

AUBREY BADER

523 Manning Drive, Charlotte, NC 28209 | 704-930-6110 | abader@vols.utk.edu

Dear Past-President Erin Conti,

History is always subjective—because it is his or her or their story.¹ Each of us has a unique history, and these varied histories are exceptionally true in the South Quad. Often, these histories are played down, not given the full stage to convey their nuances; the cliché is true, we often read people like book covers. But these are his/her/their-stories that we should be learning. Why do we continue to study the Bauhaus theories (which I do love) when our Southern cultures have little interest in them? And why do we focus on major Architecture firms, the big names in big cities with big projects? What about the small, local project? I could name many reasons why we are taught this way (both good and bad), but I want to focus on the project at hand: the South Quad.

It is time for the South Quad to cohesively embrace our multiplicity of members and our own his/her/their-stories. We are loud and proud and certain to cause a stir—and that stir can be a great thing. The stir I advocate for is the mixing and sharing of SQUAD his/her/their-stories. We've lost some of the group cohesion during COVID times, and so has everyone. But we've got the light, the spark to reignite that SQUAD fire again and learn more about each other while making acquaintances, friends, maybe even soul mates along the way.

Throughout my studies, I have grown as a person, and much of this can be attributed to relationships with my peers. When we learn together, we grow together, and I hope for this coming year in the AIAS to be a year of growing towards each other more in the South Quad. I cannot wait to continue my own journey, as part of the South Quad, and much of this journey involves listening and reflection. Listening to my peers, reflecting on their thoughts, and sharing these reflections with them. With these reflections, I am not afraid to speak my mind--but I also recognize that I am never going to have a “right” answer. It is just my answer, my story.

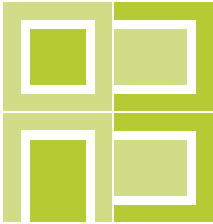
Throughout this campaigning process, I hope to learn a great deal more about the his/her/their-stories of fellow candidates, fellow members of the South Quad, and fellow members of AIAS. We are each on our own journey, and when we travel together, we become better citizens and designers of the world in which we live. I cannot wait to begin the campaigning journey, and I hope to hear your his/her/their-story very soon.

Thank you for all you contribute to AIAS,

Aubrey Bader

Aubrey Bader

1. As an aside, the origin of the word 'history' is only loosely connected to maleness. In Ancient Greek, *histor* refers to a learned, wise man. From *histor* came the Greek *historia*, meaning narrative, history. "His-" takes on maleness once it is introduced to English. In fact, the German word for history, *Geschichte*, is a feminine noun, used interchangeably to mean story or history.)



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OBJECTIVE

To further an understanding, comprehension, and betterment of the world through creative endeavors.

EDUCATION

University of Tennessee, Knoxville (UTK),

Master of Landscape Architecture candidate, 2022

Bachelor of Architecture and German Honors concentration, 2021

summa cum laude

STUDY ABROAD

Leuphana University, Lüneburg, Germany, 2018

Intensely studied the German language, culture, and literature for six weeks through a partnership between a German university and the University Studies Abroad Consortium at the University of Nevada, Las Vegas.

Haslam Scholars Program, UTK, Edinburgh, Scotland, 2018

Received an experiential learning experience with the Haslam Scholars cohort of 2016. Studied the Scottish Enlightenment in its birthplace and the ethics of highways intersecting cities for three weeks during the summer.

EXPERIENCE

IBI Placemaking, Landscape Architectural Intern, Knoxville, TN, 2021

Worked under Mary Kathryn Kennard. Aided in front-end marketing and administrative tasks, primarily through InDesign templates and writing. Work also included organizing, correcting, and creating details in AutoCAD.

Studio Four Design, Architectural Intern & Administrative Assistant, Knoxville, TN, 2019

Worked under Stacy Cox and Jacene Phillips. Gained experience in the firm management and project management sides of architecture in addition to design experience.

