

# Erin E. Lilli

Doctoral Candidate | Adjunct Lecturer  
Environmental Psychology, The Graduate Center, CUNY  
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## EDUCATION

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Doctoral Candidate	2015-Present, The Graduate Center, CUNY Field of Specialization: Environmental Psychology Department: Psychology Dissertation working title: <i>Staying Power: Resisting Black Dispossession in Crown Heights, Brooklyn</i>
MS.Arch	2013, University of Minnesota Field of Specialization: Sustainable Design Department: Architecture Thesis: <i>Perception of Density in the Suburban Residential Built Environment</i>
M.Arch	2010, University of Minnesota Department: Architecture Thesis: <i>Le Corbusian Conception of Space Informs an Architectural Design Process</i>
B.E.D.	2003, Texas A&M University Department: Architecture Magna cum laude

## ACADEMIC POSITIONS & EDUCATOR DEVELOPMENT

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Spring 2023	Gittell Fellow :: Co-develop and implement Teaching Environmental Psychology Critically (TEPC) Pedagogy Workshops  Focused Inquiry Group (FIG) on Disciplinary Open Education Resources (OER) Collections :: Develop OER collection
Spring 2022	Open Knowledge Fellow, hosted by the Mina Rees Library, The Graduate Center, CUNY :: Develop OER course and website
Spring 2021	Co-developer of workshop :: Environmental Psychologists Responding to COVID: Re-creating Assignments in a Context of Global Crisis, co-sponsored by Transformative Learning in the Humanities
Fall 2020-Present	Co-organizer :: Teaching Environmental Psychology Critically, monthly discussion about our conditions as educators
Spring 2017-Fall 2020	Graduate Research Fellow :: Public Space Literature Review Database Project, KTH Royal Institute of Technology, Center for the Future of Places
<b>Queens College, CUNY</b> Summer 2023	Adjunct :: URBST 105: Urban Politics (online), Urban Studies Dept.
Fall 2022	Adjunct :: URBST 200: Urban Research Methods, Urban Studies Dept.

Adjunct :: URBST 222/723: Intro. to Housing/Dynamics of Housing and Homelessness, Urban Studies Dept.

Falls 2018-2021; Spring 2022

Adjunct :: URBST 103: Urban Diversity, Urban Studies Dept. (some online)

Summer 2020

Training :: Best Practices for Online Teaching 2020, Center for Teaching and Learning

Spring 2019

Training :: Teaching for Student Success Discussion Series, Center for Teaching and Learning

Fall 2016-Spring 2019

Teaching Assistant :: URBST 101: Urban Poverty & Affluence, Urban Studies Dept.

### **Kingsborough Community College**

Fall 2019-Spring 2020

Writing and Reading Around the Curriculum (WRAC) Fellow :: Center for Academic Writing Success

### **The Graduate Center, CUNY**

Spring 2017-Present

Research Associate :: Public Space Research Group, The Graduate Center, CUNY

August 2016-Spring 2018

Research Assistant :: Quantitative study of Interrupting Place-Based Inequality: Community Land Trust Homeownership and Child Well-being, The Graduate Center, CUNY, Housing Environments Research Group. PI: Susan Saegert, PhD

Fall 2015-Spring 2016

Graduate Assistant :: Graphics for Spatializing Culture: The Ethnography of Space and Place by Setha M. Low; coding interviews

### **University of Minnesota**

Spring 2010

Research Assistant :: Dutch Urban Housing Study, Produced axonometric drawings of unit typologies and building shell for two Complex Dutch Housing Facilities

Fall 2009

Teaching Assistant :: Urban Form & Meaning

Fall 2008

Teaching Assistant :: Structures I

2007-2010

Teaching Assistant :: Environmental Tech., Thermal Design

### **AWARDS & FELLOWSHIPS**

Spring 2023

President's Award for Excellence in Teaching by Part-time Faculty in the School of Social Science, Queens College - \$2000

Gittell Fellowship - \$7000

Teaching and Learning Center, The Graduate Center, CUNY - \$600 stipend

Spring 2022

Open Knowledge Fellowship, The Graduate Center, CUNY - \$2000 stipend

Spring 2021	Andrew W. Mellon Transformative Learning in the Humanities Student Scholarship - \$300
Fall 2018 - Spring 2019	KTH Royal Institute of Technology, Center for the Future of Places, Public Space Research Fellowship - \$2,100, \$3,400
Spring 2018	Provost's Pre-Dissertation Fellowship, Early Research Initiative, The Graduate Center, CUNY - \$4,000
Spring 2018	KTH Royal Institute of Technology, Center for the Future of Places, Public Space Research Fellowship - \$4,375
Summer 2017	Gittell Graduate Student Fellowship - \$1,500
Spring 2017	KTH Royal Institute of Technology, Center for the Future of Places, Public Space Research Fellowship - \$3,500
Fall 2015-Spring 2020	Graduate Student 5-year Fellowship, CUNY - \$25,000 annually
2013	King Student Medal for Architectural Research
2013-2014	University of Minnesota Buckman Philanthropic Fellowship
2012	\$500 Block Grant Award, University of Minnesota

## **PUBLICATIONS**

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### **Articles**

Claire Cahen , Erin Lilli & Susan Saegert (2020): Ethical action in the age of austerity: cases of care in two community land trusts, *Housing Studies*, DOI: 10.1080/02673037.2020.1807472

### **Books**

Graphics credited in: Low, Setha M., *Spatializing Culture*. Routledge: New York. 2016

Graphics credited in: Williams, Julia., *Complex Housing: Designing for Density*: Routledge. 2017

### **Conference Proceedings**

Robinson, J.W., H.C. Karlberg, E Lilli & A Lukes. 2010. "Increasing Density, Diversity and Delight: Stacked Housing in the Netherlands," paper presented at the International Association for People-Environment Studies (IAPS) Conference, Leipzig, Germany. (credited with graphics)

Robinson, J.W., H.C. Karlberg, E. Lilli & A. Lukes. 2010. "Dutch Housing: Playing with Typology to Generate New Forms" invited presentation for Symposium "Place Types I: Making and Unmaking the World" Environmental Design Research Conference (EDRA 41), Washington. (credited with graphics)

## **PRESENTATIONS**

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Lilli, E. Spring 2022. "Staying Power: The Black struggle for home and place in Crown Heights," guest lecture for URBST 705, Queens College.

