

EQUITY IN ARCHITECTURAL EDUCATION

KEYWORDS:

Academic Culture
Access
Accreditation
Activism
All-nighters
Ally
Bullying
Critique/Judging
Curriculum
Excellence
Generational Differences
Graduation
In-group/Out-group
Mental Health
Non-Western tradition
Office Culture
Pathway
Pedagogy
Pinch Point
Privilege
Proformative
Rigor
Shadow/Hidden Curriculum
Stereotypes
Studio Culture
Syllabus
Tenure
Tenure Track
Time and Time Management
Wealth/ Wealth Gap
Western Tradition



AIA Guides for Equitable Practice
Supplement – Education
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COLOPHON

The *Guides for Equitable Practice* and the supplementary editions are designed to provide resources for those taking intentional steps to strengthen equity, diversity, and inclusion in both office and school cultures.

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RESEARCH AND WRITING TEAM

PROJECT LEAD

Renée Cheng, FAIA, NOMA, DPACSA

PROJECT TEAM

Nancy Alexander, MBA, MA, CMF

Cozy Hannula, AIA

Laura Osburn, PhD

Karen Williams, AIA LEED AP BD+C

GRAPHIC DESIGN

Vadim Gershman

COPY EDITOR

Linda Lee

AIA EQUITY AND THE FUTURE OF ARCHITECTURE
COMMITTEE (EQFA)

2021/2022

MEMBERS

Carlo Caccavale, Hon. AIA/LA
Gina Calabro, Hon. AIACT, NOMA
Katelyn Chapin, AIA
Erin Conti, Assoc. AIA
Scott Cornelius, AIAS, Assoc. AIA
Donna Dunay, FAIA
Ryan Gann, Assoc. AIA, 2021-2023 Chair
Molly Johnson
Elizabeth Krile, CAE
Keith Lashley, AIA
Josette Matthew, Assoc. AIA
Cheryl McAfee, FAIA
Kendall A. Nicholson, EdD, Assoc. AIA
Jason Pugh, AIA, NOMA
Mark Schwamel, AIA
Jodi van der Wiel, FAIA
Randall C. Vaughn, AIA

AIA STAFF

Renée Byng Yancey
Nissa Dahlin-Brown, EdD, Assoc. AIA
Kecia Jackson, CAP-OM
Tiffany Millner, AIA, NOMA
Terry Ona, Esq.
Jeffrey Ostrander
Kimberly Yoho

ACSA STAFF

Michael Monti, PhD, Hon. AIA, NOMA
Kendall A. Nicholson, EdD, Assoc. AIA

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ADVISORS/FOCUS GROUPS

Anonymous (3)
Bryan Bell, SEED AP
Alejandro Bechtle, CPHC, AIA Assoc.
Caryn Brause, FAIA
Colt Brock, AIAS
Sammy Brusky
Nancy Cheng, NCARB, LEED AP, NOMA
Andrew Chin
Erica Cochran Hameen, PH.D., NOMA, Assoc. AIA, LEED AP
Shannon DeFranza, AIAS, Assoc. AIA
Courtney Dolloway
Robert L. Easter, NOMAC, FAIA
Christian Galindo-Torres
V́ctor González
Javier E. Guerrero, AIAS, NOMAS
Donna Kacmar, FAIA
Kyhetica 'Ky' Lattin, CPHC
Charlton N. Lewis, NOMA
Bethany I. Lundell Garver, AIA, NCARB
Bimal Mendis
Rick Mohler, FAIA, NCARB
Daisy-O'lice I. Williams, NOMA
Erin Paul
Hazem Rashed-Ali, PhD
Carmina Sanchez-del-Valle, Arch. D., R.A.
Pankti Thakkar
Craig L. Wilkins, PhD
June Williamson, RA, Assoc. AIA, LEED AP

In the text, contributors of quotations and stories are identified by the terms and pronouns they chose for themselves. The project authors have shortened some descriptions for space purposes. Terms include acronyms such as:

CisHet: cisgender, heterosexual
HBCU: historically black colleges and universities
MSI: minority serving institutions
PWI: predominantly white institutions

FOREWORD

Welcome to the joint AIA/ACSA supplement to the *AIA Guides for Equitable Practice* on the subject of equity in architectural education. Like the previous guides, this supplement asserts that organizational culture is the basis for achieving goals of equity, diversity, and inclusion (EDI). Office and school cultures feed and reinforce each other, and long-standing traditions, viewpoints, and biases in academia are strong. Goals that support a more equitable profession may include becoming more welcoming, better reflecting the communities architects serve, and making it more likely that the built environment contributes to better lives. Goals in academia might include increasing diversity by race, gender, neurological or physical abilities, and creating a welcoming culture for all. Attaining such goals in school accelerates progress towards EDI goals in each sector of the profession. Together, the guides and this supplement reflect the many ways in which EDI goals and means can be integrated into professional practice and the academy alike.

While each of the previous guides had a relatively narrow focus on one topic, the complexity of architectural education inspired a different approach for this supplement. Additionally, the audience for this supplement is more diverse in its expectations. For example, readers with deep knowledge of higher education and architectural pedagogy welcome text that is dense and includes citations of evidence. Readers who are familiar with equity issues covered in previous guides will easily spot language that points to the nuances of culture. There will be readers who may wish this supplement were less dense, shorter, or more specific in recommending best practices. To meet readers where they are, we present a variety of formats, from cited text to worksheets, and we hope all our readers find something that meets their needs, deepens their understanding of the culture of architectural education, and elicits curiosity about its future.

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INTRO

Continuing in the spirit and intent of the guides, this supplement is not a set of prescriptive guidelines, nor does it recommend “best practices,” since we believe that equitable practice includes questioning one-size-fits-all solutions. Nor is it a report, a meta-analysis of research, or a dissertation. The suggested actions and prompts are intended to be useful and to inspire discussion within individual schools and institutions, and among thought leaders and organizations that have a stake in students’ successes.

The supplement begins by defining the concept of culture in architectural education and then describes its impacts. As in the rest of the guides, the Act section offers opportunities for action. Sidebars raise specific points that our research team believe to be important. The voices of our focus group experts appear in quotations and in the Consider section. Questions and prompts for discussion are embedded in text or sidebars and listed as discussion points following stories or scenarios.

Much of the content in this supplement is grounded in the topics of the original guides. We reference relevant guides throughout this text, not only for economy but also to emphasize the interweaving of equitable practices in practice and the academy. The glossary to the original guides is also a useful tool for navigating concepts and vocabulary used in this supplement.

AUDIENCE

Even if readers are familiar with architectural education, we believe they will find it helpful to absorb perspectives from people in other roles. Some readers may have more than one role, such as students who are also teaching assistants or part-time faculty members who are also full-time practitioners, alumni, staff, and/or donors. Students who work in firms during school or summers may share some concerns with emerging professionals. Other audiences include prospective students and their families, high school and career counselors, and administrators and hiring managers, who may be less familiar with the characteristics and idiosyncrasies of architectural education.

Some generalizations made in this supplement may not resonate with readers' own experiences. Generalizations can also feel uncomfortably close to stereotypes. However, through generalization, patterns emerge—patterns that form the culture of an institution or a profession. With a shared understanding of culture, we can understand its impact and see opportunities for systemic change where needed. We encourage you to read with curiosity and openness: first, the general experiences of many in architectural education; then, the impacts of these experiences, both positive and negative; and finally, actions that can help the culture and systems of architectural education become more equitable.

METHODOLOGY

Like the other guides, this supplement drew on focus groups to inform its content and to amplify the voices and lived experiences of the most-often-marginalized people and groups. Focus-group participants included students, faculty, and administrators identified from elected leadership roles, award recognition, and professional networks. We conducted six listening sessions with structured discussion prompts about equity and education. The contributors provided valuable insights related to real-life experiences, positive and negative; they are quoted in this guide using identifiers that they chose. Consistent patterns emerged from these discussions. We also refer to research drawn from architectural education, higher education, creative processes, sociology, and other disciplines. Where the guides cited research on nonarchitectural workplaces and general human-behavior topics, in this supplement we draw from principles outside of architectural education. This context gives readers a sense of relevant research not currently being widely applied to architecture or architectural education. The research team also drew upon our own lived experiences, representing a range of contexts and eras; these experiences and commentaries appear in sidebars, with the main text reflecting other research and themes.

We encourage readers to also consider how systematic “othering” dictates the outcome in the lived experiences of different groups of people. Our intention is not to conflate these groups but portray how white supremacy and other forms of bias and discrimination are made manifest across our discipline. More research could be done on the differing needs of students of color, first-generation college students, students with nonconforming gender identities, and those with different physical and mental abilities.

CULTURE AND ARCHITECTURAL EDUCATION

What is the culture of architectural education?

Culture is critical to achieving equity, diversity, inclusion (EDI) goals—not only the goals of architecture schools but also those of architecture firms and the entire profession. School culture and workplace culture interconnect. They can express positive shared values and increase a sense of belonging; they can also perpetuate negative stereotypes of architects and patterns in the profession that drive people away.

The *AIA Guides for Equitable Practice* define culture as patterns of interpretation, behavior, values, and ways of doing things in practice, many of which are also relevant when considering architectural education.¹ The mystique of the architect is reinforced by popular-culture depictions in movies and books and by the glamorous reputations of celebrity architects. As a result, unless they have had direct experience with, perhaps, an architect in their family or a high-school drafting class, students enter into architectural education having been exposed to the profession through often-exaggerated or superficial popular-culture depictions.

Students' immersion into post-secondary architectural education may start slowly, with introductory classes in basic formal design principles, drawing, and architectural history. As they progress through their programs, they

will be challenged to create designs based on simple programs and sites, advancing to incorporate structure, lighting, and building systems.

Although schools vary widely (within the parameters of accreditation, discussed later), the following outlines the typical, traditional curriculum. (Later sections describe ways to counter these norms.)

→ Students usually spend the majority of their time in design studio, which has the highest number of credits—double or even triple the number of a nonstudio class. Design studio is intended to develop students' design imagination and their skill at combining aesthetics and practicalities. The iterative process that is the hallmark of design education means that studio projects are developed with open-ended criteria. Faculty determine scope and degree to which real-life parameters, such as cost, constructability, environmental and community impact are evaluated.

→ Nonstudio classes may be standalone or integrated; students in an integrated class on structural design might size beams for the building they are developing in the design studio.

→ In history and theory classes, students learn the canon of projects and architects considered most worthy and influential, which they then study as precedents for their own design projects.

Generally, architecture students work long hours, especially before deadlines and frequently with all-nighters. Nonarchitecture students may know the architecture building as the one where the lights are always on. Studio-project evaluation is often conducted by a set of invited reviewers, who critique student presentations; these presentations can involve large, printed board or digital images along with three-dimensional models. About half of architecture faculty are part-time; many of them teach studios. The majority of part-time faculty are licensed architects; on the other hand, recent data shows that only 24% of full-time faculty are.² Requiring educators of professional degrees to be registered varies by academic field; discussions in architectural education about such requirements have not been as active as those in civil engineering.³

Architectural education is regulated by an accrediting body, the National Architectural Accreditation Board (NAAB), which “advances educational quality assurance standards and processes that ... promote a better built environment.”⁴ The conventional path to becoming a licensed architect includes graduating with an accredited degree, then working for a licensed architect and successfully passing a series of examinations (the

Architectural Registration Exam [ARE®]). There are alternative pathways; we focus here on the most common. Regulation of licensure and credentialing is done via state and territorial entities—typically known as registration boards, together forming the National Council of Registration Boards (NCARB)—that “develop and facilitate standards for licensure...[and] recommend regulatory guidelines for licensing boards.”⁵ While most architectural educators understand academic standards well and most practitioners understand professional standards well, the two may have less complete knowledge of each others’ requirements and standards. Furthermore, as is the case of many professions, the public is mostly oblivious to the standards, and many students have only a rudimentary understanding of these rules when they begin a program.

What is the impact of culture on students?

The culture described above is rich in traditions and positive ways to engage. Disciplines such as engineering have adopted problem-based learning from architecture studios because it provides a way to apply skills and knowledge in the complexity of real-world scenarios. Architecture students learn a range of problem-solving skills that transfer to many fields and that have helped graduates succeed in areas such as media and entertainment, technology, planning, real-estate development, and construction. Problem seeking and design thinking are now being adopted in other fields. However, typical practices that work well for some students may be keeping others from successfully completing or even beginning an architectural education. There are many examples of how architectural-education culture has particularly negative impacts for students from groups currently underrepresented in the field. One might speculate that one of the reasons that some identities are underrepresented is that the culture has not welcomed them in the first place. From our focus groups, we heard of additional burden borne by students of color in classes where the dominant-culture lens does not address the needs or approaches they believe are important for their communities. Supplementing readings on their own, forming extracurricular study groups, or, if invited by the instructor, leading sessions or formally incorporating new material into the coursework can all be positive experiences for these students.⁶ However, it takes also additional time and may not be sustainable—or equitable—for students or faculty.

What is rigor? What is craft? Who defines them? What cost do they exact? Rigor and craft in the context of design education connote consistently applying design parameters to every aspect of the project—i.e., the thoroughness of design exploration. They can also be a euphemism for how much work and time have been put in—or, perhaps, how little time it has taken—to achieve a level of detail and the quality of finish in the models, drawings, or other deliverables. When standards for what is rigorous or well-crafted go unstated, they are subject to bias or inequity. For example, if one student is more skilled at drawing or modeling than another, their time commitments for a similar level of finish may be quite different. What is the cost of rigor—physically, mentally, and in life milestones (such as starting a family)? Are schools with elite design reputations more likely to ignore the negative impacts of studio on work and life? What is the cost of a lack of rigor? Do standards for rigor that take other circumstances into account lead to lower quality or less excellent work?