UTK College of Architecture + Design

Graduate Assistant 2021 – present

Work under Professor Scottie McDaniel. Research Appalachian farming and textile traditions, aid in theory reading discussions, grade bi-weekly quizzes and weekly reading summaries.

Digital Tutor, 2019 – present

Assist students with design software difficulties. Help struggling students stay on-pace in their classes.

Architectural History/Theory II, Teaching Assistant, 2019 – 2020

Work under Professor Geoge Dodds. Facilitate weekly student seminars that provided insight into students' first readings of architectural theory. Give feedback to students on their written analyses of these readings.

Introduction to Architecture (non-majors), Teaching Assistant, 2018 – 2019

Work under Professor Scott Wall. Give feedback on students' weekly blog post assignments. Feedback intends to push the students' understandings of what they believe architecture is.

UTK Office of Disabilities, Notetaker, 2016 – 2019

UKirk UTK, Worship Intern, 2017 – 2018

Friendship Trays Non-Profit, People in Mission Intern, 2017

Filled in roles where help was needed in the main office, urban garden, industrial kitchen, and food delivery.

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MEMBERSHIP + ACTIVITIES

American Society of Landscape Architects, UTK Chapter, Vice President, 2021 – present

The Annual All-College Spring Thing, College of Architecture + Design, Co-Director, Spring 2021

Construction Specifications Institute UTK, Co-President, 2019 – present

American Institute of Architecture Students

UTK Chapter, Co-President, 2021 – present

National AIAS Technology and Sustainability Task Force, Co-Chair, 2020 – present

CRIT Editorial Team, Writer, 2019 – present

UTK Chapter, Freedom By Design, Board Member, 2018 – present

UTK Chapter, NCARB Student Licensing Advisor, 2019 – 2021

UTK Chapter, South Quad Conference Planning Team, 2019

COAD Dean's Student Advisory Council, President and Year Representative, 2016 – present

Omicron Delta Kappa, UTK Circle Honor Society, Member, 2018 – present

Phi Kappa Phi Honor Society, Member, 2018 – present

Tau Sigma Delta Honor Society, Member, 2018 – present

UKirk UTK Board, Student Representative, 2019 – 2020

University Communities in Schools Program, Co-leader of Inskip Elementary Bike Club, 2017 – 2019

AWARDS

Faculty Award for Self-Directed Research, UTK School of Landscape Architecture, 2021

Van Alen Brooklyn Bridge International Competition, Student Team Finalist, 2020

John McDow Phi Kappa Phi Scholarship, UTK Phi Kappa Phi Honor Society, 2019

Goldman Pendleton Travel Scholarship Fund, UTK MFL, 2019

Max-Min UTK Competition, UTK College of Architecture + Design, Team First Place, 2019

Architectural History Paper Award, UTK Student Art History Competition, 2019

Gerti Wunderlich Award, UTK German Program, 2018

Haslam Scholar, UTK Haslam Scholars Program, 2016 – 2021

SKILLS

Rhino 6 | Adobe Suite (Ai, Id, Ps, Ae, Pr) | Grasshopper | AutoCAD | Blender | Revit | SketchUp

LANGUAGES

English – native speaker German – advanced

REFERENCES

Gale Fulton

Stefanie Ohnesorg (German)

Kevin Stevens



16 November 2021

To: AIAS Elections Committee

Re.: Aubrey Bader. Candidate for South Quad Director.

Dear Committee;

I am writing to express my highest support of Ms. Aubrey Bader's candidacy for the position of South Quad Director. I have had the opportunity to work with Ms. Bader for the last six years as an instructor, an advisor, and as a committee colleague within our college. In the time that I have known and worked with Ms. Bader she has shown an exemplary understanding of, and commitment to, the role of the professional as an advocate of the civic realm in all of its dimensions and has demonstrated exceptional leadership skills. Ms. Bader's declaration of candidacy for the position of South Quad Director is a natural extension of both the incredible work that she has done during her time here at UTK and her sincere belief in the importance of service. I believe that she is highly qualified to undertake the responsibilities associated with South Quad Director and will make an incredibly positive contribution to the AIAS.

