School of Natural Resources)

1989	Frewald, D. *Preferences for Older Buildings: A Psychological Approach to Architectural Design* (Department of Psychology)

Other Institutions:

2015 (External Examiner)	Gjerde, M.T. *Street Perceptions: a Study of Visual Preferences for New Zealand Streetscapes* (Victoria University of Wellington, NZ)
2010 (External examiner)	Wheatley, D. *Branded Spaces: Mental Mapping Architectural Design and Experience* (PhD Dissertation at University of Sydney)
1994 (External examiner)	Xu, Y. *Systematic Knowledge of Place Generation and Categorization* (University of New South Wales, Australia)

3.4 GUEST CLASSROOM LECTURES AND CRITIQUES (OUTSIDE TCAUP)

Groat, L. 1999. Strategies and Tactics in Architectural Research, for the inaugural doctoral class, School of Design, North Carolina State University, Raleigh, NC, 1999.

Groat, L. April, 1994. The Perspective of Faculty and Student Women in Architectural Education, (Class: Feminist Perspective in Architecture) College of Architecture and Landscape Architecture, University of Minnesota, Minneapolis, MN.

Groat, L. December, 1989. Contextual Compatibility and Urban Design. (Classes: 1 undergraduate and 1 graduate class in Urban Design) University of Pennsylvania, Philadelphia, PA.

Groat, L. June, 1989. A Guided Tour of City Form. Alumni University Summer Program, University of Michigan, Ann Arbor, MI.

March, 1987, Guest Studio Juror, University of Illinois-Chicago Circle, Chicago, IL.

Groat, L. May, 1986. The Facet Theory Approach to Research *and* Current Issues in Architectural Theory and Research. (Classes: Ph.D. Program) College of Architecture, Georgia Institute of Technology, Atlanta, GA.

May, 1986. Guest Studio Juror, University of Minnesota, Minneapolis, MN.

Groat, L. 1983. Uses of the Sorting Task Interview Procedure. (Class: M.Sc. Program in Environmental Psychology) Department of Psychology, University of Surrey, Guildford, England.

Groat, L. 1982. Approaches to Research on Environmental Meaning. (Class: M.Sc. Program in Environmental Psychology) Department of Psychology, University of Surrey, Guildford, England.

Groat, L. 1980. Meaning in Modern and Post-Modern Architecture. (Class: Environmental Psychology) Department of Psychology, University of California, Berkeley, CA.

Groat, L. 1979. Meaning in Modern and Post-Modern Architecture. (Class: Environmental Psychology) Department of Psychology, University of California, Berkeley, CA.

Groat, L. 1975. Interior Design in Practice. (Class: Interior Design) Department of Interior Design, Solano Junior College, Solano County, CA.

4. SERVICE

4.1 ADMINISTRATION

1987-1992   Associate Dean, College of Architecture and Urban Planning, University of Michigan. Five major areas of responsibility are described below.

4.1.1 Academic Program Development

Primary responsibility for the initiation of and revisions to the College's academic programs, including:

Administrative Coordinator, Work Group on Doctoral Education in Planning: Development of the Proposal to Transfer the Ph.D. Program in Urban, Technological and Environmental Planning (UTEP) to the College of Architecture and Urban Planning.

Chair, Planning Committee for Doctoral Education in Architecture: Primary responsibility for development of proposal for revisions to the Doctoral Program in Architecture for approval by the Horace Rackham Graduate School.

4.1.2 Strategic Planning

Primary responsibility for coordinating the College's strategic planning process and its final documentation. Specific responsibilities included serving as the primary author of the College's Strategic Plan document and as administrative coordinator of several faculty task force groups which were instrumental in the development of the strategic plan. These included:

> Faculty Activities Task Force, Diversity Task Force, Administrative Structure Task Force, Master's of Science Task Force, Design Profile Task Force, Doctoral Education in Planning Task Force.

4.1.3 Research Development and Administration

Responsibility for oversight of the College's research development, including: representation at Research Associate Dean's Council, supervision of staff support for proposal preparation, and administration of research development and travel budget.

4.1.4 Affirmative Action

Responsibilities as Affirmative Action Coordinator for the College included: membership on the Council on a Multicultural University (COMU); as a member of COMU subcommittee, development of revisions to the University's Target of Opportunity Program; administration of University policy on discrimination and discriminatory harassment; promotion of the College's hiring and student recruitment goals; oversight of programs and events which foster diversity.