Any teacher or syllabus can contribute to a greater or lesser sense of belonging, especially for students from underrepresented groups. Studio culture sends particularly potent messages about who belongs. Design studio has a tacit, “hidden curriculum”—“below the waterline” in the cultural-iceberg model in the *Workplace Culture* guide.⁷ Common names for instructors (“critics”) and reviewers (“jurors”) can themselves imply that students are being judged more than supported. Project reviewers commonly question how well the student framed the work and executed the vision, and if such criticism then drifts into personal anecdotes, preferences, or speculation and there are no standard policies or training for faculty and reviewers to give effective reviews and interrupt bad behavior, the impact on students can be negative. Students who already feel marginalized, underprepared, unwelcome, or that they don’t belong are especially vulnerable.

Students are typically expected to cover the cost of producing drawings and models, which can create more financial stress for some students than others. Since the culture often calls for sleepless nights, those students who cannot or choose not to put in long hours may be judged as less committed and feel more pressure to conform, even at the cost of their physical or mental health.⁸

There are certainly positive aspects to studio and the critique format, especially if feedback is substantive and focused on the student’s design ideas. Learning to accept and learn from criticism can be an important professional lesson. However, to a student from a nondominant group, the pointed questions of critics and jurors can exacerbate doubts, deepen the experience of imposter syndrome, and even lead to leaving the program. To these students, watching the apparent ease with which peers who seem more prepared, more able to meet financial demands, or who have more experience with tools and skills, like drawing or modeling, navigate the path through school and into the profession can appear to contrast starkly with their own pathways.⁹ Under these circumstances and under additional stress, they are less likely to receive positive life lessons from studio culture.¹⁰

As you read the following pages, note the differences between the student and faculty points of view on the tradition of juries and critiques. If you have your own experiences, compare them with what you read.

A student who is white and wealthy outsourced his design production to someone else. So he did the design work; I guess it’s legal for him to have someone else to build his model. Who can afford museum board, and 3D modeling, and laptops that can host these demanding programs—or even wi-fi connectivity?

5th Year B.Arch
Student, Mexican
American, Gay Male, 25

Here are some of the things we heard about the role of critique in architectural education and some implied questions:

- ↗ What am I defending, the work or myself?
- ↗ Why isn't a critique a discussion?

I'm quite bothered by our system of judging. I don't know if it's just personal experience, but I'll get critiqued on something, and I won't be defensive or anything, but I will explain why I made a certain design decision. Some of my professors will take that as aggression, or think I'm getting defensive or upset, which I'm not. I really am just explaining why I did something. I take their critique in stride. I get the feeling that they don't want me to be heard, they just want to say what they want to say.

5th Year Student, 2-Year Teaching Assistant, Mid 20s Mexican-American CisHet Male

In reviews it feels like you're defending yourself. Which is kind of the point, to learn how to defend your projects and to explore how to explain them better. But it feels like in critiques that they're upset when you defend something or don't seem like you're listening and incorporating their comments right away. It's a contradictory setup. Different schools have different set ups. One on one, or three people or more sitting like a group. I think different methods are good rather than just one type of feedback loop.

Graduate, Public PWI, Architectural Designer, Mixed Race African American, Female, 25

I worry about how students get acculturated into the profession—its practices and habits and the studio, having to be tough and having to take that type of criticism and stand up there and defend yourself. I've had students frame this as a bullying culture. They feel personally criticized, and not the work. And the faculty that I've had to talk to about it are all men. They all say, "I was taught that way and they shouldn't take it personally." And I'm saying, "But they are and I'm telling you they are, and please listen to me. I'm not comfortable having this conversation with you, but it's my obligation if these things come to me to ask you to consider them and listen to them."

Professor and Department Chair, Medium Public Urban MSI, White, Female, Mid 50s

NOMAS students are going to the faculty and their chairs saying, "Why do we have all-white juries? Why aren't there more women or people from different ethnic backgrounds in juries or represented in our case study examples?" We've had students of all demographics come to us and say, "Can I get somebody else as a studio professor? I want to hear from other perspectives." Students say to me, "You were the first person since I've come here that actually had diversity in the critics you bring for review." When planning class speakers and critiques, I'm very deliberate and I have every race represented at all my reviews. It takes work to make that happen, but it's very deliberate.

Faculty at PWI, Director of DEI, Black, Cisgender Female

Architectural careers have several recognized “pinch points,” transition moments when attrition is most likely to occur.¹¹ People of color and women are known to more often leave the profession during these pinch points, leading to increasing homogeneity at the more advanced levels of the profession. In architectural education, design studio could be seen as a pinch point; in some programs, it is even a screening tool to divert students from the professional-degree path. Studio grades tend to carry heavier credit weight than other courses. Additionally, a low studio grade may even result in automatic academic probation, while grades in technical or humanities courses generally do not. Students who carry other responsibilities—work, caregiving, health needs—or have less funding or less preparation are at a disadvantage. In response, some programs have adopted pass/fail grades for studio and, at times, other courses to address this issue.

Efforts to make studio culture and internships more positive have yielded dialogue about work-life balance and increased attention to mental health.¹² The recent pandemic and the shift to remote learning have highlighted for many faculty and administrators the complex personal lives of students and revealed ways in which forces outside of school can affect the ability to learn and engage.

Whether one believes that the inscrutability of architecture culture is intentional—to maintain the mystique—or simply inherent, it is certainly complicated, and even more so to newcomers. Jargon abounds; some terms can be googled (YouTube videos explaining *poché*), while others are more obscure (nicknames for tracing paper vary by region and in their degree of decorum). Jargon can be the source of insider humor and bonding; at the same time, it can be frustrating to those who not only miss the joke but also miss important contextual information.

Sometimes, cultural familiarity leads to consequences that can be measured in time and money. For example, those who are less familiar with degree requirements may find

I understand, in reality, things are not always going to be even or fair. But in school, there was a clear difference between who would be given something versus who wouldn't. As a person that just wants something better for herself, I have to go out of my way to get to know different mentors in architecture firms instead of at my school. I can't ask for it and feel that I'm getting 100%. I can't trust that I'm being given the same opportunity as the next person. And it does add a certain level of stress and anxiety, on top of an already rigorous workload. And that's something that I want to be fixed, but I just don't know how to go about it and it's difficult to do it without shaking up the status quo.

4th Year Undergraduate Student, Straight Black Woman

the educational path longer and more expensive than expected, and the pathway into the profession may have obstacles they did not anticipate. For example, licensure paths are shorter for an accredited degree holder than for someone with a nonaccredited degree. For those who have deeper cultural knowledge gained from knowing an architect, working in a firm, or being part of architecture's dominant, white male identity group, the path can still be challenging, but the map is clearer, and such students tend to sidestep common risks and recover from setbacks more easily.¹³ Based on the experiences of the research team, the differing graduation rates between racial identity groups raise questions about the role of culture in slowing progress to graduation for students of color. In 2018, for instance, Gulf States and West regional schools, with the highest percentage of minority students, also reported the lowest average on-time graduation rates: 59% and 52% respectively.¹⁴

Architectural education is also subject to broader, documented societal patterns and dominant-culture values related to certain skills and personal tendencies. (See the Resources section for more detail.) Some examples:

- Dominant white culture in the U.S. places a premium on both perfectionism and individuality.¹⁵
- Research on information-technology learning, such as computer-aided design, shows that technical skills are valued over soft skills.¹⁶
- In design education, formal rendering, geometric composition, and technical skills have traditionally been prized as visible signs of talent, while soft skills, such as collaboration, process skills, financial acumen, and emotional intelligence, are valued less. Even if they are valued, their subjective evaluation can allow implicit biases to affect assessments.¹⁷
- The social categories of ingroup and outgroup apply to architectural education.

What's really upsetting is some schools don't have enough mental health counselors. "Oh, I'm sorry, you need to wait two months to see somebody." And I just don't think that's good enough or acceptable. And some students say, "Okay, I'll go to a trusted professor." But if you don't have one, that's not going to cut it. Mental health resources in general on campuses can be lacking. And specifically, hiring counselors that are from diverse backgrounds is super important because sometimes you just need to talk to somebody that has had a shared experience with you.

**4 Year Pre-Professional Degree Holder, B.S. Architecture
Degree Holder from a Small, Private, PWI, White, Female 22**

Social and cognitive psychology posit that people order their environments based on social categories; they then identify with and feel attached to their own ingroups, in contrast with outgroups of people with different social characteristics.¹⁸ The potential benefit of ingroup identification and behaviors is a sense of belonging and social meaning, while negative consequences of ingroup identification include stereotyping, exclusion, ingroup favoritism, inequity, and perceptions of unfairness. The consequences of ingroup identification can also create shared experiences of negative treatment for those in outgroups. For example, when a Black student has a racist encounter with a teacher, other Black students may relate to it more directly. Likewise, Asian students will relate more than other students to the experience of Asian American students being repeatedly asked where they are from.¹⁹

In architecture, the plethora of jargon, images, or shared knowledge are enigmatic to outsiders. For example, to an insider, the phrase “Mies’s brick house” calls to mind the iconic pinwheel-plan composition of an unbuilt, early 1920s design by the famous German architect and educator Mies Van der Rohe, while an outsider will be mystified by how to even look up the reference. For the visually oriented insider, the foundational language and skills of design thinking (e.g., sketching, modeling, diagramming) are familiar and comfortable even if particular software or media may be new. While some textually based thinkers or those trained in numerically or narrative-based disciplines will learn the language, others may fear that they will never learn the “secret handshake.”

The potential benefits of ingroup cohesion can be seductive, particularly if one worked hard to gain the knowledge and skills to be included or if one’s natural abilities are highly valued by the ingroup. As in other professions that require highly specialized skills, ingroup members may unintentionally or intentionally erect and maintain their boundaries with shorthand communication.²⁰

What is the impact of culture on faculty and staff?

Faculty and staff in architectural education experience equity issues common to many workplaces (see the *Workplace Culture* guide) and to higher education in general, as well as challenges that are endemic to architecture schools. (For more information on common structures and terms in higher education, see the Resources section of this guide.) Direct impacts on faculty and staff

Architectural education has long incorporated study abroad. For some, it can be a rite of passage, immersing students in different built environments with different materials, responses to different climates, and cultural approaches to public and private space. For many years, international study has centered on Western Europe, particularly Rome and Paris. Increasingly, however, schools are offering the opportunity to learn in non-Western communities. Yet even as the geography and topics become more diverse, for many students structural barriers remain, such as the cost of travel itself and other costs, including lost wages, childcare or eldercare arrangements, or fixed housing expenses. Two alternatives are programs that focus on domestic travel or remote connection with international peers in meaningful academic interactions.²¹

have an indirect impact on students and their educational experiences. Curriculum is particularly subject to culturally based expectations of faculty's roles and responsibilities. Students advocating for change and/or considering future academic roles will benefit from understanding the broader context described here.

The structure and hierarchy of employment in higher education help explain some of the power dynamics that regulate school culture and keep it static. Administrators occupy high-level positions and staff tends to be subordinate, with faculty as the core constituency beside students. (See the Resources section for more information about faculty.) In brief, faculty positions vary, but typically in architecture programs in four-year and graduate institutions, there are:

- Tenured/tenure-track faculty: those in full-time positions with the expectation that they achieve excellence in teaching, research, and service.
- Non-tenure-track faculty, part-time or full-time. Titles vary among institutions, and the same terms—adjunct, visiting, instructor, career instructor, lecturer, affiliate, researcher—can mean different things at different places.

The ratio of tenured to nontenured faculty influences school culture, as well as who has influence, particularly if their race or gender demographics differ markedly. In U.S. architectural education, there are twice as many nontenured faculty as tenured; nontenured instructors are more racially diverse with a higher proportion of women, although actual demographics vary by school.

The tenure process is equally if not more confusing for prospective faculty. In general, there are multiple points on the path to tenure where bias and discrimination can slow or derail candidates from nondominant groups. For example, extensive research in STEM fields has surfaced patterns of gender differences in citation numbers, with men citing themselves more frequently, which makes them look better in their tenure cases.²³ Men and white people are more likely to publish papers with their advisors, thus gaining an early advantage in their academic careers and tenure applications.²⁴

Architectural teaching, research, service, and project timelines diverge from the more “standard” forms of academic work. Consequently, clear definitions are important to ensure they are understood at the university level. Which category, how valuable it is to the institution, and which evaluation standards are used in a tenure case will depend on what

What is tenure?²² What is its purpose? How does tenure help achieve and/or impede EDI goals in higher education?

Historically, tenure protects the academic freedom of faculty to pursue unpopular or long-range research. Concern: after meeting the rigorous standards for tenure, the individual has no motivation to continue their intellectual growth.

Undeniably, tenured faculty have uncommon privileges that are poorly understood by society at large. Academic tenure can create unique power dynamics. For example, department chairs supervise faculty, but if a chair is untenured or holds a lower rank than the professors in the department, challenges arise when the chair has authority in some areas and the faculty in others. Periodically, public institutions have faced pressure from legislators or boards of regents to weaken or abolish the protections of tenure, especially when political leanings are assumed to be opposing.

outcomes are recognized as excellent—evidenced by teaching evaluations, grant funding, publications, and/or awards.²⁵ Often, tangible outcomes, like successful funding and architectural-project completion, are less valuable in tenure applications if they were achieved without the accompanying grants, awards, and publications that are typically valued in academic settings.

One of the most fraught questions in higher education is how to measure work that meets the needs of a community outside of the institution, whether in teaching, research, or service. Positive impact on a community can be difficult to document and evaluate. Another challenge of community projects is that their time frame may be very long and driven by agendas independent from the six-year pathway to tenure. It takes time to build relationships, and that time could mean outcomes are not yet clear at the time a faculty member is reviewed for tenure. Unfortunately, oftentimes communities have had negative past experiences with institutions that intended to help but primarily extracted knowledge that helped the institution and faculty win grant funding or awards.²⁶ In one example of how a community may respond, Tribal communities, to protect their intellectual capital, sometimes restrict how the outcomes of research or student work may be used in publications or university promotional materials, or they may have additional requirements for research that includes human subjects.²⁷ Generational differences can also emerge when senior faculty are asked to review community scholarship that, based on the standards under which they themselves were reviewed, would have been counted as service.