In my role as American Institute of Architecture Students (AIAS) Faculty Advisor I have worked closely with Ms. Bader over the last six years and seen her work diligently to engage her colleagues and help the organization grow and expand its mission. She has held a prominent leadership roles for the past several years serving as Secretary, Historian, President, and as the AIAS appointed NCARB Licensing Advisor for our College. During this period of time our AIAS chapter has seen a significant growth in terms of both its activity and its membership. Ms. Bader has been an advocate for ensuring that, while the organization maintains social aspects, it is also highly focused on extending its professional engagement and mission. Under her tenure as President of the AIAS the number and diversity of programs has increased dramatically and they have also increased notably in depth and quality even throughout the past year and a half that has been largely defined by COVID-19. Ms. Bader's has great insight and is highly committed to a leadership style that emphasizes collaborative team work and consensus building. As a result of her emphasis on collaboration and critical listening I have seen the AIAS board and membership become much more engaged and the level of energy and commitment within the chapter has grown noticeably. The chapter deals effectively with the administration here in the College and has also significantly increased their participation in our local AIA East Tennessee Chapter. Ms. Bader currently sits on the AIA ETN Board of Directors and there is now active student participation with five separate chapter committees. This presence is actively changing the direction of our local AIA chapter and helping it look to the future.

Beyond the local level engagement with the AIAS and AIA Ms. Bader has also been active with the AIAS on a national level for the last several years. In addition to being a contributing writer to Crit for the last three years, she has also served as a Sustainability and Resiliency Task Force member in 2020 and as the co-chair of the Technology and Sustainability Task Force in 2021. This work, at the local and national level, all reflects her intense curiosity and her commitment to service.

The College of Architecture + Design
1715 Volunteer Boulevard, Knoxville, TN, 37996
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Flagship Campus of the University of Tennessee System 

I also work with Ms. Bader in my role as the Faculty Liaison for the Knoxville Chapter of the Construction Specifications Institute (CSI). Our college's CSI-Student Chapter has struggled on and off for several years prior to Ms. Bader stepping into leadership. Ms. Bader sees the value of this broad industry based professional organization as a compliment to the AIA and has worked diligently to re-engage our student body. She actively works with the professional CSI chapter, attending board meetings and workshops, to design events and opportunities for the student chapter. This has resulted in a newly energized CSI-Student chapter that is very active and provides incredible resources and opportunities for our students to explore their chosen profession.

Ms. Bader's thoughtfulness, listening, communication, and leadership skills are exemplary. I have seen her navigate complex professional interactions including studio negotiations with student colleagues, working closely with underserved communities, and serving as a student representative on our School's Undergraduate Curriculum Committee. In her work in the Undergraduate Curriculum Committee Ms. Bader works on complex curricular issues with four members of the faculty and the Director of the School. In this context she actively engages in debate and discussion while voicing the collective concerns of the student body that she represents. In all of these various contexts her ability to carefully listen, actively engage, and effectively communicate have proven to be exemplary. I believe these skills will serve her well in the role of South Quad Director as she seeks to help celebrate the exceptional within the region

Excellent communication, leadership skills, and ability to creatively synthesize diverse opportunities are also evident in Ms. Bader's work as a designer. Within our studio curriculum students have a great degree of flexibility to select opportunities and craft a path of study unique to themselves. Within this context Ms. Bader has made a concerted effort to seek out opportunities to work in studios that focus intensely on issues of place and community. This is evidenced in her recent work for my studio course in Chattanooga with the Bessie Smith Cultural Center and Chattanooga African American Museum. In this studio we worked on the design of renovations and additions to their existing building and used that exercise as a means to engage in a series of conversations about the future of that institution. Ms. Bader was instrumental in fostering relationships with the Board of the Bessie Smith Center and being sure that the voices of local community members were heard as well. I believe Ms. Bader has a unique ability to listen carefully, to actually hear, and to find direction within that framework. Again, skills that would serve the South Quad Director well.