4.1.5 Program Administration

Administrative oversight for a variety of College activities which have a significant impact on the academic programs. This responsibility entailed ex-officio memberships on numerous CAUP committees, including:
> Executive Committee, Administrative Committee, Library Committee, Lectures/ Exhibitions Committee, Space and Planning Committee, and the Faculty Evaluation Processes Committee.

4.2 DIVERSITY INITIATIVES: U-M AND NATIONAL

Hassinger, J., Groat, L. and Reed, B. (1999; 2000) "Women Talking Work and Diversity: Preparing Women Professionals for the Twenty-first Century," Gilbert Whitaker Fund for the Improvement of Teaching (Center for Research on Learning and Teaching, U-M), $5000 for 1st phase; $25,000 for 2nd phase.
> The project is designed to increase the University's capacity to teach about organizational and professional life, with specific emphasis on the impacts of gender on workplace dynamics and women's lives.

Hassinger, J. Groat, L. et al, (1998) a proposal for expansion and continuation of the IPFP (Interdisciplinary Program n Feminist Practice), submitted to the Provost's Office, University of Michigan, preliminary approval with action pending.
> The goal of this proposal is to maintain and expand the IPFP as a support mechanism for women in all the U-M's professional schools and colleges.

Groat, L. and Ahrentzen, S. (1997) letter/ proposal to the National Architectural Accrediting Board (NAAB) for the 1998 Conditions and Procedures for professional degree programs in architecture.
Washington, DC: NAAB.
> Among other things, our proposal was to require a program self-assessment process, far more comprehensive than what typically takes place with student evaluations on a course-by-course basis. The rationale for this proposal is that many non-traditional students are not well served in programs that provide a relatively narrow curricular focus and pedagogy. The 1997-98 chair of NAAB has characterized this as "a significant change in the assessment process."

Groat, L., Hollenshead, C. and Wilt, J. (1997) "An Agenda for Women in Business and Architecture," proposal to the President's New Century Fund, U-M, not funded.
> The goal was to support program mechanisms and interventions to increase women's participation and success in education and leadership within the fields of business and architecture.

Groat, L. and Sutton, S. (1996) "Excellence in Architecture," a semester-long project including student/faculty workshops, symposium of external speakers, and a survey of architecture program students, Whitaker Fund for the Improvement of Teaching, University of Michigan
> The goal here was to provide a participatory process for faculty and students to conduct a comprehensive program-wide self assessment that focused on the following issues: 1) the increasingly varied roles in practice; 2) responsiveness to increasingly diverse populations; and 3) the fostering of collaborative interdisciplinary relationships. Student/ faculty workshops resulted in specific recommendations for programmatic reform.

Groat, L. (1995) "Summary Report prepared for the Educational Program Committee," results of a survey questionnaire of U-M architecture program students, using survey form developed by Ahrentzen and Groat for their funded research study (NEA) of architecture students.
> This report was disseminated to college and program administrators for curricular and program planning. Among other things, it analyzes the responses of U-M students according gender and ethnic groups, as well as in comparison to the 650-student sample in the NEA research.

Groat, L. et al (1992) Code of Conduct for Diversity in Architectural Education. Washington, DC: Association for Collegiate Schools of Architecture.
> The task force was charged with developing a code of conduct among ACSA member schools that would support the increase in demographic diversity innnn architectural education. This task force report was circulated to all ACSA faculty and administrators. It provides a rationale and guidelines for achieving diversity within ACSA member schools.

Groat, L. (1989-92) Chair, Women's Issues Task Force, Association for Collegiate Schools of Architecture.
> The task force was responsible for 1) development of recommendations for ACSA; 2) the maintenance of an ongoing network among women faculty; 3) oversight of meeting schedule and agendas for sessions at ACSA national meetings, and 4) the publication of a task force report.

4.3   ACADEMIC AND PROFESSIONAL SERVICE

4.3.1 To Academic Organizations, Journals, and Review Committees

Editorial Boards:

2005-2017   Editorial Board Member, Environment & Behavior

2012-2014	Editorial Board member, *Research and Application in Architecture and Urbanism*
1998-2010	Editorial Board member, *Architectural Theory Review*
1990-2005	Editorial Board member, *Journal of Architecture and Planning Research*
1990-2004	Editorial Board member, *Journal of Environmental Psychology*
1989-95	Editorial Board member, *Journal of Architectural Education*.
1989-94	Editorial Advisory Board member, *Advances in Environment, Behavior, and Design,* Plenum Press Series

Reviewing:

2021	Editorial Review for MIT Press (a fully formatted complete text for a book chronicling the history of iconic games, December 2021)
2020	Editorial Review for Routledge (a proposal for research methods for practitioners)
2019	Promotion Review to Full Professor, for University of Illinois, Urbana-Champaign
2018	Editorial Review for Urban Design International
2013	Editorial Review for *Journal of Architectural and Planning Research*
2011	Association of Collegiate Schools of Architecture paper submissions annual meeting
1998	*Design Studies*
1997	McGraw-Hill Publishers
1996	University of Illinois Press
1996, 1998	*Environment & Behavior*
1995-96	*Journal of Architectural Education*
1995, 1996	Division Board IV (Humanities and the Arts), Horace H. Rackham School of Graduate Studies, U-M
1995	Career Development Fund for Faculty Women, Office of the Provost,

University of Michigan

1995-96; 1990-92	Association of Collegiate Schools of Architecture paper submissions annual meeting
1994-6	Social Sciences and Humanities Research Council of Canada
1994-5	National Endowment for the Humanities
1994	Van Nostrand Reinhold Press
1993	*Environment & Behavior*, special edition on design review
1993	*Journal of Planning Literature*
1983-92	Environmental Design Research Association, paper submissions for annual conference
1991	Discretionary Fund Program, Office of the Vice President for Research, University of Michigan

Special Assignments and Elected Offices:

1997-2004	Faculty Councilor (for Architecture Program, University of Michigan), Association of Collegiate Schools of Architecture
1992-97	Accrediting team member, National Architectural Accrediting Board for University of Illinois-Chicago, 1998 for University of Texas-San Antonio, 1997 for City College, CUNY, 1996 for University of New Mexico, 1992
1995-96	Member, Task Force on Alternative Accreditation Models, Association of Collegiate Schools of Architecture
1994- 96	Member, Architectural Education Study Advisory Committee, Boyer Associates. This is a major 3-year study of architectural education sponsored by ACSA, AIA, NCARB, NAAB, and AIAS. I am one of 3 members appointed by ACSA to serve on this liaison committee for the duration of the study.
1992-95	Regional Director, East Central Region, Association of Collegiate Schools of Architecture, including the following committee assignments: executive director search (1995) elections/nominations (1994-95) awards (1994-95)

planning (1994-95)
task force on faculty councilor role (1993-95)
women's issues task force liaison (1993-94)

1995	Member of Executive Director Search Committee, Association of Collegiate Schools of Architecture
1990-92	Chair, Task Force, Code of Professional Conduct, Association for Collegiate Schools of Architecture.
1989-91	Chair, Women's Issues Task Force, Association for Collegiate Schools of Architecture.

Conference Organization:

1996	History/Theory Session Moderator, "Beyond Form: Rethinking Architecture," Association of Collegiate School of Architecture Annual Meeting, Boston, MA.
1993	Regional Papers Sessions Chair, Association of Collegiate Schools of Architecture Annual Meeting, Charleston, SC.
1991	Moderator, paper sessions at the Association of Collegiate Schools of Architecture Annual Meeting, Washington, D.C.
1991	Moderator, paper session at Plots and Plans, 8th Annual National Graduate Women's Studies Conference, University of Michigan, Ann Arbor, MI.
1990	Conference Coordinator, Symposium on Post-Professional Education in Architecture, College of Architecture and Urban Planning, University of Michigan, Ann Arbor, MI.
1989	Conference Chair, East Central Regional Meeting of the Association of Collegiate Schools of Architecture, University of Michigan, Ann Arbor, MI.
1989	Moderator, "Accessing Options," a symposium sponsored by the Society of Women Architects and Planners, University of Michigan, Ann Arbor, MI.
1988	Moderator and organizer, Symposium on Doctoral Education in Architecture, College of Architecture and Urban Planning, University of Michigan, Ann Arbor, MI.
1988	Moderator and organizer, panel discussion on "An Issue of Architectural Pedagogy: Training or Education?" Michigan Society of Architects Convention, Lansing, MI.

1988	Chair, Public Schools Administrators' Luncheon, Association of Collegiate Schools of Architecture Annual Meeting, Miami, FL.
1987	Chair and coordinator of peer review process for conference session, "Typology: A Basis for Enhancing the Domain of Architectural Research," at the Annual Research Conference of the AIA/ACSA Council on Architectural Research, Boston, MA.

