

LIZ MARTIN-MALIKIAN

Professor of Architecture and Chair of Undergraduate Thesis
College of Architecture and Construction Management
Kennesaw State University
Email: emarti95@kennesaw.edu

BIOGRAPHY

As an academic-practitioner, Liz entered higher education fulltime after 18 years of architectural practice in 2004 as the *Paul Rudolph Visiting Professor of Practice* at Auburn University. Since 2006, Liz has taught at Kennesaw State University, College of Architecture and Construction Management (formerly Southern Polytechnic State University) in metro-Atlanta, where she examines the connection between teaching, research and creative practice. As chair of KSU's thesis 3-course sequence, she was awarded the 2019 ACSA/AIA Practice and Leadership Award for her efforts coordinating undergraduate thesis exploring: '*Is Doing Architecture, Doing Research?*' Liz is currently editing a *Companion to Architectural Research* for Routledge arguing the differences in how academics and practitioners define research, essentially hindering architecture's capacity to be truly driven by research. Recently, she was awarded a NEA Challenge America grant (2019), a NEH Collaborative Research grant (2019) and a curriculum development grant from the Precast Concrete Institute (PCI) Foundation (2020).

Liz graduated with a M.ARCH with distinction in 1991 from the Southern California Institute of Architecture (SCI-Arc) in Los Angeles and with a B.ARCH in architecture and urban design in 1987 from Tulane University in New Orleans. Her master's thesis research exploring music and architecture is published as *Pamphlet Architecture 16: Architecture as a Translation of Music*.

RESEARCH AREAS: Social and sustainable entrepreneurship; Architecture of alterity; Material Exploration and discovery.

VISION STATEMENT

As a consortium of educators focused on architectural research, I have found ARCC to be a great resource for both my teaching and research; therefore, I am particularly interested in building a more robust database that will provide links to potential sources of research funding for its members. My vision for the ARCC is threefold: **first**, to continue to push forward ARCC's commitment to supporting an infrastructure of architecture and its related design disciplines to a specific research culture; **second**, to assist in continuing to develop conference programming, grant and award programs, networking opportunities, and the research journal *Enquiry*; and **third**, as equity, diversity and inclusion are being re-examined in organizations across the globe, to help flesh out how best the ARCC membership can help contribute to the conversations in our industry more broadly, or perhaps coordinate and/or develop ideas for an unconscious bias training workshop. Likewise, there is unfinished work to continue to develop resources and programs for the ARCC that will assist educators to engage, nurture and imagine a more holistically sustainable future for the new normal of post Covid-19.

Through the scholarship of teaching, my background as an academic-practitioner is academically diverse, but broadly focused on examining the question: *what is architectural research?*; and the underlying technical and cultural forces that shape—and have shaped—an integrated knowledge-loop¹ connecting architectural practice and architectural education with architectural research. The difference in how academics and practitioners define research oftentimes hinders architecture's capacity to be truly driven by research; however, architectural research has the ability to break new ground in our knowledge by understanding the diverse relationships between literature, architecture, and the build environment unique to our practice. As a director at-large, I would willingly perform necessary committee work and welcome the opportunity to collaborate, facilitate and develop research with ARCC's board and member schools.

¹ Research and Architecture's Knowledge Loop as articulated by Thomas Fisher in *TAD: Technology|Architecture + Design*, vol 1, 2017.