Ms. Bader has an incredible openness to new experiences and a willingness and desire to engage as diverse a group of people as possible in an effort to expand her own world view. She has earned a great deal personal and professional respect within our College from both the faculty and her peers. In my experience as an educator I consider Ms. Bader to be one of the most exceptional student leaders with whom I've had the opportunity to work. She is thoughtful, a generous listener, and genuinely concerned with improving her community and profession. I support her candidacy for South Quad Director without reservation.

Sincerely,

A handwritten signature in black ink, reading "Kevin Stevens". The signature is fluid and cursive, with the first name "Kevin" and last name "Stevens" clearly distinguishable.

Kevin Stevens, AIA, NCARB, LEED AP BD+C, CSI
Senior Lecturer | Adjunct Assistant Professor
School of Architecture
College of Architecture and Design
The University of Tennessee Knoxville

November 19, 2021

Dear Past President Erin Conti and AIAS General Body,

With excitement, I am writing to express my support of Aubrey Bader as a candidate for the position of South Quad Director. She is a model within our college for her dedication to service, design, and leadership. Moreover, she is an attentive listener who reads between the lines of what students may literally say to understand what is most impactful.

We first became friends serving together on our chapter board our second year (2017-2018). Since then, I have seen her only become more involved and enthusiastic about the mission of the AIAS, including Freedom by Design, Crit Journal, and national committees. I could go on about specific contributions, but that is evident in her resume (though I must emphasize that a one-page resume does not encompass all the work that Aubrey has supported).

Regardless of the named capacities in which she serves, above all, she genuinely strives to learn and improve with every additional responsibility. Let it be known that even when not formally assigned a role, Aubrey will enthusiastically take up any task that is left without a champion. Without fail, she takes initiative and is persistent and thorough in completing tasks even as others may lose momentum towards the ends of semesters. The ease with which Aubrey seems to balance her many responsibilities sometimes obscures the sheer amount of time and effort she devotes to the organizations that are fortunate to have her. She is easily recognized as one of the most involved and enthusiastic students in our college.

As a previous candidate, I wholeheartedly believe that Aubrey is prepared for not only the campaign process but also the role itself, including the additional responsibilities outside of direct student and chapter engagement such as committee liaison and board member. I am confident that as you all have opportunities to get to know her over the course of the campaign process, you will see the depth of her passion for AIAS and commitment to amplifying student voices to create a better connected South Quad and organization.. Our quad and national organization can only become better with Aubrey as a part of its leadership.

Best regards,



Kari Essary

*NCARB Student Advisor, AIAS at the University of Tennessee, Knoxville
Graduate Research Assistant | Tennessee RiverLine
Master of Landscape Architecture Candidate | Class of 2022*

ELECTIONS QUESTIONNAIRE

1. **Describe your origin story as a student leader.** What prompted you to get involved? What advice would you give others who have yet to realize their potential for leadership?

To answer this question, I've pulled something from my old hard drive—my first year representative application to AIAS. Along with *highly desirable* qualifications such as “Mustang Ambassador” and “State Final Sportsmanship Award” (I called that “the award for being really nice”), I wrote this *stellar* answer:

“Please explain why you feel qualified to excel in this program as a student/community leader:

I enjoy talking with lots of different people to get their opinions on different topics, and I feel that this is an important quality of a student leader. And with the feedback that I get, I am able to make decisions that benefit all. I hope to be able to confidently represent the architecture students in my year, and through this, I would be able to put my abilities to the test and make an impact on my peers.”

While my intentions were true, my writing was rubbish. It conveyed those hesitations, the nervousness of a first year Architecture student not fully confident in her own abilities to lead. I did not get the position. But at least I tried. And that is, honestly, where I started.