Academic awards and recognition may be used overtly to restrict access—for example, library borrowing privileges or eligibility for grant funding—or, less visibly, to reinforce hierarchies within institutions or to promote the national networks of those individuals deemed most meritorious. Many academic awards rely on recommendation letters and reviews by those who have won the honor in the past, making these decisions subject to affinity, or ingroup, bias; such accolades can lead to equating merit with reputation or the opinions of figureheads rather than the actual and possibly more diverse achievements and contributions of underrepresented faculty members.

Part-time faculty members often, although not always, outnumber full-time faculty in architecture programs, and they also may be demographically different (by age, race, gender) from their full-time counterparts. They bring expertise (from commercial practice, nonprofits, municipalities, research, or community centers) that may not be represented by the full-time faculty. This predominance of part-time faculty is unusual compared to engineering

What does excellence mean for faculty standards? Who defines it?

Faculty promotion and tenure standards often include terms such as excellence, reputation, and trajectory. Yet most shy away from naming the number or venues of publication. While frustratingly vague and open to subjective and potentially biased interpretation, the intention is for standards to evolve and to value a wide variety of accomplishments. However, the lack of specificity can make candidates feel that the goalposts are always moving and that expectations will never be clear—or fair. The pressure of “up or out” can make this uncertainty especially difficult and can affect choices that tenure-track faculty members make about the topics they pursue, their research methodologies, and their teaching styles. This pressure, while perhaps not obvious to students, also has an impact on school culture and course content alike.

or other fields; however, there are some parallels with health sciences and law, in which clinical appointments are more common. Part-time faculty members typically have no vote in governance issues; their relative lack of voice can lead to schools of architecture having their cultures and their lasting curriculum decisions shaped by a small group of long-term, demographically homogenous, tenured faculty.

The theme of power and power differentials runs through the AIA guides and applies also to equity in higher education. The hierarchy of workers, administrators, and decision-makers in architecture schools and programs usually mirrors that of academia in general: in universities, faculty members are part of a department, which may belong to a program; programs are grouped under a dean, who reports to the provost (the chief academic administrator), who in turn reports to the president or chancellor. A board of trustees or regents broadly steers the institution and oversees the president. And final authority over public institutions typically rests with a state legislature. Within the faculty, voting rights may be restricted and those faculty who rely on tenured-faculty reviews for promotion and tenure or contract renewal may be unwilling to offer contrary opinions, thus stifling their voices.

Just as there is a stereotypical profile of an architect, in architectural education there is a strong, dominant-culture profile of a professor, one that can be off-putting to people from nondominant cultures.²⁸ This profile is partially due to entrenched traditions and also to generational continuity: a prospective faculty member with a parent or close mentors who are academics will understand the long-established logic of academic structures in ways that a first-generation prospective faculty member may not.²⁹ New academicians from dominant groups are more likely to have family members, friends, or mentors with experience in higher education and therefore may have an advantage in understanding the nuances of hiring and promotion or navigating an often-elusive academic culture.³⁰

For those without academically savvy mentors, how to even access the pathway for an academic position is unclear. While work experience and degree credentials are important, architecture is unique in that it does not require a doctorate or terminal degree for tenured positions, while many other academic areas do. However, some candidates may be excluded for reasons involving a lack of network more than a lack of qualifications. Research showing racial disparities indicates that those most excluded are people of color.³¹ Many schools follow a basic process in which a department chair confers with a program director to hire part-time faculty, while full-

If all of the professors are coming from a totally different experience group than me and a lot of my classmates, then how are they going to adequately teach all of us in a way that feels equitable, if they're only really relating to some groups of students?

Recent B.Arch
Graduate from a Public
University, First Year
Professional, Mixed
Race Hispanic, Queer,
Transgender Male, 22

time faculty hires require the involvement of the entire faculty. The criteria for awarding a full-time position may also include state, regional, or university strategic priorities or short-term goals and initiatives, unknown to candidates and interpreted by the dean to align with the plan and budget of the school or college. Part-time positions might be listed as general job postings that are perennially left open, and it can be unclear when a posting is actively used to identify candidates to meet a hiring need or as a dormant tool to meet institutional Human Resource requirements. In some institutions, part-time positions do not need to be listed, with openings communicated by word of mouth instead. Although education is popularly thought of as being a positive force for upward mobility and leveling the playing field, the perpetuation of patterns of dominant culture and static racial demographics suggest that academic workplaces have not been effective in creating change.³² It should be noted that laws such as the Equal Educational Opportunity Act and training in equitable hiring practices are intended to support change. (See the *Recruitment and Retention* guide.)

What is the impact on the profession?

School culture and firm culture intertwine, with faculty who practice, practitioners who teach, and students who work in firms while in school. In many ways, because of these interconnections, the cultures of architectural education and the profession mirror each other and operate in a cycle that perpetuates architecture culture and traditions. Some of these traditions contribute to bonding and mutual understanding, a kinship among dedicated professionals and educators who are committed to purposes beyond their own self-interest. Close relationships between certain firms and schools have developed over generations and have established common cultural expectations in the classroom and the project team. There are benefits to a strong relationship like this; however, there are also drawbacks, some of which limit equity and diversity. For example, it is easiest to continue investing energy in relationships with known networks, with firms recruiting from the same schools and faculty inviting their network to serve on studio juries. Notable efforts to broaden representation, such as the AIA Large Firm Roundtable's initiative with National Organization of Minority Architects (NOMA) to support Historically Black Colleges and Universities (HBCUs), have begun showing outcomes, such as scholarships and mentoring programs.³³

Academic culture can model positive patterns for the profession, teaching students skills in collaboration and integration that will benefit them in practice. When new tools or materials are developed, students sometimes learn skills that are new to the profession; or professionals devise ways of integrating these tools into practice that they can then teach to students. Professionals can also model collaboration for students and demonstrate the business practices required to appropriately budget time and resources in community-based or inclusive processes. When the feedback loop between academia and practice is robust and healthy, there can be a virtuous cycle where innovation, research, and exploration are continuously tested and expanded. Ensuring that the knowledge loop is strong will lead to better value demonstration and more resources for the profession to invest in equity. (See the *Compensation* guide regarding the value proposition of architecture.)

Several AIA guides (*Recruitment and Retention*, *Workplace Culture*, *Advancing Careers*) discuss how diversity in schools is directly and indirectly linked to diversity in the profession. The most obvious connection is from school to practice, with a time lag of four to fifteen years or more from entering school to assuming leadership or hiring roles.³⁴ However, long-standing inequities, e.g., racism and sexism, mean that obstacles begin much earlier than college and continue throughout education and careers. In addition, by focusing on recruiting professionals and faculty members from nondominant identities after they have surmounted these many obstacles, it is all too easy for academia and the profession to compete for the limited number of graduates of color and to ignore the need to remove barriers at all stages, especially the early ones. Professionals and educators can make the profession appealing, including by supporting K–12 programs. The paucity of role models (people of color, transgender or nonbinary individuals, or people with disabilities, as visible examples) and the often-negative impact of the built environment on chronically underresourced communities mean that architecture is not always seen as a force for good. (See the *Recruitment and Retention*, *Mentorship and Sponsorship*, and *Engaging Communities* guides.)

Schools are often free to take different and greater risks than firms can. They may be better positioned to embrace emerging or future practices or to work with public-sector partners as equals. They may have sources of funding not open to for-profit firms, such as sponsorship by the private sector as experimental test beds for new technology or comparing the effectiveness of different materials. They can also receive grants for research. Additionally,

Equity and inclusion are key for people with nondominant identities to feel they belong in architecture.

Some aspects of belonging, such as equitable practices that promote transparency and mitigate bias, can look the same in an office and at school. However, the academic workplace is arguably more complicated, since institutional policies may limit an administrator's ability to be transparent. Adding to this complexity, there are nuanced power dynamics between part-time and full-time faculty, and the faculty-student relationship is very different from the architect-client or even architect-community partner relationship. An architect from a nondominant identity who has been welcomed in professional settings may discover that inclusion is harder to achieve in academia, where tenured faculty have often been in place for many years, sometimes holding to the customs and attitudes of times past.

at schools where faculty are expected to engage in research, a portion of faculty salaries funds this work. Finally, students' typically high optimism for the future of the profession and their own impact drives demand for educational change to support holistic curriculum and pedagogy and architectural design that is more environmentally sustainable, resilient, technology enabled, collaborative, socially just, and restorative.

How can we change and improve?

Even if there were agreement that architectural education should incorporate social justice and identity-based approaches, which there is not, doing so is potentially incompatible with what was valued in the mechanistic or formal approaches to education. The impact of European educational systems (such as Beaux-Arts or Bauhaus) on North American architectural education is well covered in Joan Ockman's book on architecture school, which describes past occurrences of tension existing between mechanistic, formal, and human-centered approaches.³⁵ Today, as human-centered design and social-justice goals become more common in schools of architecture, there have been some calls to reject traditional curricula outright.³⁶ In response to changing societal needs and student expectations, has established pedagogy embraced antiracism, and social justice and, if so, how? Or can these topics and movements be more widespread?³⁷

Design firms hire our graduates for lots of reasons. We are in a diverse city where the population looks like the population of the world. And the student population at our college of architecture and design looks that way, too. In addition to their other skills, our graduates bring their ability to understand design from multiple diverse perspectives to their work. Clients are demanding it and the profession is needing that diversity of thought.

Tenured Professor, Large Public University, White, Female, 56

If we look at that whole pipeline, we ask: how do students feel when they graduate? What is their personal sense of confidence? And how does that carry into how they present themselves at a job interview and how they advocate for themselves? It's a key formative thing. And these practices, the first job you get, the salary—how you start—can set your path afterwards.

Professor and Department Chair, Medium Public Urban MSI, White, Female, Mid 50s

We asked students:

➤ What would you most like to change about courses and curricula in architectural education?

➤ What would you like to say to faculty?

I wish we could really challenge Western architecture and European architecture being the only type of studio project you can have. There's only one studio I took that allowed me to step outside of that, and that was from a visiting professor. We want professors that represent more demographics and more ranges of experiences. I would love to see professors look further and find more diverse architects in history. I think that would make a large difference to students of color and female students who don't see themselves represented.

Recent B.Arch Graduate, Mixed Race Hispanic, Queer, Transgender Male, 22

Faculty know where to find reliable resources on the things that are happening in the world and to look into them. Because obviously it may not affect them in their day to day practice, but it affects us and we're the ones that they're trying to create the next generation of architects out of. And so, if they're not doing their research, it means they can't help us to understand and evolve and learn.

Undergraduate Student, Public University, Mixed-Race, Male

Thinking about land in general as something that is created, and us in relation to it, then thinking about land as property is a whole different thing. Since last year, I have noticed a significant difference in the way professors approach things. Before I would stand up in class and say, “Oh, this is wrong, what about the indigenous people that have always lived here?” Because usually history always starts when settlers arrived. But I feel like now the conversation has been opened, but I don't know necessarily where it's going to go, and I hope that it goes in a different direction.

Third Year Graduate Student, Large Public PWI, American Indian (Sicangu Lakota), Female, 30

Most of our projects deal with racial issues and, more specifically, African American issues. I don't know how many projects we've done that involve slavery—we do way too many of those. I wish we'd do something a little bit more positive. But we definitely bring up issues and we talk about them and we design appropriately for racial issues

5th Year Student, Private HBCU, Mid 20s Mexican-American Ciset Male

When we do site analysis it's always focused on sun, wind, weather, flood— the physical aspects of a site. It's the community that I wish that we could learn in school as well as bring into the culture of the profession.

5th Year, B.Arch, Large Public University, Latino, Mexican American, Gay Male, 25

The cultures of architectural education and the profession have benefited many who have succeeded, produced great work, and established important practices. However, our research shows that certain students are better set up to succeed than others because of cultural norms that underpin curricular requirements. Despite the many positive aspects of architectural education, the question is whether current academic culture can align with and help fulfill current and evolving goals for EDI. And if it cannot, due to lack of willingness or because human-centered design is less valued than mechanistic-based or form-based design, what are we willing to lose (such as cultural patterns that benefit members of the dominant group) to make the required gains (such as capturing the creativity and lived experience of those not currently at the table)?

Equity and inclusion are essential to opening the profession further to people with nondominant identities, instilling the sense that they matter and enriching the field with new points of view. Questions remain: are there inclusive ways to help students and faculty decide whether to stay, leave, or find other alternatives—ways that value, support, and guide them, that empower them? Additional questions arise when looking at how educators are responding to current and emergent global and generational issues; for example, younger people feel more urgency around climate change and social justice.³⁸ Many students in our listening sessions perceived their teachers as satisfied with imparting the same things they themselves learned and that they believe this preparation is sufficient for practice. These same students worry that their education is failing to prepare them for a profession that will be more focused on climate solutions, social justice, and technological tools for production and data mining.

Environmental justice is a huge component. We have been told since we were 10 years old that we're going to be the ones to solve everything. That's a tremendous amount of pressure and expectations put on us. We're told, "You have to fix all of this. By the way, we're going to teach you exactly how we were taught 30 years ago, so you're not going to know how."

B.S. Architecture From A Small Private PWI, White, Female, 22

We need an expanded definition of what architectural practice looks like. There are people who are doing design projects who define themselves as designer/activists. Let's include that work as core examples that we use and talk about in our studios, in our classes. Let's make them a part of the canon.

Associate Professor, Public PWI, 16+ yrs Experience, Black, Female, Early 40's

We asked:

➤ Who is driving change in architectural education?

Currently, there's a huge push from the students saying, "We want more diversity." They're shouting at the top of their lungs, pushing for it. They want diversity in faculty makeup, studio project locations and inclusive design conversations. There's a lot of faculty who are receptive to it. Additionally, there's a lot of people who are retiring. This is a transition time. There's a lot of questioning out there—not solutions, we don't have all of the solutions—but we have a lot of questions, which is the first place to start.

Faculty at PWI, Director of DEI, Black, Cisgender Female

Students are a lot more diverse and a lot more sensitive to issues of equity and diversity than when I was their age. But what they consider as a no-brainer are all the things that we consider very difficult for us.

Associate Dean, Large Public HSI Male, Early Fifties, Middle-Eastern

If you think no one is complaining or no one is making suggestions, then you're probably not hearing anyone at all.

Associate Professor, 20+ Years Teaching, HBCU, Black, Male

All of the leadership positions in our college are appointed by the dean, and all of the current leadership in our undergraduate architecture program are white men. The delay in change, the slowness of equity is infuriating to me and it's infuriating the students. And I feel their momentum and the profession's momentum, but the administrative lag is what I feel at this exact moment.

Faculty for 20+ Years, Full Professor, Large Public University, White, Female, 56

I think the majority of our students have been tainted by what has already been, the conditions that we're already in. A lot of us are scared to speak up, we are scared to be put in that position where it goes against our professors.

5th Year Grad Student, Small Private HBCU, Female, Black-American, 24

Stop waiting for students to inspire you. Stop waiting for us to ask you to make the change. I was once told, "You don't know, as students, how much power you have," which, to me, translated to, "If you and a bunch of other students stood up and made demands for change, it would be listened to." Why do I have to organize and demand it if you already know what the problem is? We need you to also sometimes take a first step. We need to feel supported just as much as we need to drive.

B.S. Architecture Degree from Small, Private, PWI, White, Female, 22

The Faculty

Faculty—especially full-time faculty—working with inclusive and just practices can work as a body with administrators to create cultural expectations along with policies that both shape and reflect values.³⁹ Commitment to equity and antiracist education is evident in day-to-day decisions, as well as those that have lasting impact on generations of students. Additionally, faculty-staff interactions can model equitable practices.

GOVERNANCE

Discussing collective guiding principles, intentions, and goals may be an unfamiliar exercise for many faculty, who generally work independently. The following steps can help frame a culture of inclusion and belonging:

Have a shared understanding of EDI from which you can develop an EDI strategic plan that addresses culture, with a shared mission, vision, values, and metrics. Include staff, students, alumni, and other stakeholders, using facilitation and/or training methods that align your definitions of EDI. The plan should also harmonize with your school's and university's strategic plan. Treat the plan as a living document; update as changes are made and goals achieved—or not. (See the *Measuring Progress* guide.)

Be aware of ways white supremacy is manifested. For example, EDI efforts at predominantly white institutions (PWI) have specific challenges—including how service responsibilities for programs intended to advance diversity, such as EDI committees, often fall on faculty of color.⁴⁰ Avoid poor framing of diversity goals, which research has shown can actually reinforce dominant white culture in PWI.⁴¹ In these cases, despite positive intent, how the work is contextualized has a negative impact on faculty of color, not only because of high expectations of their contributions to advancing the goals but also because the support of the goals is not integrated into the roles of the predominantly white leaders.

Establish expectations for how members of the school community will relate to one another. Challenge the historic studio and school culture of rites of passage, hypercompetitiveness, and excessively long workdays.⁴² Support faculty in navigating conflict. Develop the capacity for holding uncomfortable conversations if colleagues transgress or undermine the school's shared values.⁴³

Acknowledge the role of power and identity between groups: student to student, faculty-student, faculty-staff, faculty-peers, and administration and all other groups. A relationship between a faculty member and a student may not be neutral: faculty may be actively evaluating and grading students enrolled in their classes, and they influence student careers by nominating them for awards, writing letters of recommendation, or hiring them as research or teaching assistants. Administrators may advocate for faculty members; they also supervise, evaluate merit, and make decisions on course assignments or sabbatical leaves. These multilayered relationships can be affected by power differentials and unconscious bias.

Analyze your curriculum and syllabi looking for opportunities to celebrate and elevate the work of architects, scholars, and communities previously ignored. Know the history of exclusion, particularly as it relates to the built environment. (See the *Justice* supplement.)

Take advantage of the opportunity created if your course does not meet the needs of students from marginalized groups. Be open to student input; acknowledge the additional work they may be doing on their own and offering their classmates to adapt the course material for relevancy to their own identities and experiences.⁴⁴

STUDENT ENGAGEMENT AND SUPPORT

Treat students as people whose hopes align with your own, even if faculty and administrators may initially perceive them as complaining or making demands. Students may not always choose the most diplomatic ways of communicating. Keep in mind that their timelines are shorter—they may not see what progress is underway, and they may feel a greater sense of urgency about EDI issues than administrators and faculty do. Try shifting

So if we're looking at lifecycle assessments, what does it mean to look at lifecycle assessments through an indigenous methodology or perspective? I feel like I have to do extra work to craft a course that aligns with what I want to do in architecture and my aspirations, which is really hard. I'm teaching myself and at the same time trying to learn.

Third Year Graduate Student, American Indian (Sicangu Lakota), Female, 30

the conversation to align along shared values and goals or to clarify who is responsible for taking actions.⁴⁵

Acknowledge that generations differ in their perception of the urgency of wicked problems. Students perceive that they are being asked to fix large societal problems, such as climate change and social justice, while lacking the tools needed to do so and without sufficient support from those who may have access to resources.⁴⁶

Consider compensating students for their time working on EDI as you would for other activities. Payment can be with fungible assets, such as money or credit hours. Acknowledge that this work is hard; ensure that they are supported. Spread the work around if possible, so that the same people are not constantly relied upon.

Appreciate the differences between students on distinct pathways. No one solution will fit all, and, in fact, the more common solutions may advantage those from the dominant culture and backgrounds. Differing academic backgrounds can lead to differences in students' support needs and developmental pace.

Scrutinize your admissions processes. If diversity and quality goals are met, you may not need adjustments. Admissions is not fundamentally designed to promote equity. To do so requires a conscious effort in almost every aspect of the process.⁴⁷ For instance, portfolio requirements favor students with access to fine art or architecture in high school, generally from private schools or public schools in higher-income areas. This skews the applicant pool and, potentially, how applicants are rated, but an overemphasis on formal skills perpetuates an assumption that architecture is primarily about formal composition. Work with your institution and with your faculty to make changes. Research has shown that there are multiple points along the application and admission process when bias, discrimination, and relative disadvantage can occur.⁴⁸ For example, Black students whose applications evidence a strong interest in race matters are less likely to be admitted to predominantly white institutions, compared to other Black students who are deemed more "palatable."⁴⁹ Students who lack the financial resources necessary to create an impressive portfolio or to access test-preparation materials are also at a disadvantage.

A lot of students can't afford to become part of extracurricular organizations, time-wise or financially, that enrich experience and give access to networks that you may not have. Breaking down barriers is super important because the extracurricular part of your education is just as important as the classes.

B.S. Architecture
Degree from a Small
Private PWI, White,
Female, 22

Scrutinize your evaluation process. Evaluation pervades academia; rubrics can be positive in promoting transparency but are also subject to bias in their development and implementation. A rubric that works for individual student work may not work for group projects.⁵⁰ Peer evaluation can be used to limit the bias of instructors but is subject to bias by students.⁵¹

STUDIO CULTURE

Change aspects of design studio culture that can feel intimidating. The norm of extreme and personal critique affects the pathway into the profession and the culture of the profession itself; it also undermines student confidence, especially among nondominant student groups. Our focus groups revealed that students are seeking to understand how to respond to criticism in ways that are not perceived as defensive when they are explaining rationale or standing by their decisions. Student cohorts are becoming more diverse, yet the culture of teaching is still largely based on past architecture-student demographics. All students want to feel a sense of belonging and encouragement in school and as professionals. Faculty can model behavior, set expectations for students and for guest lecturers and reviewers, mediate if hypercompetitiveness occurs between students, and put a stop to behavior that can be seen as intimidating. (See the *Workplace Culture* guide and glossary regarding microaggressions.)

Center empathy. Offer a more human-centered focus during design studios. Balance the number of studios that are framed to result in formal geometry or technological solutions with those that place high priority on meeting social and/or human needs.

Be realistic about time and deadlines. Do not assume students have seven days a week to focus on studio. Changing a deadline from your published schedule can be highly disruptive, even to the point of negative, life-changing impacts on vulnerable students, such as the loss of an outside job. Think through the amount of time you allot and provide explicit guidance for time management. Students are still learning how to plan and navigate architectural projects and other work.

I've had professors say, "I need a full-scale set of renders ready in two days." And our studio says, "We haven't even built an online digital model yet. That's not how that works, that's not how time works." And they respond, "Well, I've never used this program, but you need to use it."

4 Year Pre-Professional Degree Holder, B.S. Architecture
Degree Holder from a Small, Private, PWI, White, Female, 22

Be knowledgeable about and familiar with the tools, techniques, and resources available to students, as well as their cost (the time investment to learn, monetary costs, time to produce). If you are unfamiliar, bring students alongside in exploring new methods and provide flexibility to support exploration. Recognize that it is time consuming to learn new tools and that some students pick them up faster than others.

INTERACTIONS WITH STUDENTS

Faculty have the most face-to-face contact with students and are key to communicating with clarity and to applying policies equitably. Clear design expectations can demystify what can appear to be highly subjective evaluations or outright unfairness, which create stress.⁵² Whenever there is lack of clarity or transparency, students with the least experience in architecture—due to lack of mentors, role models, or direct knowledge of the field—are most negatively affected.

Your syllabus is your contract with your students. Use it as a way to communicate expectations and related measures of success, particularly around grading. Make sure you communicate your standards clearly ahead of time and enforce them consistently and fairly. At the same time, acknowledge that students learn with their whole selves and may need different things to succeed. Know which policies are yours to determine and which are the responsibility of the university, department, or program. For each policy in your syllabus, even the boilerplate ones, make sure you understand the basis, what issue it is meant to solve, and what the consequences are for violations. Advocate to change any policies that do not make sense for your class or that may have unintended negative consequences for your students. Emphasis on what the students will learn (compare to what they will do) has the power to promote a growth mindset.

Challenge your assumptions about identity and design interests. Don't assume that a Black student will prefer a community-based project, that a nonbinary student will be drawn to a project focused on safe spaces for people who are transgender, or that a student who has experienced housing insecurity will want to enroll in a housing studio. Also, note the ways in which you may be biased against challenges to the canon and traditional methods or frameworks of the profession. For instance, ask yourself if the halo effect (a cognitive bias that ascribes general excellence to a person who possesses a single attribute that you value) may cause you, for example, to give the

benefit of the doubt to the site plan by a student who “draws like an angel” but to be skeptical of one who struggles to communicate graphically.⁵³

Be aware that how you spend your time sends a message. During desk crits, the amount of time you spend with individual students may vary greatly from week to week, depending on their workflow. However, affinity bias may be a factor if faculty engage more with students whose drawings or writings are more like their own and spend less time with students they find challenging because they follow different approaches. Students notice patterns of running over or under the allotted times, whether intentional or not.

Equity is not the same as equality. Notice and name when you see certain qualities, skills, or backgrounds that advantage some students over others. Making equity the priority means taking into account history and systems. Individuals have different needs; in an equitable system, they get what they need. Ideally, those with needs feel empowered to ask for help without concern for negative perceptions or loss of privacy.

Avoid disparities created by financial resources. Notice and name if you see financial resources that give advantages to some students over others. If the quality and quantity of model-making materials will be a factor in evaluating craft, find ways to pay for materials from course fees for all students, or revise the exercise. Make costly activities, such as field trips, optional; require them only if your school can provide support. Support can be awarded based on need, but be aware that financial information is confidential and that you may need the help of school administrators to help award funds in unequal but ultimately equitable ways. Be cautious about allowing students to hire outside help with rendering or model making and how this option will be evaluated and communicated to reviewers. If assistance is not allowed, make that policy clear in your syllabus.⁵⁴

Develop skill in more than one pedagogical approach. One size does not fit all; different students and different topics will better match certain approaches. For example, lectures in a noninteractive style can be effective in some cases, while interactive small groups can be better for other situations. Be aware that there are cultural reasons why one format or style can work better for some students than others; research has shown that, although there may be individual variation, people from Western European and North American cultures tend to prefer a direct communication style while those from Middle Eastern and Asian countries tend to prefer indirect communication.⁵⁵ In the classroom, direct communicators can dominate discussion groups, whereas indirect communicators are more likely to offer comments in written form or

You don't have to be super lenient but at least understand personal situations. I know students who have three jobs. So if professors could at least understand those personal experiences and not have one rule for everyone—because everyone's life is different and it's different where everyone comes from.

4th Year Undergraduate Student at a Private School, Asian, Indian, Female, 22, She/Hers

with a formal system of taking turns. Switching it up can ensure that certain students do not have a consistent advantage.

Avoid the role of “sage on the stage.” Although traditional societal expectations cast you as an authority figure with answers and knowledge to impart, you can reject the stereotype. You might assign an exercise on a topic that is unfamiliar to you, introduce a reading that makes you uncomfortable, or turn over control of a class session to the students.

Be willing to say “I don’t know” or “I need to check,” especially when responding to requests for exceptions that may create inequities between students in your class or with those in other classes. Track your decisions, and notice whether there are patterns that advance or disadvantage students from certain identities or situations.

Foster friendly studio culture while respecting boundaries. Design-studio teachers and students are often on a first-name basis and are privy to personal information that may arise during the intense interactions inside or outside of the classroom. This intimacy can create a supportive experience for the student, who, as a result, has a mentor and teacher who knows them as a person and as a designer. On the other hand, if the relationship is not positive, it can be detrimental to the student, since the studio is often the center of a student’s academic experience and usually carries two or three times more credit than other courses.

Be conscious of equity as you assign coursework. Not every project assignment will be received as you intended it. For example, requiring students to use a personal experience as the topic to develop skills in research or design may be very engaging for some, boring for others, and triggering for a person who has experienced or is still experiencing personal trauma. Offer alternatives that focus on the skills you wish them to gain.

