Diversity Awareness Survey

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Numerous articles highlight the lack of diversity within architectural education and the profession. In response, various reactions and reports have been initiated to increase diversity, including the 1990 "Code of Conduct for Diversity in Architecture Education," the "Status of Faculty Women in Architecture Schools Survey," the ACSA African American Task Force, the ACSA Robert Taylor Awards Program, AIA Diversity Committee and Boston Society of Architects 20 on 20/20 Vision publication, the National Architectural Accrediting Board (NAAB) Special Reports on Architecture Education at Historically Black Colleges and Universities and others (Hancock 2001); Grant 2003). While multiple activities and reports have been generated, few ask the question, "How do students become aware of Female, Asian, Latino or Black architects?"
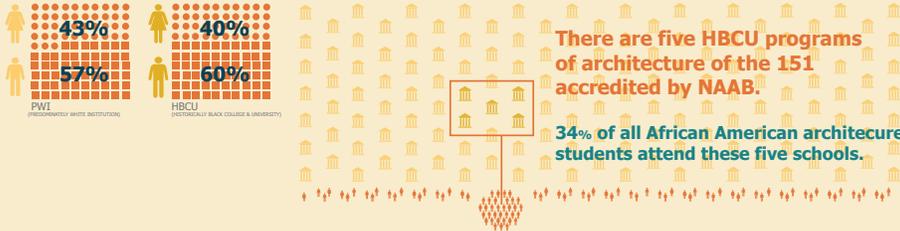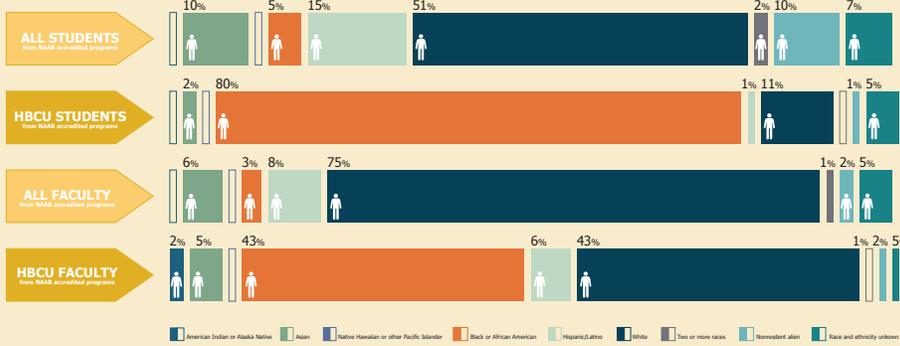
Critics of contemporary architecture education argue that curricula content and teaching practices are stereotyped against both gender and culture (Groat & Ahrentzen, 1996; Mitchell 2003; Bell, 2008) at both Historically Black Universities and Colleges (HBCUS) and Predominately White Institutions (PWIs).   According to M.O. Gurel and Karen Anthony (2006), the "African American dimension of recent architectural history is ignored, giving students the impression that it does not even exist". This consistent with Ernest Boyer and Lee Mitgang's comments on diversity and curriculum weaknesses in stating "Each school of architecture should actively seek to establish a supportive climate for learning." (Boyer, 1996, 27) The Boyer Report recommends the pursuit of alternative approaches. (Boyer, 1996 p. 95)

The invisibility of students and professionals of color has led Gurel and Anthony (2006) to argue that only architectural majors attending HBCU's are able to name five African American architects and their works. Quantifying the awareness HBCU and PWI students is only a step toward the larger purpose of this chapter. The primary question of this poster is "How can architecture programs increase their students' awareness of underrepresented groups?" Even though multiple secondary questions need to be considered, the starting point is testing the validity of the Gurel and Anthony statement.
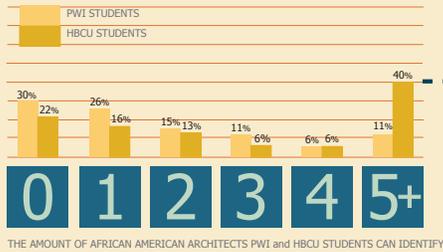
A "Diversity Awareness Survey" was developed in response to the Gurel and Anthony's (2006) statement that HBCU students had a higher level of awareness of Black architects. HBCU and non-HBCU students were asked to identify Female, Asian, Latino and Black architects. For each architect identified, the follow up questions asked the student to identify how he/she became familiar with the individual. A comparison was made of HBCU versus non-HBCU students. HBCU architecture program administrators reviewed the survey results and provided qualitative responses.