Applying the next year, I became the AIAS chapter's historian. Along with this, I was the worship intern at the Presbyterian Campus Ministry. Talk about a terrifying but great introduction to leadership. I grew rapidly in my ability to direct and organize and conduct business, all of which as transferred to Architecture. Today, I am President of AIAS UTK Chapter and Co-Chair of a National AIAS Committee. Could my freshman year self have dreamed these possibilities? Doubtful, but I did know that each step was a step in the right direction, no matter how terrible the writing, how unconfident I was in my own abilities. You will never feel qualified or that you know enough, you just have to give it your best shot.

2. **Describe your leadership style.** Explain how previous experiences working with teams have helped you discover your leadership style.

My leadership style in a nutshell: do extensive and thorough planning to create a meeting framework before a leadership engagement, and when it comes time to lead, I give updates, ask questions, and then (literally or metaphorically) turn off my microphone.

Turning off my own voice allows for the others in the meeting to come alive and nurture their own leadership abilities. I am always actively listening and nodding and laughing and taking notes, egging my peers along in giving voice to their thoughts. Long pauses are great; they allow time for people to think at their own pace. As current President of the University of Tennessee, Knoxville AIAS Chapter, this is how I run board meetings.

If you've taken any of the personality tests, you'll know what these mean: my Color Code is “White,” and my Enneagram is a “1 wing 2.” From these results, I would call myself a peaceful troublemaker—and this also personifies my leadership style, which blossomed through my role as teaching assistant and group moderator of two History/Theory seminars. Once a week, our group would meet (in-person one semester, over Zoom the second) and discuss the dense and difficult readings they had been assigned. Like AIAS meetings, I would only interject in conversations that veered off course or if I had a grain of knowledge and/or a thought-provoking question that would benefit the whole group. Most times this grain of knowledge/question was a connection to their studio projects/other coursework. Making these

meaningful connections was the best thing I could do, as their group leader, to facilitate a better understanding of the texts and further enrich the conversations at hand.

3. In recent years, the AIAS has increased its efforts in advocacy for architecture students on issues including but not limited to health and wellness, equity, student loan debt, learning and teaching culture, practice experience, leadership, and technology. **What one issue do you personally find the most important?** How would you make progress on this issue as an elected leader on the AIAS National Board of Directors?

Learning and teaching culture. I am passionate about bringing a critical lens to the classroom and the content, particularly the histories and precedent projects we are exposed to in school. Why do we learn so little about our own regions and learn so much about Western Europe? As a teaching assistant for an architectural history course, I was dismayed to discover that the class functioned as a weed-out course. It weeded out projects beyond the Western Europe canon and thus weeded out students who were turned off by this admittedly brutal and not always useful content. To even greater dismay, after expressing concerns about the weed-out nature of this course to the professor, they refused to change the content. I expressed my frustration to a panelist during a virtual guest lecture, and what they told me was enlightening and uplifting:

"Aubrey, sometimes it is impossible to 'change' a person. Instead, work with interested and open faculty and chairs to create a student-led course, consider a community engaged course, or work with other vocal students to Friday evening seminars to focus on issues of equity.

Also, remember academia favors and prizes knowledge and specialization. Saying that I don't know stuff has been incredibly liberating. Yet, that is exactly we can begin by changing how we review course work, or do studio reviews, or determine what is valued.

One thing we didn't address is the issue of making our curriculum trans-disciplinary. How many classes outside your department do you take? How many classes in Anthropology, ethnic studies, or cultural geography can an architecture student take? Why are our curriculum so internally focused? The answer is 1) accreditation requirement, and 2) our inability to work the system creatively.

Also, having a flexible syllabus/curriculum or inviting grad students to share research ("horizontal teaching/learning"), etc."

AIAS, as the student voice among the Architecture collaterals, is in an optimal position to challenge practices and accreditation nuances that hinder coursework from becoming flexible and/or trans-disciplinary. The power is in our hands to demand tangible changes that will benefit future classes of Architecture students.