Memberships in Professional Organizations:

Current:
Environmental Design Research Association

Past:
International Association for the Study of People and Their Physical Surroundings
American Institute of Architects (associate member)
Association of Women in Education, University of Wisconsin-Milwaukee
National Association for Women in Education
Organization of Women in Architecture, San Francisco
      member of the steering committee, 1974-75

4.3.2 Faculty Committees: University of Michigan (since 1992)

University-wide:

2004-2006	Member, University Diversity Council Member, Planning Committee Member, Task Force on Curriculum and Pedagogy
1999-2001	Co-Chair, Provost's Council on Student Honors, U-M In addition to the annual selection of university-wide nominees to the Rhodes, Marshall, and Mitchell Scholarship Programs, this assignment involved chairing various subcommittees to advance a "culture of honors" at the university.
2000	Rackham Graduate School, Pre-doctoral Fellowship Selection Review Committee
1998	Task Force to Review Policies for Awarding Undergraduate Honors, Office of the Provost
1997-2000	Faculty Council, Interdisciplinary Program on Feminist Practice
1997-2000	Gender and Organizations study group, Institute for Research on Women and Gender
1995-97	Faculty Grant and Fellowship Competition, Horace H. Rackham School of Graduate Studies

1994-98	Seminar on Teaching, Office of the Provost
	session facilitator, Teaching & Learning Styles, 1997
	member of the steering committee, 1995-96

College of Architecture and Urban Planning:

2021-2022	Lecturer Review Committee, Chair
	Primary responsibility for the most complicated case; and as chair of the committee, I provided extensive editorial suggestions for clarity and consistency.
2021-2022	
2020-2021	Special Tenure Review Committee (a second assignment ongoing)
2019-2020	Special Tenure Review Committee (continued into Spring/Summer)
2019-2020	Lecturer Review Committee
2018-2019	Lecturer Review Committee
2017-2018	Lecturer Review Committee
2010-2016	Promotion & Tenure Committee
2009-2010	Promotion & Tenure Interim Review Committee, Chair
2008-2009	Promotion & Tenure Committee
2006-2007	Doctoral Programs Collaboration Task Force (Co-Chair)
2000-2004	Promotion and Tenure Committee (Chair, 1/02-5/04)
2003	Dissertation Award Committee
1998-2000	Executive Committee
1998-99	Urban Design Planning Committee
1997-98	Architecture Programs Search Committee
1995-96	Diversity Committee, Chair
1994-95	Research Policy Committee
1994-95	Ad Hoc Committee on Clinical-Type Appointments
1993-94	Tenure Review Committee for Assistant Prof. Hille
1992-93	Contract Renewal Review Committee for Assistant Prof. Almy
1992-93	Committee on Faculty Rights and Responsibilities

Professional Program in Architecture:

2019	MArch Program Admissions (2yr.)
2017	MArch Program Admissions (2yr.)
2016	MArch Program Admissions (3yr.)
2014	MArch Program Admissions (2yr.)
1998-2003	ACSA Faculty Councilor
1996-97	Chair, Faculty Search Committee
1996, fall & 1995-96	Educational Program Committee
1994-95	Faculty Search Committee

Doctoral Program in Architecture:

2010-2014	Advisory Committee
2007-2008	Task Force on Publicity/ Poster Development

1995-2007	Advisory Committee
2004-present	Task Force on Curriculum Issues (Co-Chair, Practicum, Area Seminar, Exams)
2001-4	Design Studies Search Committee (Chair, 2003-4)
2003-2006	Admissions Committee (currently a function of the Advisory Committee
1997-2000 &	
95-96; 92-93	
1994-95	M.Sc. Committee
1992-93	Recruitment-Admissions Task Force
1992-93	Doctoral/ Professional Partnerships Task Force
	[This committee issued a report on improving the relationship of thwe two programs; later as an independent, interested faculty member I developed a curricular framework for an integrative development of the two programs

4.3.6 Faculty Committees: University of Wisconsin-Milwaukee

University:

1986	Graduate School Research Committee
1983-86	Academic Policy Committee
	Chair, 1985-86
1983-84	Art/Architecture Curriculum Committee for Interior Design
1981	Physical Environment Committee

School of Architecture and Urban Planning:

1983-85	Research Policy Committee
1980-81	School Services Committee

Department of Architecture:

1986-87	Ph.D. Program Search and Screen Committee
1983-87	Ph. D. Program Committee
1983-84	Admissions Committee
1982-83	Lectures Committee
1982	Design Theory Curriculum Committee
1980-81	Merit Review Procedures Committee