The significance of this research is beyond measuring African American awareness or the HBCU experience. The goal is to provide data that enables all architecture programs, HBCU and PWI, to make informed decisions regarding their diversity goals. The assumption is that increased awareness is the first step toward implementing changes in curricula content and teaching practices.

The current landscape of NAAB accredited programs....

ALL STUDENTS from NAAB accredited programs
10% · 5% · 15% · 51% · 2% · 10% · 7%

HBCU STUDENTS from NAAB accredited programs
2% · 80% · 1% · 11% · 1% · 5%

ALL FACULTY from NAAB accredited programs
6% · 3% · 8% · 75% · 1% · 2% · 5%

HBCU FACULTY from NAAB accredited programs
2% · 5% · 43% · 6% · 43% · 1% · 2% · 5%

Legend: ■ American Indian or Alaska Native ■ Asian ■ Native Hawaiian or other Pacific Islander ■ Black or African American ■ Hispanic/Latino ■ White ■ Two or more races ■ Nonresident alien ■ Race and ethnicity unknown

PWI (PREDOMINANTLY WHITE INSTITUTION)
43% · 57%

HBCU (HISTORICALLY BLACK COLLEGE & UNIVERSITY)
40% · 60%

There are five HBCU programs of architecture of the 151 accredited by NAAB.

34% of all African American architecure students attend these five schools.

Do HBCU students have a greater awareness of African American architects than PWI students?

PWI STUDENTS
HBCU STUDENTS

0 — 30% / 22%
1 — 26% / 16%
2 — 15% / 13%
3 — 11% / 6%
4 — 6% / 6%
5+ — 11% / 40%

THE AMOUNT OF AFRICAN AMERICAN ARCHITECTS PWI and HBCU STUDENTS CAN IDENTIFY

40% of HBCU students indicated that they can identify **5** or more African American architects.

Less than half of all students surveyed **had an awareness** of American Indian/Alaska Native, Asian, or Native Hawaiian/Pacific Islander architects.

How did students become aware of female and other minority architects?

PWI STUDENTS
HBCU STUDENTS
AGGREGATE OF ALL STUDENT RESPONSES

ARCH. CLASS — 36% / 42%
PROGRAM EVENTS — 28% / 20%
PROF. ACTIVITY — 21% / 18%
FAMILY/ PERSONAL RELATIONS — 9% / 8%
HIGH SCHOOL ACTIVITIES — 2% / 2%

THE MOST EFFECTIVE TOOL FOR INCREASING AWARENESS OF FEMALE ARCHITECTS FOR PWI and HBCU STUDENTS

ARCH. CLASS — 30%
PROGRAM EVENTS — 19%
PROF. ACTIVITY — 16%
FAMILY/ PERSONAL RELATIONS — 5%
HIGH SCHOOL ACTIVITIES — 4%

AGGREGATE RESULTS FOR THE MOST EFFECTIVE TOOL FOR INCREASING AWARENESS OF MINORITY ARCHITECTS FOR PWI and HBCU STUDENTS

Which class type provided the most effective strategy for introducing female or minority architects?

BUILDING TECHNOLOGY — 20% / 42%
DESIGN STUDIO — 57% / 62%
THEORY HISTORY — 46% / 68%
PRO. PRACTICE — 60% / 70%

STUDENT AWARENESS OF DIVERSITY IN THE PROFESSION

Diversity Awareness Survey

Numerous articles highlight the lack of diversity within architectural education and the profession. In response, various reactions and reports have been initiated to increase diversity, including the 1990 "Code of Conduct for Diversity in Architecture Education," the "Status of Faculty Women in Architecture Schools Survey," the ACSA African American Task Force, the ACSA Robert Taylor Awards Program, AIA Diversity Committee and Boston Society of Architects 20 on 20/20 Vision publication, the National Architectural Accrediting Board (NAAB) Special Reports on Architecture Education at Historically Black Colleges and Universities and others (Hancock 2001; Grant 2003). While multiple activities and reports have been generated, few ask the question, "How do students become aware of Female, Asian, Latino or Black architects?"

Critics of contemporary architecture education argue that curricula content and teaching practices are stereotyped against both gender and culture (Groat & Ahrentzen, 1996; Mitchell 2003; Bell, 2008) at both Historically Black Universities and Colleges (HBCUS) and Predominately White Institutions (PWIs). The invisibility of students and professionals of color has led Gurel and Anthony (2006) to argue that only architectural majors attending HBCU's are able to name five African American architects and their works. Quantifying the awareness HBCU and PWI students is only a step toward the larger purpose of this research. The primary question of this poster is "How can architecture programs increase their students' awareness of underrepresented groups?" Even though multiple secondary questions need to be considered, the starting point is testing the validity of the Gurel and Anthony statement.

A "Student Awareness Survey" was developed to understand how students became aware of female and other minority architects. It was arranged in three parts. Following the introduction and an opportunity to exit the online form, students indicated their awareness of architects in pre-defined categories - American Indian or Alaska Native; Asian; Native Hawaiian or Pacific Islander; Black or African American; Hispanic/Latino; White; Two or more races; other. These categories are consistent with those used by NAAB in surveys and reports. Next, students indicated if the awareness was the result of a strategy within or outside of their current academic institution - a high school class or activity; a personal/ family experience; a professional activity; an architecture class; or an architecture program event. The second part focused on their academic context, the effectiveness of their architecture classes and the faculty demographics. The third part recorded the students' demographics.
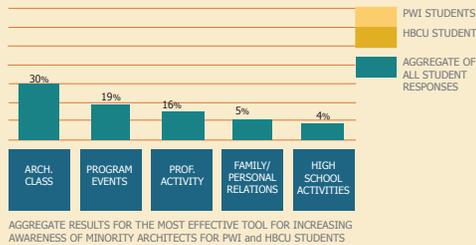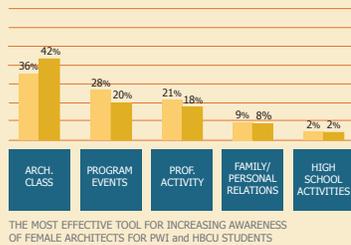
Conclusions

Three conclusions can be interpreted from the survey. The first is that the research cannot confirm nor contest the Gruel/ Anthony (2006) hypothesis that HBCU students have a significantly higher level of awareness of African American architects. The observation is consistent with a recent JAE essay where Kroiz finds limited emphasis on a "black architecture pedagogy" at HBCU programs (Kroiz, 2013, 212).

The second is that there is not a significant difference in HBCU student vs. PWI student awareness of other under represented groups. While PWI students indicated a higher awareness of female architects, the difference was not statistically significant.

The third conclusion is that students identified multiple strategies that increased their student awareness, but classroom activity was the most influential.
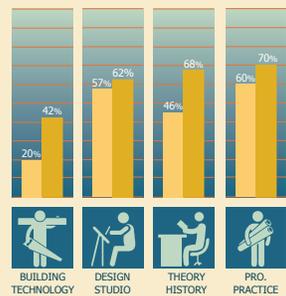
While racial demographics present striking differences between HBCU and PWI architecture programs, our preliminary findings often demonstrate a consistent limited awareness of minority role model and mentors. An explanation for the parallel responses from HBCU and PWI students might be traced to the faculty, administrators and resources. While HBCU programs have a much higher percentage of African American faculty, the majority are alumni of PWI institutions. Similarly, HBCU Deans and Directors are also predominantly PWI alumni. In addition, HBCUs and PWIs have common IDP and ARE expectations, common NAAB requirements and common teaching resources that may have a greater influence than most would expect - and provide a platform for further study.

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Open