4. The AIAS has over 250 chapters across the U.S. and around the world, ranging in size from just a few students to hundreds. **How would you use your position on the Board to better connect and engage our geographically and culturally diverse membership?** What resources would you propose to better serve Chapter leaders seeking to grow their chapters and connect to other students around the world?

Making connections between folks of different backgrounds and chapters, in my opinion, is a key task of the Quad Director, and for my part, I am interested in fostering these relationships through finding commonalities and differences among the chapters. Something I would implement as South Quad director is a South Quad Survey. The survey would ask questions like “What do you enjoy most about being in the South Quad?” “What are your chapter’s strengths and weaknesses?” “What is your vision for your chapter this year—grow, activities, engaging a diverse membership, inclusivity?” “What should the vision of South Quad, in your opinion, be?” “When does your chapter meet?” I think it is always healthy to be questioning our intentions, and more importantly, reflecting on these intentions. From the polls, I will create infographics based on the responses, which will be published on the AIAS website on the “South Quad Culture” page, which has not been updated since 2016 (my college freshman year!).

From this initial poll, I plan to coordinate cross-chapter meetings and generate more polls and ways of providing feedback to the AIAS Board of Directors from chapter presidents and members. These feedback methods are crucial, as I, as South Quad Director, will serve as a two-way radio between the chapters and the Board of Directors.

5. **Describe how you intend to fulfill the roles and responsibilities of your chosen position on the Board.** Elaborate on your intended communication/action plan and the primary goals you have for your one-year term.

My communication/action plan is relatively simple: (1) create a survey provoking South-Quad-specific queries, (2) distribute survey via Slack and Email to chapter presidents and past South-Quad directors, (3) analyze the results and produce infographics about them, and (4) publish these infographics on the AIAS website under “South Quad Culture.”

In addition, I will host monthly calls with Chapter Presidents as check-ins, coordinate cross-chapter meetings, send general updates via Slack and Email so that everyone in South Quad knows what is happening in National AIAS-world as well as the Board of Directors knowing what South Quad desires and/or needs.

6. We all love the AIAS for different reasons, but it takes a critical and constructive analysis of the institutions we appreciate most to continue to evolve them into entities that can support each new generation of membership. **What facet of the AIAS would you most enjoy innovating or improving to help the organization remain relevant to architecture and design students around the world?** What are your ideas for that kind of growth?

Growth, for me, specifically focuses on AIAS membership, both inward and outward, I am particularly interested in the *inward* growth of the South Quad—how to do we engage more students in our current chapters and those who cannot afford to attend (due to time or monetary constraints) conferences?

National and Quad Conferences are where members truly grasp the national and international reach of the AIAS organization. How can we deploy this sense of national unity to a greater number of our members, new and existing? And how can we mobilize the whole AIAS membership, to lobby for their own interests, as one voice among many? I think we could learn a lot from the Sunrise Movement chapters and Great Thunberg other forms of student activist groups. I would love to see the AIAS be recognized consistently across schools as a *national* organization, one that can mobilize to push for educational and societal growth through activism by design.

AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS POLICY ON COMPENSATION FOR INTERNS

In July 1993, the AIAS Board of Directors adopted a "Public Policy on Uncompensated Interns." The policy has been subsequently reviewed and reaffirmed by the Board and reads as follows:

The AIAS maintains that employers must properly compensate all employees. Compensation must be in compliance with the regulations for the jurisdiction in which they are working.

In 2010, AIAS crafted a public statement on intern compensation in conjunction with the Association of Collegiate Schools of Architecture and the American Institute of Architects, which reads as follows:

The Association of Collegiate Schools of Architecture, the American Institute of Architects, and the American Institute of Architecture Students recognize that architects are bound by law and ethics to pay interns, and strongly advocate for the appropriate compensation of architectural students and interns. Because of current economic transformations, some architects have both solicited and accepted the services and labor of interns without pay. We strongly urge architectural firms and other for-profit employers to respect the law and comply with the ethical standards of our profession, and we strongly encourage interns to refuse to accept employment without pay, and to notify the Department of Labor in cases where employers propose such an arrangement. For more information on labor laws and professional ethics, please see the AIA Code of Ethics and the U.S. Labor Department standards under the Fair Labor Standards Act.