Align time, effort, and expectations. It can be challenging to be equitable when student skills, talents, and experiences vary. Expectations and the time and effort required to achieve them may not be clear. For example, an experienced student may achieve excellent results on an assignment in two hours, and a less-prepared student may need to invest two days for an outcome that just meets the minimum standard. Instructors can plan varied assignments to take into account different skill sets, such as one exercise that is visually oriented and another that is text based. They can also consider evaluation criteria that take into account previous experience so as to measure progress from a student’s individual baseline. Time parameters can

make clear your expectations for a sketch versus a detailed rendering. Time limits can also help offset peer pressure to work all night, promote mental health, and send the message that the instructor has thought through the impact of the assignment on a student's schoolwork schedule and outside responsibilities.⁵⁶

Students

Recognizing that while EDI issues are systemic, as a student you can, nonetheless, make a difference at the systems level and at the individual level for yourself and your peers.

Know your voice. Be clear about when you are speaking for yourself, for others, for an organization like NOMAS or AIAS, or anonymously, and understand that the responses you receive from using each voice may be different. If you are speaking anonymously, expect to be heard but do not expect to see direct results, since you will have broken the feedback loop. Speaking for yourself can be powerful for helping the school or faculty understand that what works for most is not working for you. Things might not change during your school years, but you could influence future decisions that will help your successors. If you are speaking for a group because you are an elected representative of a student council with a reporting or advising role to the chair or program director, you may be expected to use surveys or focus groups to ensure that you are speaking for the whole group of peers, not just those who you know.

Communicate effectively by adapting. Remember that adaptation is not the same as assimilation. Adaptation is deep awareness and value of oneself and one's culture(s) while also maintaining the ability to shift perspectives and behaviors to achieve one's goals. Assimilation is giving up one's culture to fit into another. For example, the dominant-culture values direct and restrained speech and writing over other communication styles. Therefore, a desirable adaptation approach to address an issue would be directly stating your reasons for meeting with the decision-maker, sending your agenda in advance, being organized in making your points quickly, and proposing or requesting a solution. Also consider that different identities may be better positioned to lead different discussions. Allies can be useful for communicating on your behalf. (See the *Intercultural Competence* guide.)

Respect that you might not know the full context. If you ask for action, the result may not be exactly what you propose, as there may be other factors that you are not aware of, such as confidential personnel issues. If this is confusing or disappointing to you, or if there is no action, consider going to the university mediator (sometimes called the ombudsperson), conflict-resolution office, or the Title IX office. Even if they are not the right people to help you, they will know who is. It can be helpful to know your BATNA (“best alternative to negotiated agreement”); see the *Negotiation* guide).

Plan for continuity. Activism takes time, often longer than the two to four or five years that a student leader is in a program. Without continuity, initiatives lose momentum, change stalls, accountability falters. Finding faculty or administration allies and advocates helps advance your cause beyond your time in the program. You can also use your influence after you graduate by staying in contact and offering to support progress.

Understand that doing work for free can be a form of privilege. Unpaid work can help students build both skills and important relationships and can give access to additional resources or spaces. And for the student whose beliefs call them to engage, it may not feel like a choice and certainly not like a privilege. However, not every student has the time or financial capacity to do unpaid work. Do not feel pressured to work for free, and know that AIA prohibits unpaid work in firms. If you are working for free, be certain that volunteering is something you want to do; on the other hand, question whether your ability to work without pay is depriving another student of an important opportunity. If you are doing the work because it needs to be done and you are the only one to do it, consider that you add unique value that should be compensated.

Describe what is a safe and productive space for you, while knowing that physical space is at a premium in most architecture schools. While this can be difficult to imagine, think resourcefully—are there existing spaces that can be made more

Don't take a “no.” Don't take one person's opinion and apply it to what you're doing. Just keep going, you know, keep looking. Whatever answer you're looking for is out there, or you just have to make the answer. You set the precedent for the answer. Just never stop. Keep going, keep going, keep going, keep going.

4th Year Undergraduate Student, Private HBCU, Straight Black Woman

We want to be able to be expressive without it backfiring—like being able to voice an opinion as an adult. We can have these adult conversations about what needs to be shifted without people bringing emotions into it. Half the time we make it about us, but it's not about us, it's about the structure of the department.

5th Year Grad Student, Small Private HBCU, Female, Black-American, 24

flexible, furniture more conducive to informal discussions, or lighting that doesn't feel institutional? Is there a virtual or temporary space that meets some of your needs? If there are spaces that feel unsafe or unproductive, how can you change them, within school rules and code requirements?

Academic Administrators

STUDENT SUPPORT

Get input, set goals, and measure EDI progress in essential systems, like admissions, advising, or career placement. Use surveys and other feedback mechanisms, including among admitted students who did not matriculate. Have regular meetings of administrators and students and build upon what you learn; set successive goals as you progress. (See the *Measuring Progress* guide.)

Examine whether your pathways are truly accessible to students from community colleges. While there may be a path, it might be unrealistically long, since prerequisites are rarely taught in community colleges. Consider models in which university faculty teach classes at a community college, which can count toward requirements if the student continues the program in a four-year institution. Articulation agreements detail specific course equivalencies and can be adjusted if better pathways are developed.⁵⁷

Support the whole path equitably. The school and/or university can assist students at all stages: from recruitment, admissions, and matriculation to internships, career placement, and beyond. Given the history of exclusion and inequitable treatment, equity will often mean students from historically disenfranchised backgrounds should receive different levels of support. Students unfamiliar with architecture or who are the first in their family to enter higher education may also need different, additional help.

Clearly state values and standards to anyone who will have contact with your students, including visiting professors, guest speakers, and community members. Do not assume they know what might constitute bias or harassment in your program. Ensure that students know how to report instances of bias or harassment. There can be a misperception that if the perpetrator is not faculty or if the incident occurs outside of class or off campus that students

are not protected. In fact, Title IX protections travel with students regardless of the context. (See the Compliance section.)

Use data to see who is succeeding and who is not. By disaggregating data across many characteristics, you may find that, in spite of support programs, students who are the first in their families to attend college are struggling financially, academically, or in other ways. Programs may be ineffective because students are unaware of resources or because of a lack of coordinated tracking and services across the institution. Strategies, such as peer tutoring and mentoring, can be adapted and augmented for first-generation students to improve graduation rates, with additional investment in resources and additional training for faculty and staff providing the support.

Avoid making assumptions or misusing data. Data gathering is useful for generalizing trends and designing appropriate interventions and programs. However, do not gather individuals' data or share it without consent, especially data that could be used to identify individuals, such as zip codes.

Support students in finding and succeeding in their first job. Students who are new to architecture or who are underrepresented in the profession may not be well positioned to secure their first architecture job or internship on their own. School advisors, faculty, and administrators can convey to firms the long-term benefit to the firm and the field of hiring students who may have less experience. Consider that the school's investment in placing students in their first job may have a far greater long-term potential and positive impact for drawing future applicants than many other "essential" activities, like marketing brochures or lecture series.

Be the bridge between students and professionals into and past their first job. While it may be the student's responsibility to show the value they can provide to an office, schools can bring professionals into the classroom or set up mentoring programs, robust career fairs, portfolio and resume coaching, and interview preparation. Cultivated alumni networks can help graduates find their subsequent positions as well.

Celebrate and amplify the voices of recent grads. If the demographics of your recent graduates are diverse, a focus on the skills and abilities of early career graduates could naturally bring more diversity to your awards, juries, and speakers.

FACULTY SUPPORT

Be transparent about your expectations of faculty, and be prepared to overcommunicate, since academic structures, decision-making processes, and drivers can be opaque. Avoid private deals or grandfathering, knowing that if variations among faculty expectations come to light, there will be negative consequences for workplace culture and relationships.

Model and support time management and easing of work-life conflict for faculty to help them set an example and support students in turn. Support faculty-development programs and mentoring programs.

Challenge your assumptions and stereotypes about identity and career interests. Do not assume that Black faculty will prefer to run community-based studios or teach housing history instead of professional practice or building technology.⁵⁸

Connect course content with faculty interests when appropriate, giving faculty choice to follow their own interests and research. Develop a system to distribute core and elective teaching opportunities equitably so that all faculty have opportunities to pursue their interests and research.

Remove bias in hiring of part-time faculty. Unlike the multi-stage process for hiring full-time faculty, part-time faculty positions are sometimes filled speedily, with recruiting and hiring done by the chair alone. However, diversity in both types of searches is more attainable when the hiring authority has a broad network, including relationships with organizations of underrepresented professionals, and uses tools such as advertisements that will be seen by communities of color.

Be clear about how you count demographic data and how you expect to use it. If you are counting on people appointed to part-time positions to improve your school's demographic diversity, understand at the same time that they may not have as much power to effect change as full-time faculty members do. Faculty members without tenure may be reluctant to speak up, especially if they are from nondominant identity groups. They may help you meet your numerical diversity goals but fail to experience equity and inclusion themselves.

Value the voices of part-time faculty. Realize that their time and priorities may be different from those of full-time faculty. Make it easy for them to be included in decision-making, knowing that if they are balancing professional work with teaching, they may need alternative formats or additional time

to weigh in. Consider compensating them for their time in governance, and make clear your policies and expectations for their participation. Part-time faculty, often more diverse than full-time, can contribute significantly to EDI discussions and planning as well.

Examine promotion and tenure policies in your school and institution to see whether they support or undervalue equity work. Consider the identities and experiences of those making decisions. EDI work may be difficult to demonstrate that it meets the criteria for research. Some schools have adopted more holistic promotion and tenure policies that support and value EDI work.⁵⁹

Conduct faculty-search processes that mitigate bias. Be aware that bias in favor of certain schools, degrees, or programs may be as strong as bias based on gender, race, or physical ability.⁶⁰ Think beyond traditional architectural training and degrees when recruiting prospective faculty, and look for backgrounds and qualities that match your curricular and cultural aims. Faculty accomplishments are easily measured using scores called publication impacts, which measure the number and frequency that a publication is cited, but impact measures vary by field and are also subject to bias, since those who have published mentors are more likely to be published themselves.⁶¹

Combine accreditation with a school-wide discussion of goals. While NAAB accreditation sets minimum standards, the process of documenting and assessing is an opportune time to talk about aspirations, including setting goals higher than the minimum requirements, to be achieved more quickly than the end of the accreditation term.

Know that the value of EDI training for faculty and staff often comes weeks, months, and even years afterward—if you continue to invest—since EDI learning is not “one and done.” Training should be specific to your goals and the developmental stage and composition of your group.⁶² It can give your school community a common language for talking about difficult issues, especially if you set up safe practice situations. Ask the following: How are you choosing what training to offer? Who is invited to the training? Are you including

It's so tense between the administration and students, it's not really that effective right now if we asked for something. It would take NAAB to write in more requirements or dictate staffing to be more inclusive, whether that's gender or racial. In this college, a lot of change happens around accreditation time so that we look all pretty fancy and everything, whether it's physical change or programmatic change within our respective programs.

B.Arch student, Large Public University, Latino, Mexican American, Gay Male, 25

part-time faculty? Are faculty and staff compensated for their time? Tell students about the training, and invite them to hold you accountable while also requesting grace with missteps, as everyone is growing and learning.

Equip current faculty to continue to develop empathy with students, staff, and peers that are of different identities. Knowing that developing empathy requires encouragement, awareness, knowledge, skills, practice, and accountability. Support cross-identity mentoring. (See the *Mentorship and Sponsorship* guide.)

Build a robust and consistent onboarding process with a focus on values, expectations, and shared language among faculty regardless of whether they are full-time, part-time, or visiting.

STAFF SUPPORT

Value the voices of all staff, from custodians to advisors. Staff can have frequent contact with students and often notice situations and patterns before faculty or administrators do. Develop robust communication pathways; understand the power differential that can be an obstacle for staff communication; and establish an environment in which staff feels secure.

Understand staff motivations for being involved with higher education. Involve them in using their particular expertise and passion to advance institutional goals and find meaning in their work.⁶³

GENERAL

Invest resources in work that advances your EDI goals. Raise new money and explore redirecting gifts that have flexibility in their original terms. Check with your advancement and research staff to assess if your goals align with university resources for promoting diversity, which may result in qualifying for initiative support or matching funds.

Consider unintended consequences of philanthropy that come with EDI goals. There may be wonderful alignment with donors or funders who give philanthropic gifts to advance diversity. However, even seemingly easy-to-fulfill requirements can create burdens for those the contributions are intended to benefit. For example, if firms offer scholarships but each firm has its own application and portfolio requirements and deadlines, they each may be disappointed by the low number of applicants. In this case, work

In the last revision of accreditation procedures, the attempt was to create a basic framework for the values of the profession; and among the values were diversity and equity. The follow up question became, in bringing all of the leadership of the collaterals together, was “Do they embrace those values? Who’s pushing them?”

Tenured, Associate Professor and Chair at Small, Private, HBCU, African American Male

with firms to understand what requirements are needed and support your students in the application process. Check your gift-acceptance policy for alignment with EDI values.

Across Institutions and Groups

Cooperate with other schools of architecture to support faculty diversity goals. Imagine a future in which schools share effective practices and develop understanding of how each school can contribute uniquely to shared goals. Offer cross-school mentoring; hold each other accountable for progress toward goals.⁶⁴

Use accreditation as a force for broad, positive change. Work with administrators at your institution and at other architecture schools to advance EDI. Continue to use the accreditation process to generate dialogue about social issues.

Incorporate remote hybrid delivery to lower barriers to engagement, especially by faculty from institutions less likely to provide travel resources for faculty and students and for conferences and webinars. Keep in mind that not everyone has online access.

Advocate. Classify programs with STEM Classification of Instructional Programs (CIP) codes to attract more international students, who can get additional years on their nonimmigrant visas for optional practical training.⁶⁵ Secure debt forgiveness for federal loans if working in public-sector, community-based organizations and/or rural areas. Track AIA advocacy work that supports climate solutions, student-debt relief, and more.⁶⁶

Establish data-collection protocols that can begin a demographic-tracking process, which will allow schools to be more nuanced in their EDI strategies. For example, at present, combining Middle Eastern, North African, and white students and faculty disregards vast differences in their experiences of stereotyping and bias. Cooperation across institutions can make it easier to analyze data at a national or international level while preserving privacy.

COMPLIANCE 36

Higher education institutions are required to comply with various laws, regulations, and policies at all levels. Boards of regents, directors, or trustees set policies for their colleges and universities; every one must comply with federal and state regulations, which are more numerous for publicly funded institutions. Institutions, schools, and programs also must meet regional accreditation standards and specialized topical accreditations. The architectural-education accreditation system is maintained by NAAB and supported by the Association of Collegiate Schools of Architecture (ACSA), two of the six Architecture Alliance Organizations (along with AIA, AIAS, NCARB, and NOMA) that regulate, support, or govern all aspects of professional education and practice.

POWER AND ACCOUNTABILITY IN HIGHER EDUCATION

Power is apparent in the traditional hierarchies of academia. Faculty, particularly full-time tenured faculty, hold power in several ways. Regardless of tenure status, all faculty hold power over students, not only because they evaluate grades for students enrolled in their classes but also because they can provide or withhold recommendation letters or sponsorship within their networks. Full-time faculty may have input in hiring part-time faculty. While administrators have a supervisory role, tenured faculty also have input in hiring and renewal of contracts for administrators and for specific powers described in faculty governance codes or bylaws. Power differentials can also create conditions in which a person in a lower-power position feels unable to say no to invitations or requests.

Accountability can be a sore subject in academia—there may be a perception among faculty that the administration is not answerable to anyone other than their donors or legislators or among staff and students that faculty are not held accountable.⁶⁷ Part-time faculty might believe full-time faculty are not accountable or vice-versa. In many professional programs, practitioners may believe that the educational system is not producing the graduates they need. At the same time, accountability may be a source of comfort and protection, particularly for faculty and students of color. Due to the cultural complexity mentioned earlier, it is common for one group to have

an incomplete understanding of the forces acting on or motivating another or for different groups to have vastly different measures of success. For instance, educators typically anchor students in more theoretical projects, while practitioners wish for new graduates to be able to hit the ground running and contribute immediately to real-world projects.

Accountability can also be particularly difficult to explain in the context of higher education, since the processes for investigation and consequences may be confidential, or can take a long time, or both. While Title IX provides protection to students beyond what many workplaces offer to employees, it is most effective when cases of discrimination or bias are relatively clear-cut and have severe negative impacts. Microaggressions and other negative behaviors can occupy an ambiguous space—reporting may not occur because the action may not seem serious enough for Title IX, or patterns may be difficult to identify without consistent reporting and recording over an extended period of time. Yet the impact of microaggressions can result in people, particularly women and people of color, leaving school.⁶⁸

What makes holding tenured faculty accountable a challenge at times is knowing what will motivate them to change or what leverage administrators have if faculty chronically engage in harmful behavior that do not clearly demonstrate bias or discrimination. Even if faculty collectively agree to uphold, for example, antiracist principles and practices, individual faculty members may not wish to, or feel prepared to, teach about race or critical race theory. On the other hand, institutional governing bodies at times subject faculty members who do address race in the classroom to incursions on their academic freedom.

Institutional accountability, particularly in measuring progress toward racial-demographic goals, is hampered by inconsistent data collection at the national, state, university, and program levels. Lack of consistency may be simply due to correctable differences in data-collection methodologies, but matters get far more complex if there are different policies toward privacy and various ways of counting race and multiracial identities.⁶⁹

It goes deep into the culture of the university structure. I would bet that few of us go to universities where we get to assess the performance of our administrations. The students are allowed to assess the faculty, the faculty hierarchy are allowed to assess the faculty below, but there is no real change in the power dynamic between university structure and the structure of the faculty and the students.

Associate Professor, HBCU, African American Male, 67 Years Old

Standards used for sole-author books or articles may not work well for community-based or team projects, which may require more time for results and impact to be measurable.

Regulations

The following are some of the regulations related to higher education. See the U.S. Department of Education’s “Law & Guidance” webpage for updated information on federal higher-education laws.⁷⁰

Title IX applies to all institutions of higher education to protect students from discrimination.

Affirmative action and other procedural rules regarding recruiting and admissions based on race vary by state and can change at the federal level.

Family Educational Rights and Privileges Act (FERPA) is a federal law that protects the privacy of student education records and grants the right of eligible students to view records.

COMPLIANCE IN ARCHITECTURAL EDUCATION

In addition to the considerations and regulations described above, there are standards and requirements specific to architectural education.

Accreditation standards: The NAAB establishes evaluation standards and processes.⁷¹ Periodic changes provide new metrics and standards and can strongly influence cultural expectations of architectural education. Recent changes have shifted school metrics and accountability, particularly in tying data with social equity and inclusion goals.

Sexual harassment: While the close relationships that can develop in the studio setting can be positive, they can also create situations in which privacy can be violated, boundaries can be confused, or inappropriate behavior could occur.⁷² Awareness of students’ vulnerabilities in situations with visiting faculty, during study abroad, and during design-build projects has increased. Although the best-known architecture-specific document circulating in the #MeToo movement was organically developed, anonymous, and not intended to replace investigations, it brought to light some trends.⁷³ Conditions in which students may be at particular risk in faculty interactions include:

If equity were an accreditation requirement, programs would change tomorrow. It is easy to count library books, but we don’t want to count other things.

Associate Professor,
20+ Years Teaching,
Graduate of Large PWI,
Teaching at Public
HBCU, Black, Male

→ **Visiting faculty and lecturers:** Visiting faculty and professionals can enrich student's experiences. They tend to work with students for a limited time, from a single lecture and weeklong workshops to semester-long studios and classes. At times, they may be alone with a group of students or one-on-one in classrooms and professional or social settings. From the student's perspective, the roles and responsibilities of visiting faculty are indistinguishable from regular faculty. From the university point of view, these visitors may be volunteers, paid consultants, or faculty with limited-term appointments, and they may or may not be required to follow the protocols of regular faculty. Whether they are required to receive training on protocols like harassment policies or whether they are informed about who is responsible for helping them understand the culture of the school or their degree of accountability, is sometimes unclear. Given the undefined nature of their role and/or the gaps between student, visitor, host, and institutional understanding of the rules governing their interactions, troublesome situations may arise. Having clear expectations can protect all parties from assumptions.

→ **Study abroad and design-build** field work are excellent learning experiences that also place students and instructors in intensely interdependent situations that fall into neither strictly traditional academic nor professional categories. Work can blur into after-hours social settings, which can foster relationships with the potential for both greatly positive and greatly negative impacts on students.

CONSIDER

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The role of data

Pell Grant is a socioeconomic measure among U.S. kids. What percent of a school's architecture graduates needed a Pell Grant? How many Pell Grant graduates get licensed? How many are getting graduate degrees? And since a Ph.D. is a pipeline of future faculty, how many Ph.D. architecture students were on Pell Grants as undergraduates? And that starts to get at, who are we educating? Who's in the pipeline? Who's here and who do we want to finish?

Associate Professor, 20+ Years Teaching, Graduate of a Large PWI That Teaches at a Public HBCU, Black, Male

Let's say we understand the population and the demographics nationwide. Let's even say that we know at what stage of their education and internship we're losing students. We still have to admit that we don't know who the students are that we are losing; and who are the faculty that we're losing? And the researchers and staff? If we kept track of them, then maybe we would have a better chance of advancing. If we knew who we are in more fine grain, and why some of us are able to go through at some point, we would then be more effective participants in a world of constant change.

Faculty at PWI, Director of DEI, Black, Cisgender Female

→ What forms of diversity are important to measure?

→ Where along the pathway to the profession and teaching would you measure?

→ How are we addressing difference?

→ Is licensure a milestone, a pinch point, or both?

→ What can diversity data tell you, and where can it fall short of telling the whole story of inclusion and equity?

Shoes and socks

I cannot forget a point made to our students, when we visited a very famous, huge firm in Washington, D.C. There was a session on how to prepare for an interview: "Please don't wear white socks with black shoes." To me that's emblematic: students may follow a different tradition in school, and then they go to some work environments that want to shape them, and that's still happening right now, no?

Teaches at Private HBCU, R2 Research Institution, 30+ Years Full-Time Teaching Experiences, Puerto Rican

→ What made this story memorable for the speaker?

→ Is the instruction about clothing indicative of usually unspoken cultural norms?

→ What message do you think the professor took away? Is it different from what the students might have heard, or what the firm intended to say?

We are all related

One thing that's been really important to me right now is relationships and the importance of being in relation with other people. A lot of times universities are very hierarchical, and I feel like us, as students, we learn from our professors, but our professors have a lot that they can learn from us as well. And so just thinking that, you know, we are all related in many ways. In Lakota we have a philosophy, *Mitákuye Oyás'in*, which means we are all related. It's just really fundamental to everything that we do. And I think you approach anything you do in life through that lens of being a good relative, being a good ancestor, and what does that mean, and how what I do right now, how is that furthering that philosophy, and living with that. I don't know how to put that into pretty words. But just being a good relative and being a good ancestor is really important.

Third Year Graduate Student, Large Public PWI, American Indian (Sicangu Lakota), Female, 30

→ How would a relational approach change architectural education?
→ Would it change the dynamic in the class?

→ Would power still play a role?
→ What can professors learn from students?
→ What are the barriers to a relational approach?

If I didn't go to an HBCU, I would not be in this profession today

The experience of attending an HBCU is priceless. Life-altering in some ways. This was the first and only time that I have ever lived as a member of a racial majority or even had the option to consider life from a dominant cultural viewpoint. Well, except for in the School of Architecture—through those doors my university did a bit of a shapeshift. Though there was a large representation of black leaders and people of color for the school faculty and staff there was still dominance from the white professors and students.

What no one tells you about is the perception of you, your education, and your degree following your graduation. The education at my HBCU conformed with the standards outlined by NAAB. These standards included the requirements to learn and study spatial and technical criteria for a degree-seeking architecture student. We also had requirements to learn about all of the western predominant styles of architecture. Our course work had limited exploration of nondominant people and organizations. Those seeking this information did so typically driven by personal interests. Our studio projects were small in scale and regional.

As a university, my school, like many HBCUs, is underfunded and under-considered for support. (As an architecture program we were threatened by potentially not receiving a renewal of our accreditation at one point.) Maybe we are underfunded because the alumni are not rich and famous... or maybe it is because graduates leave HBCUs seeking other degrees to augment the one that they received. I did. I mean I intended to work for a few years and then reenter academia to pursue a degree that would elevate my status. An unrelenting recession changed my plans, forcing me to create value for myself within the traditional professional practice track.

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Only recently are HBCUs being highlighted as valuable through the building of pipeline efforts from the collateral organizations. HBCUs are inherently valuable because they were founded to fill a gap. To make space where there is no space. Yes, present tense. There is no space.

The unfortunate reality of attending an HBCU is that the real world does not look the same. Support is not distributed equitably based on goals, aspirations, and effort. Your degrees that cost hard-earned money are discounted and not seen as competitive or exemplary enough, even when you graduated with honors. When I graduated from my HBCU, I started over, puzzled about career trajectory, options, and wishing for support/mentorship.

My HBCU gave me space to grow up. Space to matter. Unfortunately, society does not match the suspended dominant reality of the HBCU subculture, where the people of color are in leadership positions. Where the second tiers of leadership are somewhat representative of the student body.

I look back at my school experiences with fondness. I also recognize if I did not attend an HBCU I would not be in this profession. My HBCU gave me hope. The majority of my professors who I am still connected to are people I look up to. They are people that I want to make proud of my accomplishments. They are people who have supported me along the path of my achievements. The world needs HBCUs. The profession needs to uplift and support HBCUs but not from a perspective of tokenism or as a strategy toward being a martyr.

Decades later, I realize the benefits of my experience. I realize, though, I was different by not having a complete understanding of Black American culture. When I was in school, I was in a place where I did not have to lead with my race.

CONSIDER

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→ How do universities promote belonging for students and emerging professionals?

→ What would be the impact if the remaining seven NAAB-accredited HBCU programs closed?

→ Many Black students attend predominantly white institutions. How can they be included in initiatives like the AIA Large Firm Roundtable's goal to double the number of Black architects by 2030, which has focused on partnering with HBCUs? How might small firms support HBCUs?

→ How can PWI share disciplinary space with HBCUs? What role can PWI play in shifting support in the profession so HBCU grads don't have to start all over?

→ Do you think HBCUs will remain chronically underfunded? Why or why not?

→ Do HBCUs need EDI efforts? If so, what should they be like?

Envision unrealized potential

To effect change, it's good to look at both the carrot and the stick approaches. The stick is that we have not fulfilled the welfare laws (the “W” in “Health Safety Welfare”) that are at the basis of state laws that license our profession. So that is a really important approach. But, here’s a carrot—imagine the unrealized potential of architecture. That should be an exciting vision. If we realize how little we've done, that's a failure, but the positive side is what we could do. Can we take a creative approach to the profession and the practice of architecture?

I’ve heard deans talk about how we are so stuffed with accreditation requirements, that there is no room for me to teach public-interest design to freshmen or sophomores. I get them at the elective end of their studies when they've already learned their design methodology, often that architecture is formalism. And it's hard to take them back. My charge would be: let's envision the unrealized potential of architecture and work towards that amazing opportunity.

Associate Professor at a Mid-Size, Public, University for 7 Years, Non-Profit Founder and Director for 30 Years, White, 60's, He/Him/His

→ Do you think this speaker’s incentive is sufficient motivation to change the status quo?

→ When thinking about whether public interest design should be taught to first-year students, what criteria might a department chair use?

What would faculty members or students say?

→ How would teaching the topic early be different compared to later in the curriculum or leaving it to be learned post-graduation in practice?

Skills gap

Architectural educators need help. We need tools to talk in a forthright way about race, gender, economics, social class, etc., and how they directly relate to architectural practice. This includes the impact of architectural practice on all of those conditions and those conditions' impact on architectural practice. I don't know that everybody is able to speak freely in that way, and if their studios are able to confront those questions. There's a skills gap amongst architectural educators. What that might also imply is that the people who will become architectural educators might need to come from different places than they have been coming from. Who we think about as leaders in certain topics and issues might need to shift.

In the meantime—thinking about who's already been doing the work—how can we learn from those people and engage those lessons in architectural education? Are there any limitations in doing so? Are there limitations around accreditation? Are there limitations around institutional structuring of classes? Does the design studio itself need to shift and change in terms of how it can be offered? Can community partners earn college credits for the knowledge they gain or FTE for the labor they provide when they work with us? Can topical studios engage the public in a meaningful and consistent way that's not predatory? These kinds of conversations, they get into the nuts and bolts of how we do the work that we do and the infrastructure that we use to do it. We should be asking, how is that infrastructure inherently challenging to the goals that we have?

Currently, I imagine every program is on its own, trying to figure it out. Every institution is slightly different based on regional and state politics, the people who happened to be teaching there at the time and their interest, and the personality

CONSIDER

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of the students and how vocal they are. Yet, could there be more concerted, organized effort to provide support to faculty who are ill-equipped? I think just acknowledging that we are ill-equipped would be a good first step. It's just a way to move forward. It's not a place of shame. We just need to move forward.

Associate Professor, Public PWI, 16+ Years Experience, Black, Female, Early 40's

→ Do you agree that educators are ill equipped to take on equity topics and issues? Is it a matter of resources? Or something else?

→ Is it true that every individual and institution is unique? What would it take to find common goals or support?

→ What would a well-equipped faculty be able to do?

Navigating intercultural conflict

A few weeks into the semester, Student A was asked by the instructor to organize files for the studio. Among the files was a PDF created by Student B. Student A separated the pages and created different files sorted into different folders (site, program, etc.). Student A was experienced in U.S. professional culture and treated the work as shared intellectual property. Student B was inexperienced in dominant Western professional culture and believed the integrity of their work was violated.

Student A and Student B both described feeling very hurt. They sent me screenshot after screenshot of a harsh exchange in the team communication platform. Both the students were women, A was Black, B was Asian. The instructor was a white man. He did not realize or appear overly concerned with what was going on, even after I reached out to him. When I spoke with him, he repeatedly referred to them as “girls.” Making it necessary for me to ask him several times to refer to them as “women.” He remained unaware of the need for a distinction.

Each student claimed she felt bullied by the other. The instructor agreed with what Student A had done and did not perceive that accusations of bullying needed to be addressed with either student. The instructor resisted getting involved in the emotional side of the issue, although he did talk more about teamwork, collaboration, and project management in the class. Student B dropped the studio. Other students were drawn into the conflict, leaving bad feelings that permeated the whole cohort.

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→ What do you think of the outcome of this situation? What would have been a better outcome?

→ What could the professor have done differently?

→ What could an administrator do in a situation like this, especially when there are accusations of bullying?

→ What could students A and B have done differently? What about their classmates?

→ Who would you involve beyond the professor and students?

→ What could an administrator do in a situation like this, especially when there are accusations of bullying? Does race play a role in the situation? Does it play a role in how you would react?

→ Why was it important to refer to the students as “women” rather than “girls”?

Hazing or ritual

The most out-of-balance aspect of the field is the workload. I am not even slightly opposed to a hard day's work, and if I was, I don't think I'd have survived in this field so far. That being said, I can remember the professors in my undergraduate school hammering home the difficulty of this major from the first day. I remember my very first architecture lecture, the professor put up an image that showed a child at the top of a metal slide, about to slide down. The picture was photoshopped and had a cheese grater texture of increasing intensity along the slide, each section labeled with "year one, year two, year three and year four" respectively. At the end of the slide there was a pool labeled as rubbing alcohol that the child would land in. This is what I was told to expect in my education. Another year, I remember my studio professor writing on our team board "sleep is for the dead." Yet another example is when a friend's professor told them outright that they wouldn't be sleeping much in that studio class and they were all encouraged to use the coffee machine that the professor brought in.

There is a culture around lack of sleep in architecture, and a Google search will show there is no doubt that even amongst doctors and other intense and time-consuming majors, architecture students still get the least sleep.⁷⁴ That's absolutely terrible. Based on studies on the importance of sleep, the cost of this sleep deprivation culture can be lifelong and life-altering. Lack of sleep can be linked to a laundry list of health problems. Never in my life did I think I would stay up for four days straight with about 40 minutes total of sleep, but architecture necessitated that, and not for lack of consistent effort during the year. All of this is to say that there isn't even a hope for balance in an environment like this, and when professors (with pure intentions) ask students to "try and get some

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sleep before the final crit," it's almost insulting because of the expectations and demands of this major.

First year Masters of Architecture Student at a large, public institution, white, bisexual female, 23 years old

→ How does this speaker's experience compare with your knowledge or experience?

→ Have you been in a position when you had to choose between sleep and work? If so, did peer pressure or cultural expectations factor into your decision?

→ Can you describe cultural differences around expectations of work and sleep in architecture, architectural education, and other settings?

→ How is the speaker's experience relevant to EDI?

→ What looks like hazing to one person can feel like ritual to another. Is a lack of sleep something that can be perceived as hazing? Ritual? Or both?

Set goals, take action, AND consider long-term impact

Diversity efforts at School X, a predominantly white institution, have been successful. School X set goals for doubling the percentage of incoming Black and Indigenous students over three years, and they are on track. School X changed their recruiting strategy, cultivating new networks and advertising venues, revised their marketing materials to emphasize their EDI goals, and shifted the majority of their student-support funds to create multiple-year financial packages prioritizing students who advanced their diversity goals. The school has been slower to set goals for faculty and staff demographics and has made few changes to their recruitment.

Questions arose from a variety of stakeholders:

PUBLIC

Is it fair to recruit and provide financial support based on race?

ALUMNI FROM DOMINANT IDENTITIES

I had a lot of financial need but didn't meet the racial targets. Would I even get in today?
Will my kids get in? Is my network considered less valuable to my alma mater now?

BLACK AND INDIGENOUS ALUMNI

Where was this program when I was in school? Am I being asked to do extra work to expand recruiting networks for my alma mater?

CURRENT STUDENTS FROM DOMINANT IDENTITIES

I have financial need, but am I no longer eligible to apply for support?

SCHOOL Y

Are we competing for the same small pool of students of color?

BLACK AND INDIGENOUS APPLICANTS AND STUDENTS

What are you doing to make the school welcoming and inclusive and equitable for me during my time there and after graduation?

In response, School X presented the changes as a benefit to all—in other words, diversity would make the experience for all students richer and better prepare them for a multicultural future.

What is not like about this approach?

The motivation for setting diversity goals varies and in the academic setting can influence outcomes. Research has shown that when diversity is framed as a “benefit to all” or as a status marker for the institution, diversity efforts can inadvertently reinforce dominant-culture advantages. White students have an advantage because everyone needs to navigate whiteness, but in the absence of diversity, white students do not practice navigating any other cultures.

For example, there are studies showing that affluent white students benefit more from cross-racial interactions compared to students of color, as measured by growth in intercultural skills and intellectual, social, and civic capacity.⁷⁵ The framing of benefit to all or benefit to the institution can result in tokenizing students of color and/or increasing bias against Black students who are more politically active.⁷⁶

What would be different if School X’s stated goal was to benefit students of color?

→ Focus on faculty of color first. When looking at the duration that an individual is active at a school, the turnover of faculty is the slowest compared to the relatively quick 2–4 years of a student or the leadership appointment of administrators, who serve 3–10 years. Setting demographic-diversity goals for tenured faculty is extremely challenging but is important to complement student-diversity goals and may need to be started first.

→ Make a commitment to equity, knowing that it can be tokenizing or extractive, if the inclusion of Black and Indigenous students primarily helps affluent white students. Be vigilant in consciously centering the needs of nondominant students.

→ Likewise, work on faculty and staff dynamics and culture to be ready and open and inclusive for a more diverse faculty.

→ Shift focus from competing with other schools for a finite number of prospective students of color. Invest in pathways that will increase the numbers of eligible students of color, working cooperatively with other schools.

GET READY

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Worksheets to help readers to explore the positive and negative outcomes of decisions. Start at the topic in the rectangle, consider the injustice labeled in the oval, talk about potential for justice in the cloud to the right, and end with the questions at the bottom of the page.

TOPIC

Setting or changing studio deadlines

A week before a scheduled studio review, the instructor is concerned about the level of development of student work and some students are asking for more time. The instructor decides to shift the review by one week.

POTENTIAL INEQUITY

Extending the deadline helps students who have flexibility to continue to spend time on studio; students working outside of school may have to choose between losing a job or being disadvantaged compared to their peers.

Changing studio deadlines impacts other faculty and classes.

POTENTIAL FOR EQUITY

FACULTY: Model good time management and effective communication of deadlines. Reduce the scope of work to keep the deadline but adjust expectations.

STUDENTS:

Explain the issue as soon as you become aware of it. Involve an administrator if necessary.

QUESTIONS TO ASK:

- Are faculty assuming students have the majority of their time budgeted for studio?
- Do some students have more control over their schedule than others?
- What recourse do students have?
- What is the role of administrators/administration? Policy?

GET READY 56

TOPIC Student-led discussions

A student offers a list of readings and to lead a discussion on an equity topic they think is missing from the class. This development is positive when the studio and classroom are considered safe enough places for everyone—faculty and students alike—to say, “I don’t know” or “I never thought about that before.”

POTENTIAL FOR EQUITY

Parallel extracurricular reading and discussions may benefit students by freeing them from institutional restrictions and fostering critical thinking.

The addition of new voices has value beyond being inclusive: it offers a counternarrative of joy, expansiveness, and optimism to a canon that can be weighed down by restrictive ideas of right and wrong.

There is an opportunity for faculty to engage in scholarship unfamiliar to them.

POTENTIAL INEQUITY

Students whose identities are not reflected in the class may feel an additional burden to represent a point of view not otherwise present.

If teachers resist any divergence from a carefully planned class session or they shut down comments they consider tangential, students may feel they are being silenced or sidelined and may even run a shadow syllabus outside of class.

QUESTIONS TO ASK:

→Students: Is this giving me agency or is it creating extra burden? Or both?

→Faculty: Do I have the bandwidth and flexibility to incorporate new course material at this time? Does the student?

→Is one student being treated differently? Should I ask all students to take on a class session?

→Is the situation different if the student volunteers?

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TOPIC

Identity-based designs

For a thesis project for which students are allowed to choose their own topic, one student may wish to interrogate the nature of queer space, while another chooses to explore an adaptive reuse of an abandoned factory for a community center.

POTENTIAL FOR EQUITY

Well ahead of project selection, the faculty and students discuss thesis-topic types that are supported and acknowledge those that are not.

Pathways for communication are established for reporting if a student believes they are not receiving support.

POTENTIAL INEQUITY

The student choosing an identity-based topic, which is important to them because of their lived experience, may have the added task of convincing their faculty advisors—even daily—that their work is relevant to architecture.

Research in identity-based topics may be less robustly represented in traditional academic publications, thus requiring non-traditional research methodologies.

QUESTIONS TO ASK:

→Faculty: Are you skeptical that the topic is appropriate? If so, are these doubts an obstacle in your ability to support the student pursuing this approach? Are there methods or approaches they can offer that could be useful?

→Students: If you are not being supported, are the pathways for requesting change effective?

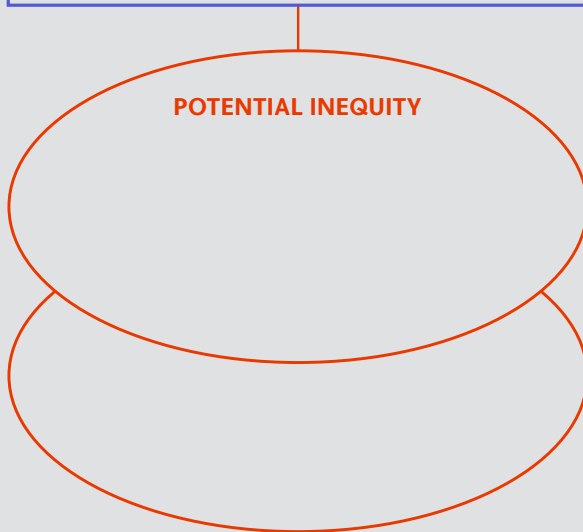
TOPIC



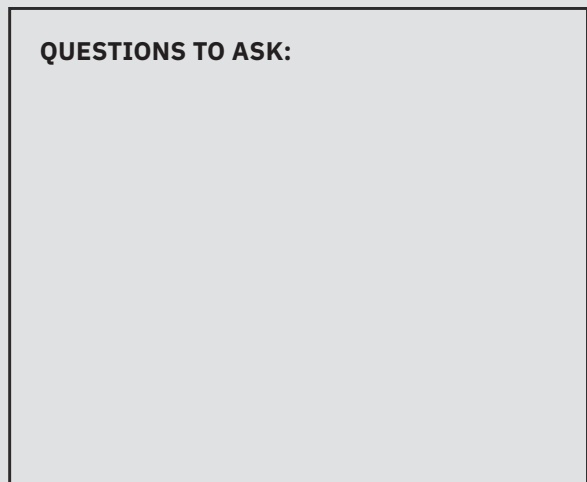
POTENTIAL FOR EQUITY



POTENTIAL INEQUITY



QUESTIONS TO ASK:



POINT / 59 COUNTERPOINT

Throughout this supplement, we have highlighted “traditional” architecture-school culture and offered suggestions and remedies to ensure the success of more underrepresented students and faculty. We heard from some participants that students should just “tough it out,” much as their teachers once did. Others advocate for increasing flexibility and accommodations in recognition of the greater external circumstances and emotional labor that less-traditional students bear.

The two voices in the following dialogue each represent one of these points of view. We invite you to “listen” to the thoughts and opinions expressed in light of what has been presented in this guide and consider what will best foster a culture of belonging for all.

Q: How many changes or accommodations on behalf of students are faculty responsible for? How much are students expected to figure things out for themselves?

V1: Architecture faculty need to build the pedagogical skills required to reach and support students from all backgrounds. Design-program selection and architectural-history classes should relate to students from diverse backgrounds.

V2: Faculty have already created their curriculum/syllabus before class starts and before they know who is in the class. They can make some adjustments throughout the course to respond to student interests, but it is not the faculty’s responsibility. Whatever they teach will be new information.

Actually, it may not be new to all the students. Currently underrepresented students in architecture often do not come with the same amount of knowledge about architecture as their dominant-group counterparts. If faculty anticipate that students will come from different backgrounds and with different experiences in architecture, they can design programs that students may have greater connection with.

Ok, I see that familiarity with architecture will vary, but everyone starts college with a different level of knowledge, and no one has a complete understanding of the vocabulary and histories of architecture when they start school. People learn by figuring things out for themselves. If faculty are too protective of their students, they will not provide students the space they need to learn.

How relevant is it to architectural education that major disparities between students' experiences are often tied to race?

I think it's very relevant. Students who are the first in their family to go to college may not know they have to buy their own books or what kinds of expectations faculty may have of students. Architecture education is particularly expensive, as it requires supplies, software, and adequate computers to run the software.

I agree there are disparities, but these disparities aren't just an architecture problem. It's a problem in every discipline. Increasing financial and social resources to support students overall at the institutional level will help remove these disparities.

Are there other aspects of architectural education that should be changed to be more inclusive? Or do we risk losing something special about our culture?

Architecture faculty need to understand and recognize that having students from different backgrounds requires a shift in how they evaluate and communicate with students in their courses. For example, the jury/critique system can be difficult for Black students in ways that it is not so much for white students. Architect faculty (and juries) traditionally want to break down students through critique. This is done in order to build them back up and teach them to see the world in a new and transformative way, with a new lens with which to see the world. But the lenses provided are culturally constructed and may not represent the interests of Black students. Faculty need to think through who is delivering information during a critique, how it is being delivered, and to whom.

All students learn from critique. It helps them to build a backbone, to not take things personally. I also went through this as a student. When I was a student, my gender identity wasn't represented well in the architecture profession, and I still had a very positive experience with this educational model.

How much attention should we pay to differences in people's identities?
What role does history or academic tradition play?

Architecture requires its students to work long, hard hours. How we treat and value labor from different identity groups is also historical. Current expectations for work/labor in architecture education do not adequately recognize the needs of students, especially when students feel that they don't belong because there are no other students or faculty that share their identity or because they don't see that the projects they are working on or education they are receiving will help their communities in the future. We have such a great opportunity to elevate more models and more approaches than have traditionally been considered architecture, why wouldn't we break with tradition?

Certainly, some things need to change, and diversity will benefit the profession. But there is value in our traditions. I don't want to lose essential aspects of architectural education.

→ Have you heard these perspectives before?
→ Which voice do you relate to more?
→ Does that voice inform how you engage with architecture education?

→ As you reflect on your education, are there moments or experiences that you wish had been approached or handled differently?
→ Do you have a sense of which point of view is more likely to foster EDI in architectural education?

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EDI and Architectural Education Resources

“AIAS Learning & Teaching Culture Policy Project – 2020 Summary” – The American Institute of Architecture Students (July 27, 2020)

<https://www.aias.org/aias-learning-teaching-culture-policy-project-2020-summary/>

AIAS’s webpage that hosts links to their Learning & Teaching Culture Policy (LTCP) document and the AIAS 2020 Learning & Teaching Culture Policy Project. The LTCP is a living document designed to act as a model for higher-education students, faculty, and administrators to use to promote an ethical learning environment. It can also be used as a guide for the National Architectural Accreditation Board to use during Accreditation Reviews. The AIAS 2020 Learning & Teaching Culture Policy Project provides resources for implementing the LTCP, including a summary report of the results of the AIAS Faculty & Student Studio Culture Survey. The document also includes a history of studio culture and tips for difficult discussions that may arise when attempting to implement the LTCP at a higher-education institution.

Building Community: A New Future for Architecture Education and Practice: A Special Report – Ernest L. Boyer and Lee D. Mitgang (Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, 1996)

Presents a framework for architectural education based on seven principles for action.

Designing in Color (DCo)

<https://designingincolor.com/>

DCo’s mission is “to diversify the way architecture is taught and practiced to amplify marginalized communities who’ve been historically silenced and erased throughout the design process.” The organization works on multiple educational projects, hosts courses and webinars, and provides numerous resources that include videos on design-justice topics and a DCo podcast.

Equity, Diversity, and Inclusion Resources – Association of Collegiate Schools of Architecture (ACSA)

<https://www.acsa-arch.org/resource/equity-diversity-and-inclusion-resources/>

ACSA’s Resources page provides links to ACSA research, as well as videos from online events focused on equity, diversity, inclusion, and justice (EDI+J) in architecture education and the profession at large. ACSA research materials include Kendall A. Nicholson’s research series, *Where Are My People*, and a list of courses in U.S. architecture programs that address race, equity, and social justice in the built environment. Other resources include links to architecture organizations, publications, and other online resources that pertain to EDI+J in architecture.

EDI and Architecture Readings - Calls for Change

“Architecture Gave Me a Black Eye: A Note to Architectural Educators” – Kendall A. Nicholson (Archinect, November 19, 2021)

<https://archinect.com/features/article/150287693/architecture-gave-me-a-black-eye-a-note-to-architectural-educators>

Op-ed calling for an end to race-neutral architectural education and an establishment of pedagogies that teach the collective histories of oppression and how they manifest in architecture and architectural education. In this way, education can teach a new generation how to design spaces that are just and equitable.

“Architecture Programs Need a Change: Put People First—Not ‘Art’” – Nikos Salingaros (The James G. Martin Center for Academic Renewal, November 6, 2019)

<https://www.jamesgmartin.center/2019/11/architecture-programs-need-a-change-put-people-first-not-art/>

Calls for a shift in architectural education that moves away from an art-lead approach and, instead, focuses on the public realm and how to address social and environmental problems.

General Architectural Education Publications and Data

ACSA Reports

<https://www.acsa-arch.org/resources/reports/>

Contains ACSA’s annual institutional data reports and more on architectural education.

NAAB Reports

<https://www.naab.org/accreditation/publications/>

Aggregated student and faculty demographics collected from accreditation visits.

NCARB Data and Resources

<https://www.ncarb.org/data-resources>

Multiple resources available, including white papers, presentations, podcasts, study resources, and their annual report, NCARB by the Numbers. You can also access the *Baseline on Belonging Reports*. These reports are the published findings of an NCARB and NOMA study on equity, diversity, and inclusion in architecture licensing and education.

Architectural Education and Society

A Manual of Anti-Racist Architecture Education – Ronald Frankowski, ed. (WAI Think Tank, 2020)

<https://waithinktank.com/Anti-Racist-Education-Manual>

Described as “a working tool, a historically situated manifesto, a pedagogical guideline, and a speculative treatise on the future of pedagogy,” this three-part manual critically engages with and dissects the history and persistence of racism, capitalism, and colonialism in architectural education, including a critical assessment of the production of knowledge and theory found within architectural-educational institutions. The manual includes a vision for pedagogical approaches that can help to develop an antiracist, anticolonialist architectural curriculum and educational structures for the future. The final section of the manual is “Un-Making Architecture: An Anti-Racist Architecture Manifesto,” which discusses the relationship between architecture and constructions of race, as well as how architecture perpetuates anti-Black racism.

Dark Matter University (DMU)

<https://darkmatteruniversity.org/>

DMU is a collaborative “democratic network” with a vision and mission to push for an antiracist model of architecture and design education and practice. DMU’s mission is to create new forms of knowledge and knowledge production, new forms of institutions, new forms of collectivity and practice, new forms of community and culture, and new forms of design. There are DMU-affiliated courses planned or underway at several architecture schools in the United States.⁷⁷

Faculty Recruitment and Retention

An Inclusive Academy: Achieving Diversity and Excellence – Abigail J. Stewart and Virginia Valian (Cambridge, MA: MIT Press, 2018)

Book on why EDI is hard to achieve in higher education, the benefits of EDI, and how to achieve EDI with a particular focus on faculty recruitment, evaluation, retention, and promotion.

Guide to Best Practices in Faculty Search and Hiring—Office of the Provost (New York, NY: Columbia University, July 2016)

<https://provost.columbia.edu/sites/default/files/content/BestPracticesFacultySearchHiring.pdf>

Publication on best practices in faculty search and hiring. Includes guidelines for interview questions and a sample candidate-evaluation form.

Handbook of Best Practices for Faculty Searches—Office for Faculty Advancement, University of Washington

<https://www.washington.edu/diversity/faculty-advancement/handbook/>

An online resource outlining best practices to use during faculty searches. The handbook has sections on scouting, preparation, outreach, assessment, recruitment, and retention. The handbook also includes an online toolkit (<https://www.washington.edu/diversity/faculty-advancement/handbook/toolkit/>) that provides a lengthy list of supplemental resources for each section of the handbook.

Interrupting Bias in the Faculty Search Process: A Film and Facilitation Guide – ADVANCE Center for Institutional Change, University of Washington

<https://www.engr.washington.edu/lead/biasfilm/index.html>

This online resource is a facilitation guide for groups of faculty to help identify subtle biases and improve diversity in the faculty-hiring process. The resources include a sample PowerPoint presentation file, key concepts and research on bias, facilitation handouts, and the film *Interrupting Bias in the Faculty Search Process* (accessible on the website).

Office of the Provost: Guide To Best Practices in Faculty Retention – The Provost’s Advisory Council for the Enhancement of Faculty and Provost’s Advisory Council for the Enhancement of Faculty Diversity (New York, NY: Columbia University, November 2018)

<https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf>

Columbia University’s guide to best practices for faculty retention. This guide includes tools for collecting data on the health and welfare of schools and departments and assigns each tool indicators of success to help implement interventions and measure progress and performance toward improving faculty retention.

Sample Proposals for EDI Advancement

“Circular: Overview of Proposed Changes to Campus Promotion and Tenure Review, Spring 2021” (draft) Indiana University – Purdue University Indianapolis (IUPUI) (Office of Academic Affairs, Indiana University, April 8, 2021)

https://academicaffairs.iupui.edu/AACContent/Html/Media/AACContent/02-PromotionTenure/PromotionAndTenure/circular-background-description-integrative-dei-case-for-IFC_3_12.pdf

A draft of proposed changes to IUPUI’s promotion- and tenure-review criteria to include a “balanced-integrative DEI case.” This review criteria is intended to recognize and reward faculty work and achievements in EDI. The document provides a rubric for assessing whether a candidate meets the criteria and how to document balanced, integrative DEI activities and work.

“UW School of Public Health Antiracism Universal Training Proposal” – Victoria Gardner, Ahoua Koné, and rukie hartman (University of Washington School of Public Health, September 2020)

<https://sph.washington.edu/sites/default/files/2020-10/SPH-ANTI-RACISM-TRAINING%20PROPOSAL-FINAL-1092020.pdf>

An example of a training proposal created by the University of Washington’s School of Public Health. The training proposal outlines the school’s approach to training and engagement at the systems, interpersonal, and individual levels, plans for ongoing evaluation and assessment, training objectives, and potential topics.

Student Learning

“Inclusive Teaching” – Center for Teaching and Learning, University of Washington

<https://teaching.washington.edu/topics/inclusive-teaching/>

University of Washington’s overview and tips for inclusive teaching. Submenu covers tips for inclusive teaching strategies, addressing microaggressions, teaching multilingual students, and teaching students with disabilities.

General Higher-Education Terms and Systems

Carnegie Classification of Institutions of Higher Education – Center for Postsecondary Research, Indiana University School of Education

<https://carnegieclassifications.iu.edu/>

The Carnegie Classification system is a framework that categorizes higher institutions into distinct typologies.

“Education in the United States” – U.S. Department of Education

<https://www2.ed.gov/about/offices/list/ous/international/usnei/us/edlite-index.html>

Primarily of use for international students, the website has information on the U.S. education system, including its organization and structure. Handouts with information and resources on higher-education degrees, postdoctoral programs, and academic tenure are also available.

“Glossary” – Education USA, U.S. Department of State

<https://educationusa.state.gov/experience-studying-usa/us-educational-system/glossary>

Glossary of higher-education terms from the U.S. Department of State.

General Education Readings

“Race on Campus” – The Chronicle of Higher Education

<https://www.chronicle.com/newsletter/race-on-campus>

The Chronicle of Higher Education’s newsletter archive on racial equity and inclusion.

Reinventing Undergraduate Education: A Blueprint for America’s Research Universities – Boyer Commission on Educating Undergraduates in the Research University (Stoney Brook, NY: Carnegie Foundation for the Advancement of Teaching, 1998)

<https://files.eric.ed.gov/fulltext/ED424840.pdf>

Ten recommendations for a new model of undergraduate education at research universities. The report also provides background on undergraduate education at research institutions and an academic bill of rights for students.

“The Road Ahead for Minority-Serving Institutions” – Ben Gose (The Chronicle of Higher Education, 2021)

https://connect.chronicle.com/CHE-CI-WC-2021-MinorityServingInstitutions-TrendsSnapshot-AWS_Landing-Page.html

A report on the needs of minority-serving institutions and key trends, including HBCU infrastructure needs, STEM funding, philanthropy, and reparations.

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