Lilli, E. Fall 2020. "Staying Power: The Black struggle for home and place in Crown Heights," presentation for Public Space Research Group Networking Seminar Event Series. Via Zoom.

Lilli, E. Fall 2020. "Environmental Psychology: A brief introduction with focus on behavior settings and affordances", guest lecture for Critical Thinking I, Dept. of Interior Design, School of Visual Arts NYC.

Low, S., Lilli, E. 2020. "Toolkit for the ethnographic study of space: methods for culturally sensitive and inclusive public space," training event at World Urban Forum (WUF10), Cities of Opportunity: Connecting Culture and Innovation. Abu Dhabi, UAE.

- Lilli, E. Fall 2019. “Neoliberalism and the Crisis in Education: The making of the academic proletariat”, guest lecture for Urban Poverty & Affluence, Dept. of Urban Studies, Queens College.
- Lilli, E. 2019. “Race, Resistance and Gentrification: Fighting to Stay in Place,” symposia presentation at the EDRA 50 conference, Sustainable Urban Environments: Research, Design and Planning for the Next 50 Years. Brooklyn, NY.
- Lilli, E. 2018. “An ethnographic study of Crown Heights’ Brower Park: Piloting the Toolkit for the Ethnographic Study of Space (TESS)”, presentation at International Symposium by City Space Architecture at Venetian Biennale, Venice, Italy.
- Lilli, E. 2017. “Perceptions of Neighborhood Change: Place Identity, Resistance and the Social Production of Space,” session presentation at AAG Annual Meeting, Boston, MA.
- Klein, E., Simpson, T., Lilli, E., Chua, M. 2016. “Social Science and Architectural Collaborative Intervention,” workshop presentation at the EDRA 47 conference, Innovation: Shifting Ground, Raleigh, NC.
- Lilli, E. 2012. “Spaciousness & Preference: A Study in the Perception of Density in the Suburban Residential Built Environment,” session presentation at IAPS conference, Human Experience in the Natural and Built Environment: Implications for Research, Policy & Practice, Glasgow, Scotland.
- Robinson, J. W and E. Lilli. 2012. “Rediscovering the Architectural Program in Design 2: Programming as Design,” conference poster presented at the IAPS conference, Human Experience in the Natural and Built Environment: Implications for Research, Policy & Practice, Glasgow, Scotland.

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## **Teaching Philosophy**

Upon obtaining my PhD in Environmental Psychology, my goal is to continue as an educator. As I develop and refine my teaching philosophy, I return time and again to how my relationship toward my students has been shaped by my own experiences as a PhD student—having taken a change of career path from pre-professional design to academia. I hold certain principles I consider critical to being an effective educator and learner: compassion, a recognition of students as producers of knowledge through experience, a sense of community in the classroom, and an acceptance and expectation of vulnerability as we grapple with learning new and often difficult material together. From my personal experiences as both an educator and learner, I have chosen to frame my entry level courses to place an emphasis on improving reading skills and learning through writing. I believe this emphasis unifies the goals of understanding content and encouraging lifelong learning. Learning is not episodic, but continual, fluid, aggregate, and highly rewarding. And, like anything else, reading and writing are skills you can improve upon with practice. I try to strike a balance between *learning the content* and *learning how to learn*—the latter of which I feel deserves recognition, especially in 100-level courses when students are more likely fresh out of high school or entering with different degrees of knowledge.

The pedagogical practices I value stem from a careful minimization of hierarchy in the classroom. It is important for students to become conversant about the material through a guided, seminar-style open discussion with meaningful connections to real world (maybe personal) experiences. I encourage students to question what we read, challenge the

authors, and learn from each other. Additionally, I am a believer in sharing my own experiences as a learner to the degree it helps students understand that learning is ongoing and dynamic, and something we are doing together. In other words, I try to provide a sense that it is OK to grapple with material in the process of becoming familiar with it. However, it is my job to curate and bring clarity to the content through the organization of the course and my own facility with the ideas contained in the course material.

As an educator, I also see my duty is to provide and solicit feedback, promote co-learning, foster a space of respect and inclusion, and facilitate in stitching together what may at first feel like silos of information. To these points, I think transparency is essential and learning is elevated when I am open about why I have chosen the readings we read and return to the structure of the class as a whole—in how the topics hangs together. In my readings and assignments, I focus on critical thinking, synthesis, and real world/current issues, and I strive to include material that takes a critical position and avoids white centeredness.

Taking a step back to recognize the neoliberal context within which most of my students are likely educated—I understand their past experiences with reading, writing, and assignments may have undervalued or ignored the role of creativity, iterative processing, and critical thinking. As I develop as an educator, I want to explore different forms of media and self-expression (e.g. journaling or blogs, annotated collage, or experiential mapping) to better support students as producers of knowledge through experience. I want our classroom to be a space that students enjoy being in and learn to see their world and themselves in new ways.

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