The ACSA, AIA, and AIAS further support architects, students, and recent graduate doing pro-bono work. We recognize the distinction between unpaid work for profit-making employers, and unpaid work for non-profit organizations, communities in need, and volunteer activities, which allows participants to determine their own hours and degree of involvement. The AIA has established guidelines for service that are provided on a Pro Bono basis. They can be found under the member section of the AIA website.

POLICY ON COMPENSATION FOR INTERNS AFFIRMATION

As a way of confirming that the AIAS is not promoting or being promoted by architects employing unpaid interns, we ask that each participant in an official AIAS function review and sign the following statement. We appreciate your participation in our event and thank you for your support of our position against unpaid internships. This position is supported as well by the Board of Directors of the Association of Collegiate Schools of Architecture (ACSA) and the American Institute of Architects (AIA).

Name: Aubrey Bader

I do hereby affirm that I understand and support the AIAS policy on the compensation for interns. If I employ interns, I further affirm that I do not use unpaid architectural interns in my professional practice when applicable by federal wage and hour laws.

Signature: Aubrey Bader

Date: 11.19.21

AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS ELECTIONS CODE OF ETHICS

Elections are a critical step by which the American Institute of Architecture Students is governed. Annual elections, as outlined in the Bylaws and the Rules of the Board, ensure that the membership of the organization participates in the selection of the best candidates to serve on the national Board of Directors.

Individuals elected to the Board of Directors represent the membership and ensure the continued success of the organization. Therefore, participants who are involved in the elections process, including candidates and Board Members, are expected to demonstrate the highest standards of professionalism, integrity, and good judgment.

Confidentiality is required of all participants in the elections process. Participants should not discuss details of the elections process to the general membership before, during or after FORUM. Elections information that is considered public knowledge, and therefore can be shared with the membership, occurs during the General Business Sessions and at the General Assemblies.

Campaigning is strictly prohibited prior to FORUM. Conversation between chapters regarding candidates should not take place. Campaigning will only begin at the first General Assembly of FORUM.

Campaigning during FORUM shall be professional. Candidates and candidate support groups should be respectful in their campaigning efforts. Disrespectful campaigning will be a violation of the Elections Code of Ethics, and will be grounds for immediate review by the Past President.

Campaigning materials should follow the Election Guidelines, and should be distributed in appropriate venues only. Appropriate venues include FORUM General Business Sessions, General Assemblies, and Quad Breakouts.

As leaders of this organization, and future leaders of this profession, we must uphold the highest ethical practice. Questionable behavior during elections will not be tolerated. Any concerns should be immediately raised with the Past President.

ELECTIONS CODE OF ETHICS AFFIRMATION

To promote the highest level of professionalism during elections, we ask that each participant in the elections process review and sign the following statement. We appreciate your participation and thank you for your support and dedication to the organization.

Name: Aubrey Bader

I do hereby affirm that I have read, understand and agree to abide by the AIAS Elections Code of Ethics and the Elections Guidelines.

Signature: Aubrey Bader

Date: 11.19.21

Please submit this form with your confirmation for participation.

**AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS
CANDIDATE CONTACT INFORMATION FORM**

Candidate contact information will only be used by the Past President to communicate elections-related information. If provided, social media handles will be shared when candidates are posted publicly on AIAS website and social media.

Name (as preferred): Aubrey Bader

Chapter: University of Tennessee, Knoxville

Chapter Leadership Position (if any): President

Email Address: abader@vols.utk.edu

Mobile Phone Number: 704-930-6110

Social Media Account Handles (optional):

- o Facebook: Aubrey Bader
- o Twitter: @
- o Instagram: @_aworkofarch_ (school/arch) @chocolateaubs (personal)
- o Other: