School of Architecture Diversity and Inclusion Action Plan

Plan Approved by the Faculty on May 7, 2010

Revisions proposed Spring 2013
Presented by:
School of Architecture Diversity and Inclusion Committee
University of North Carolina – Charlotte

Table of Contents

Introduction: Why We need a Diversity and Inclusion Action Plan

In 2005, The Minority Faculty Recruitment and Retention Planning Committee delivered a report to the Provost documenting a plan to assist the University to recruit and retain a diverse faculty.

In 2007, the University launched its diversity website.

In the fall of 2009, Jewish symbols were defaced on the UNC Charlotte campus.

While UNC Charlotte has developed a variety of initiatives intended to recruit and retain a diverse student body, faculty roster, and staff, many goals remain unmet. The University's demographics do not represent those of our region nor do the School's. Given the formation of the new College of Arts and Architecture and the new School of Architecture within this college, the opportunity to re-examine our diversity related efforts has arisen. This report is the result of this renewed effort to address issues of diversity and inclusion within the School.

The need for this report is also supported by a variety of challenges ranging from those facing the professions of architecture and urban design as well as those facing society as a whole. For example,

- The 2009-2013 AIA Diversity Action Plan set out specific goals and objectives aimed at developing "a profession that reflects the diversity of the communities, users, and clients we serve."
- According to the 2000 United States Census, there were 192,860 Architects in the United States. Of that number, **20.3%** were Women, **2.7%** were African American, **5.6%** were Latin American, **6.3%** were Asian American, and only **0.3%** were American Indian.
- By the year 2050, however, non-Hispanic whites will no longer make up a majority of the population of the United States (as reported in an August 2008 U.S. Census Bureau Report).

  *By 2050, non-Hispanic whites will make up **46%** of the total US population.
  *Hispanics will make up **30%** of the total population.
  *African Americans will make up **15%** of the population.
  *Asian Americans will make up **9%** of the population.
  *By 2050, **62%** of the nation's youth will be of a minority ethnicity with **39%** of children being Hispanic.

- In the November 2012, 26% of the School's B.A. population, 25% of the School's B.Arch. population, 19% of the M.Arch. population, and 18% of the School's M.U.D. population were from minority communities.

Given these issues, the new School of Architecture has the opportunity to lead the College in efforts to create a richer, more vibrant, and inclusive learning environment for our students, faculty and staff.

Definitions of Diversity and Diversity Statements Currently in use at UNC Charlotte:

1. From the UNC Charlotte Campus Diversity Plan:
For the purposes of this plan, the University defines diversity as "*the acknowledgement of the many facets of human difference. Diversity encompasses a variety of characteristics and experiences that include, but are not limited to, ethnicity, race, gender, age, sexual orientation, disability, and religion*."

2. From the UNC Charlotte Diversity Website:
"The inclusion of diverse people (as people of different races or cultures) in a group or organization."

"The University of North Carolina at Charlotte is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, sexual orientation, age, or disability. In keeping with this commitment, UNC Charlotte actively seeks to promote diversity in its educational environment through its recruitment, enrollment, and hiring practices."

2. From the Graduate School (UNC Charlotte) Website:
"Differences among people, as well as differences among groups of people, are called diversity."
(Colorado University)

"It is our obligation at the University of North Carolina Charlotte to provide meaningful inclusion and equality of all groups representing the diversity of contemporary society. This is necessary in order to better serve our mission as a publicly supported institution with a responsibility to provide access to higher education for all who seek it. This commitment includes valuing the presence of students, faculty, and support personnel who come from diverse groups. Factors that contribute to diversity include without limitation: age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, race, religion, sexual orientation, social position, and veteran status. In order to do this, we are dedicated to a policy of recruiting and maintaining a diverse population that is representative of the community we serve."

3. From the UNC Charlotte Plan for Campus Diversity:
"Diversity is the acknowledgment and experience of the many facets of human difference. It involves the consideration of the variety of characteristics and traits which include, but are not limited to, ethnicity, race, gender, age, sexual orientation, disability, and religion."

4. From the UNC Charlotte College of Education Diversity Commitment Statement:
"The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community (Approved by the College of Education Faculty 1/11/05)."

<u>5. From the Belk College of Business Diversity Statement (used by many units):</u>
"The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status."

<u>6. From the UNC Charlotte Faculty Recruitment Process Handbook (online):</u>
"At UNC Charlotte, we are committed to the recruitment of a diverse faculty, and define faculty diversity broadly to include all ways in which individuals differ. In particular, we are committed to increasing the numbers of people from groups that have been traditionally under-represented. We strive to ensure that our recruitment and hiring practices promote our University Vision and Diversity Goal, as excerpted below.

<u>From our University Vision Statement:</u> *"UNC Charlotte will be known especially for the individual commitment of each member of its collegial and diverse faculty and staff to extending educational opportunity and ensuring student learning and success."*

<u>From our University Diversity statement:</u> *"The University of North Carolina at Charlotte is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, sexual orientation, age, or disability. In keeping with this commitment, UNC Charlotte actively seeks to promote diversity in its educational environment through its recruitment, enrollment, and hiring practices."*

<u>From our University Diversity Goal:</u> *"…Increase the recruitment, retention, and success of faculty, staff, and administrators from diverse backgrounds and foster an environment that recognizes the benefits of diversity and supports an inclusive community."*

<u>7. From the College of Education:</u>
"The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community."

Definitions used as Reference for this Document:

Definitions in use in the University of Maryland School of Architecture Diversity Action Plan:

Underrepresented groups
"Underrepresented groups," as used in this document, refers to *those demographic groups who currently are not represented in the discipline of architecture commensurate with the group's representation in the demographics of the United States.* Traditionally these groups have been disenfranchised from the discipline of architecture on the basis of race, national origin, age, gender, sexual orientation, religious/cultural affiliation or physical disabilities. It also includes individuals whose viewpoint, interests and background expand the Program's current perspective and intellectual dialogue.

Diversity
Consider this quote from Rupert W. Nacoste Ph.D., Vice Provost for Diversity and African American Affairs at North Carolina State University:

"At North Carolina State University diversity is said to exist when the mix of people from a wide variety of niches in society is such that the occurrence of a conflict of ideas is inescapable. So defined and conceptualized, diversity then, is at the heart of the university's academic mission."

Definition in use in MIT's School of Architecture and Planning:
"First, let us define what we mean by diversity. Diversity is a characteristic of a group or aggregate. More specifically, it is a measure of the variance along dimensions of that group. For our purposes, these dimensions include but are not limited to race and gender. Unfortunately, achieving such diversity is often viewed as compromising quality, lowering standards, and sacrificing meritocracy. This view is prevalent in academia, including schools of architecture, and often carries over into the profession, as well. At SA+P, we equate diversity with inclusive excellence. Inclusive speaks to the equitable representation of all the varying perspectives, approaches, and peoples within our school. Excellence speaks to the extraordinary talents of all members of our community and to the abandonment of archaic, demeaning views of diverse perspectives, backgrounds, and peoples."

From "Inclusive Excellence: Achieving Diversity at MIT School of Architecture and Planning," by Dr. Robbin N. Chapman (Manager of Diversity Recruitment, MIT School of Architecture and Planning) in ACSA News, October 2009, 5.

Definition in use in the AIA Diversity Action Plan 2009-2013:
"Diversity is the mix of race, ethnicity, gender, national origin, religion, physical ability, sexual orientation, age, practice, geography, programs and organizations. This mixture brings a richness of perspectives, talents and ideas to the AIA and the profession.

Inclusiveness is the intentional act of being open, reaching out, removing barriers, and creating an environment in which all members of an organization can achieve their fullest potential.

Representation is the count and proportion of groups of individuals by demographic characteristics such as race, ethnicity, gender, national origin, religion, physical ability, sexual orientation, age, practice, geography, programs and organizations.

Diversity management is a skill or competency building process to equip the AIA and its members to manage the strategic mixture that involves differences or complexities including people, programs and organizations."

Recommended Definition of Diversity for the School of Architecture at UNC Charlotte:

The School of Architecture at the University of North Carolina at Charlotte defines diversity as the acknowledgement of the many facets of human difference that contribute to inclusivity and excellence. Diversity, thus, encompasses a variety of characteristics and experiences that include, but are not limited to, ethnicity, race, gender, age, national origin, sexual orientation, physical ability, cultural identities, economic dimensions, and religious affiliation. Like the University of North Carolina, the School strives to build an inclusive environment representative of the community it serves through curricular, outreach, recruitment, enrollment, and hiring efforts. The School, therefore, is intentionally open to a variety of perspectives, approaches, and people engaged in the pursuit of excellence in the design and stewardship of the built environment.

The School of Architecture Diversity and Inclusion Committee should be made up of the following members of the faculty:

> Committee Chair (to be elected by the faculty annually)
> Master of Architecture Graduate Program Coordinator
> Architecture Undergraduate Program Coordinator
> Master of Urban Design Program Director
> School of Architecture Curriculum Committee Chair
> Student Representatives – 1 from graduate and 1 undergraduate

The Diversity and Inclusion Committee should report to the Director of the School of Architecture.

The committee is expected to proactively educate faculty within the department, programs, institutes, and centers about issues related to diversity and inclusion. This committee is responsible for aiding efforts to recruit, retain, and support diverse students, staff, and faculty in order to expand and enrich the School of Architecture, its research centers, and its academic programs.

This membership profile is suggested because these faculty members are in strategically important locations within School of Architecture programming and planning. Therefore, these faculty members can both offer unique insights and advice regarding the overall student body population, curricular and program initiatives, and potential areas of scholastic support for both students and faculty. Two student members representing each of the School's program populations (graduate and undergraduate) will provide additional valuable insights.

It should be noted that the Master of Urban Design graduate program is housed off campus in the University's Center City Building. It will be important to ensure that student issues and interests from that cohort are addressed if the student representatives nominated to the committee are enrolled in programs based solely on campus. When possible, a representative from the MUDD / M. Arch. dual degree program should represent the graduate student body.

The committee should refer to the Diversity and Inclusion Action Plan adopted on May 7, 2010 for reference.

<u>The Six-Point Diversity Plan</u>

Make Diversity a Central Part of the School of Architecture's Identity

Emphasize Diversity in the School of Architecture's Promotional Material

Recruiting and Retaining A Diverse Student Body

Recruiting and Retaining A Diverse Faculty and Staff

Curricular Initiatives

Community Initiatives

The Diversity Plan

I. Make Diversity a Central Part of the School of Architecture's Identity
Expected Outcome:
The School of Architecture's six point plan should become a permanent part of the School's on-going discussions and activities and shall serve as the framework for the School's diversity goals.

Objectives:
To make diversity an essential component of how we see ourselves, of our learning, teaching and working environments, and of our image to outsiders.

Actions for 2013-2014:
The Director of the School of Architecture shall revise the composition of the Diversity and Inclusion Committee. The School of Architecture Diversity and Inclusion Committee should be made up of the following members of the faculty:

> Committee Chair (to be elected by the faculty annually)
> Master of Architecture Graduate Program Coordinator
> Architecture Undergraduate Program Coordinator
> Master of Urban Design Program Director
> School of Architecture Curriculum Committee Chair
> Student Representatives – 1 from graduate and undergraduate student populations each

Revise a timeline of action for the committee's work to be included in subsequent revisions of this document.

On-going Actions:
The Diversity and Inclusion Committee should report to the Director of the School of Architecture.

The Director and the Associate Director of the School of Architecture shall have responsibilities to oversee and implement diversity related policies, programs, and/or initiatives that may be proposed by faculty, by students, the Diversity Committee or other administrative staff.

The School shall regularly review and approve revisions to the Diversity Action Plan and a Diversity Policy.

The roles of the Diversity Committee shall be:
> *to promote diversity of the student body, faculty, administrative and support staff, curriculum, and extra- curricular programs within the School;*
> *to assist the Director in the setting of diversity goals within the School's various activities, programs and relationships;*
> *to review the actions and activities of the School's programs and report annually on progress in achieving related diversity goals;*
> *to hear and provide counsel to the Director regarding actions brought before any of its grievance process regarding issues of discrimination.*

II. Emphasize Diversity in the School of Architecture's Promotional Material
Expected Outcome:
The School of Architecture's promotional materials shall illustrate a diverse, inclusive, and collegial environment for students, faculty and staff.

Objectives:
To assure that the School promotes diversity in its promotional materials.

Actions for 2013-2014:
Resources shall be made available to rebuild, relink, maintain, and update the School of Architecture's Diversity Resources Website. The site should include a wide range of material representing the efforts of the School's various programs; example materials:

  Architecture Program Diversity Plan (downloadable pdf and brief online description)
  Architecture Program Diversity Committee (profile of the committee and its charge)
  "Alumni Spotlight" (with feature stories on alumni; rotating and should include alumni of
      widest range of demographic groups)
  Student Group Profiles (NOMAS, AIAS, MASS, Freedom By Design)
  "The Architecture Program in the Community" to feature community engagement projects
      such as partnerships -- with local schools for mentoring, career days, etc.
   Architecture Summer Camp
  Information on diversity related topics in architecture and urban design (including curricular
      and program offerings)

On-going Actions:
The Director shall request that the Diversity Committee provide input regarding communications strategies, media materials, and the character and quality of representation of diversity within the School.

III. Recruiting and Retaining A Diverse Student Body
Expected Outcome:
The School of Architecture should develop and maintain a diverse student body that includes both individuals from underrepresented groups as well as individuals whose viewpoint, interests and background expand the perspective and intellectual dialogue within the School.

Objectives:
To increase the percentage of diverse students who enroll within the School of Architecture and graduate from both the graduate and undergraduate levels so that our School's demographics are in line with those of the University as a whole.

To identify aspects of our existing programs that present challenges to the academic and social success of particular segments of a diverse student body and propose programs/actions to address these issues.

Actions for 2013-2014:
Conduct a climate study in order to assess the degree to which the program is welcoming to diverse student groups. Present the findings of the climate study to the full faculty for discussion. Develop additional action items in response to the climate study findings.

On-going Action Items:
Prepare targeted promotional materials about the School of Architecture programs for guidance councilors at North Carolina high schools and to provide to other universities.

Continue to provide and expand scholarships for students to attend the School of Architecture's summer camp and work with summer camp instructors in order to identify potential recruits for the School of Architecture undergraduate program.

Work to establish scholarships to support qualified international students seeking to enroll within the program at UNC Charlotte.

Provide information about the School of Architecture to regional Historically Black Colleges and Universities in order to increase diversity at the graduate level. For example, the School shall formalize recruitment efforts at Johnson C. Smith University, Hampton University and Howard University; provide funding for faculty and student visits, and host faculty from those institutions for reviews, Critical MASS, School events/Open House, and/or the lecture series.

Efforts should also be made to establish articulated relationships with local community colleges for potential recruitment of qualified students who may want to transfer to UNC Charlotte.

Establish relationships with academic units on campus to broaden recruitment at graduate level.

Develop formal mentoring program for all students with particular sensitivity to diverse segments of the student population; this may include the development of an orientation focused upon the expectations associated with university and academic life particularly as they relate to participation, open dialog, and intellectual achievement. The University's Multicultural Resource Center shall be consulted in this process. Establish a system for tracking students from diverse backgrounds and develop statistics that illustrate their performance in the School.

Support efforts to diversify lecturers, critics, adjuncts, faculty, programs and events in order to create a more inclusive environment within the School.

IV. Recruiting and Retaining A Diverse Faculty and Staff
Expected Outcomes:
The School of Architecture should seek, identify and attract a diverse pool of candidates for full-time and part-time faculty as well as staff positions in an effort to maintain a balanced and diverse faculty and staff.

Objectives:
To nurture and maintain the presence of minority faculty and staff who may represent the range of ideas, people, groups, and lifestyles found within society as a whole.

To develop diversity standards and processes for recruiting and retaining faculty and staff (both full and part-time) consistent with university guidelines and expectations.

To identify aspects of the existing program that present challenges to the academic development, promotion and social success of particular segments of a diverse faculty and staff and propose programs or actions to address these issues.

To address historical imbalances in pay that women and many under-represented communities continue to face in the workplace by striving to maintain nationally competitive and equitable salary structures for faculty and staff.

Actions for 2013-2014:
As a part of a School-wide climate study, the Diversity Committee should assess the degree to which the program is welcoming to faculty and staff of diverse backgrounds.

On-going Actions:
The School of Architecture shall develop diversity standards for the search and recruitment of full-time and part-time faculty and staff that comply with current University goals, objectives and standards. Searches should emphasize, when possible, a breadth of expertise in subject areas in order to facilitate the development of a broad, deep and diverse pool of qualified applicants. Search committee representatives shall participate in annual University sponsored diversity related recruitment and retention workshops.

The Director shall (when possible) conduct exit interviews with faculty and staff leaving the School to determine if environmental/climate factors related to diversity influenced their decision.

The Director shall identify and contact qualified alumni who represent diverse backgrounds to determine their interests in assisting the School as visiting critics, adjunct or future full time faculty and/or staff.

The Director shall meet with the leadership of regional Historically Black Colleges and Universities and architectural programs at other regional universities (such as NC A&T) and local community colleges (Central Piedmont Community College, for example) on an annual basis to explore programs of mutual concern regarding the issue of diversity within the professions of architecture and urban design.

The School address historical imbalances in pay that women and many under-represented communities continue to face in the workplace by striving to maintain nationally competitive and equitable salary structures.

The School shall adopt policies that treat domestic partnerships equitably and that are "household friendly" and that enable faculty and staff to take time to care for domestic matters

without impacting negatively their time towards tenure and/or promotion. For example, the School may establish policies that support "opt out" polices rather than "opt in" policies thereby establishing the expectation that all faculty and staff may, without penalty, take time to care for relatives or domestic partners in need. Time taken as domestic leave from the School should be exempt from expectations tied to the "tenure or promotion clock" for faculty or promotion for staff.

The School's Review Committee shall revise Tenure, Reappointment and Promotion policies in order to take into account leave time taken as a result of "domestic partnership/household friendly" policies.

<u>**V. Curricular Initiatives**</u>
Expected Outcomes:
The School of Architecture shall ensure that the contributions of women, persons of color, persons of all physical abilities, lifestyle groups, and gay and lesbian communities are included architecture and urban design course offerings.

Objectives:
Increase the extent to which the contributions of women, persons of color, persons with physical disabilities, lifestyle groups, and gays and lesbian communities are included in the architecture and urban design course offerings.

Expand the range of viewpoints, experiences and pedagogical opportunities that engage Architecture through increased opportunities for the study of non-western architecture, urban design, history/theory, and professional practices within the School's program curricula particularly within core/required coursework.

Reveal the structural and institutional forces that have and continue to be impediments to minority and female professionalization.

Actions for 2013-2014
Revisit the diversity statement in the School of Architecture syllabus boiler-plate and actively ensure that is included in syllabi for all courses.

Program coordinators should look for ways to get students to contemplate the role of cultural assumptions (i.e. their own cultural frames of reference) relative to the diversity of cultures found in a global society. The aim should be to help students develop a deeper understanding of the ways Western cultural norms structure our responses through course assignments.

On-going Actions:
Core courses such as **design studio** shall address the School's diversity goals. This may occur through the use of a diverse range of precedents, through the use of site analysis that address cultural dimensions of a specific place, through the use of sites of study in areas of the world outside the U.S. and Europe, through the use of expert advice/feedback from diverse panelists/consultants/critics (see below), through the use of project programs that raise specific issues tied to diversity in various cultural/regional expressions, etc.

Faculty shall be encouraged to develop elective courses that address issues of diversity in architecture and urban design.

Courses related to **professional practice** shall address the history and current conditions of diversity in the profession and in the workplace.

Courses in architectural history and/or theory shall address issues of diversity through the introduction of the work of historically underrepresented architects, non-western architectural topics, and/or through the introduction of design professionals representative of variety of viewpoints, practices, and constituencies.

Faculty members shall consider diversity when assembling a panel of reviewers or consultants to studios and other coursework. Faculty members should seek input from students and alumni to ensure that the objectives of diversity are represented in the review of student work.

The School shall develop a diverse list of potential jurors who may be invited to participate in studio reviews, provide expertise as consultants to courses, participate in lectures or panels, etc. This list shall be maintained by the School and made available to faculty.

Faculty shall be encouraged to participate in the University's Interdisciplinary Programs and Departments whose subject areas address various dimensions of diversity, equity, and social justice. These programs include (but are not limited to): Women's and Gender Studies, Latin American Studies, Africana Studies, American Studies, Global, International and Area Studies (which include International Studies; Holocaust, Genocide, and Human Rights; Islamic Studies; Judaic Studies).

VI. Community Initiatives As A Way To Promote Cultural Diversity
Expected Outcomes:
The School of Architecture should engage local under-represented communities and populations through extra curricular activities that promote the diversity of our built environments including exhibitions, lectures, service, social, and other activities.

Objectives:
To utilize community engagement to build relationships with local communities, institutions, and organizations. Such engagements may support other School interests such as recruitment and the increased visibility of the School.

To utilize community initiatives to expose students to a broad range of cultural, ethnic, and/or societal situations that may broaden their understanding of the roles of architecture and urban design as publicly engaged professions.

To provide extra curricular activities that are representative of the University's and the profession's aspirations toward diversity.

On going Actions:
The Director of the School of Architecture shall establish resources for community-based initiatives that support the efforts of faculty and students. The Director should also utilize the School's various research centers to serve community outreach efforts and to support SoA diversity and inclusion goals.

Faculty shall be encouraged to offer services and expertise through the School's various centers and degree programs and to participate in community-based events, initiatives, coursework, and/or research.

The Director shall work with the lecture series coordinator to address diversity goals when developing the School's lecture series each semester. The lecture series coordinator shall provide a report detailing the manner in which diversity goals were addressed and achieved at the close of the series.

The Director shall work the gallery-exhibition coordinator to develop a diversity agenda when planning and installing gallery exhibits. The exhibition series coordinator shall provide a report detailing the manner in which diversity goals were addressed and achieved at the close of the series.

The School's career fair activities shall support the AIA's and the University's diversity goals.

Contributors

The members of the Diversity Committee (2012-2013):

José L.S. Gámez, Ph.D., Committee Chair, Lead Author
Emily Makas, Ph.D.
Charles Davis, Ph.D.
Mona Azarbayjani, Ph.D.

Online Resources:
Business Resources:
Lilly Pharmaceuticals
http://www.lilly.com/about/diversity/

IBM
http://www-03.ibm.com/employment/us/diverse/

Time Warner Cable
http://www.timewarnercable.com/Corporate/about/careers/diversity.html

The University of North Carolina at Charlotte Diversity Resources:
http://diversity.uncc.edu/
http://www.provost.uncc.edu/MSEXAP/Docs/DiversityPlanRetreat7.28.09.pdf
http://graduateschool.uncc.edu/grad-life/diversity.html
http://admissions.uncc.edu/Admissions/Diversity/tabid/3655/Default.aspx

The University of Maryland Diversity Resources:
http://www.umd.edu/diversity

MIT Diversity Resources:
http://diversity.mit.edu/mits_diversity_story
http://architecture.mit.edu/diversity.html
http://sap.mit.edu/about/diversity/

University of Oregon Diversity Plan Information:
http://diversity.uoregon.edu/sites/all/files/diversity/uploads/Five%20Year%20Review%20Report%20with%20Appendices.pdf

University of Oregon School of Architecture Strategic Action Diversity Plan:
http://aaablogs.uoregon.edu/equityandinclusion/files/2011/05/StrategicActionEDPlanJune071.pdf

University of California Berkeley Chicano Architecture Student Association (CASA) Alumni
Newsletter:
http://casa-ucberkeley.org/ByDESIGN_Newsletters.aspx

University of Virginia School of Architecture Diversity Resources:
http://www.arch.virginia.edu/theschool/diversity/

Association of Collegiate Schools of Architecture Diversity Resources:
https://www.acsa-arch.org/faculty/diversity.aspx

American Institute of Architects Diversity Resources:
http://www.aia.org/about/initiatives/AIAS078656

National Name Exchange:
http://www.grad.washington.edu/nameexch/national

List of Historically Black Colleges and Universities:
http://www.ed.gov/about/inits/list/whhbcu/edlite-list.html

Hispanic Association of Colleges and Universities:
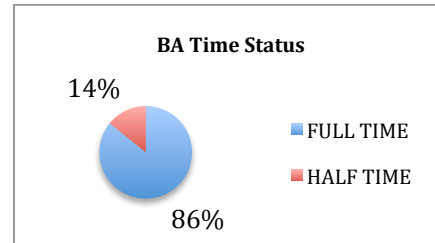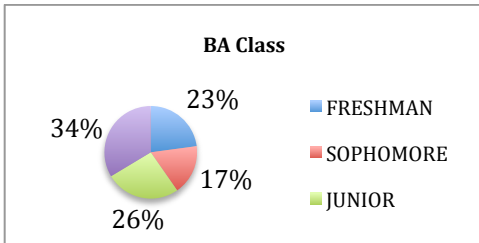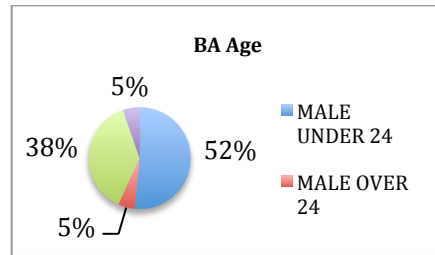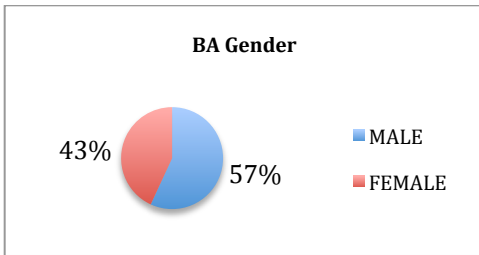www.hacu.net

National Organization of Minority Architects:
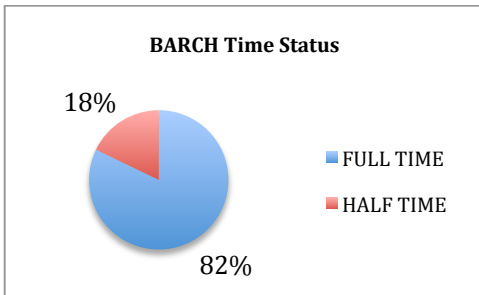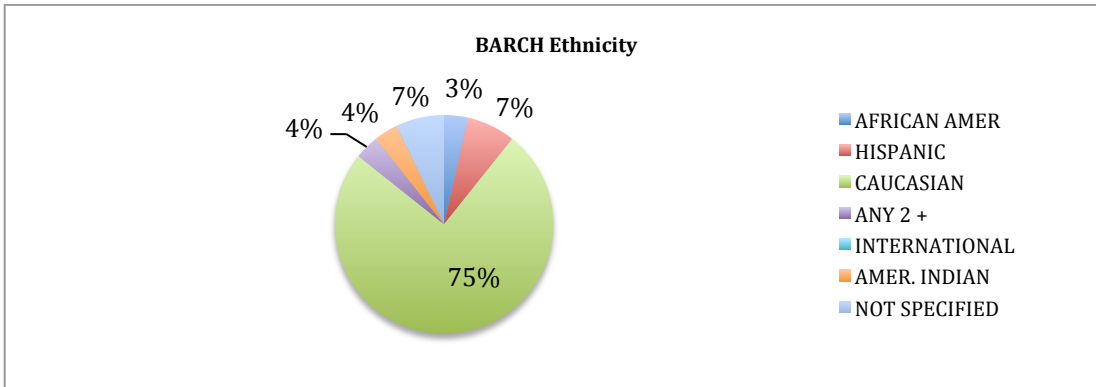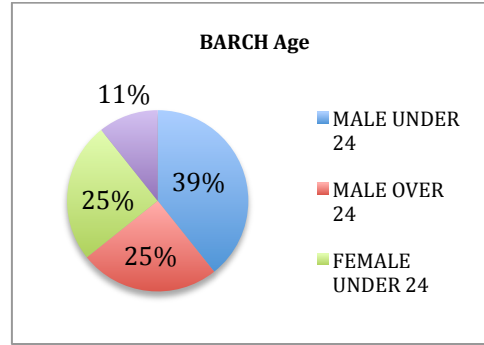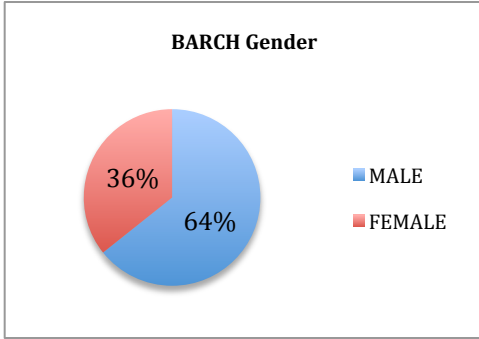http://www.noma.net/local

APPENDIX A: SoA Census Data as of November 2012

CURRENT STUDENT DATA

Source=Report Central

ARCH	Male	Female	<24	>24	Fr.	So	Jr.	Sr.
BA	128	97	201	24	51	39	58	75
BARCH	18	10	18	10	-	-	-	-

ARCH	Afr. Amer.	Hispanic	Caucasian	Any 2+	Amer. Indian	International	Unknown
BA	12	19	167	12	3	3	9
BARCH	1	2	21	1	1	0	2

BA Gender

43% MALE
57% FEMALE

BA Age

5%
38%
52% MALE UNDER 24
5% MALE OVER 24

BA Class

23% FRESHMAN
34%
17% SOPHOMORE
26% JUNIOR

BA Time Status

14% FULL TIME
86% HALF TIME

BA Ethnicity

1%
5%
2%
4%
5%
9%
74%

AFRICAN AMER
HISPANIC
CAUCASIAN
ANY 2 +
INTERNATIONAL
AMER. INDIAN

BARCH Gender

- MALE 64%
- FEMALE 36%

BARCH Age

- MALE UNDER 24 — 39%
- MALE OVER 24 — 25%
- FEMALE UNDER 24 — 25%
- 11%

BARCH Ethnicity

- AFRICAN AMER — 3%
- HISPANIC — 7%
- CAUCASIAN — 75%
- ANY 2 + — 4%
- INTERNATIONAL — 4%
- AMER. INDIAN — 7%
- NOT SPECIFIED

BARCH Time Status

- FULL TIME 82%
- HALF TIME 18%

Graduate Programs

MArch	Male	Female	<24	>24
	22	41	19	44

Afr. Amer.	Hispanic	Caucasian	Any 2+	Amer. Indian	International	Unknown
3	2	51	0	0	6	1

MARCH Gender

- MALE 35%
- FEMALE 65%

MARCH Age

- MALE UNDER 24 — 10%
- MALE OVER 24 — 25%
- FEMALE UNDER 24 — 21%
- FEMALE OVER 24 — 44%

MARCH Ethnicity

- AFRICAN AMER
- HISPANIC
- CAUCASIAN
- ANY 2 +
- INTERNATIONAL
- AMER. INDIAN
- NOT SPECIFIED

2% 5% 3% 9% 81%

MARCH Time Status

3% 97%

- FULL TIME
- HALF TIME
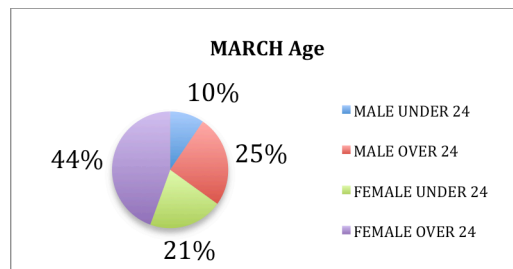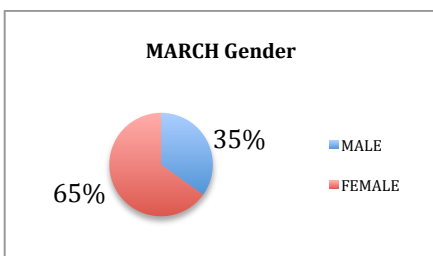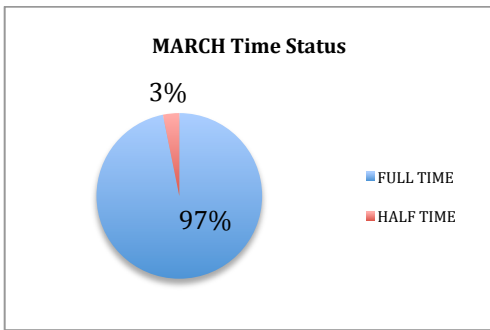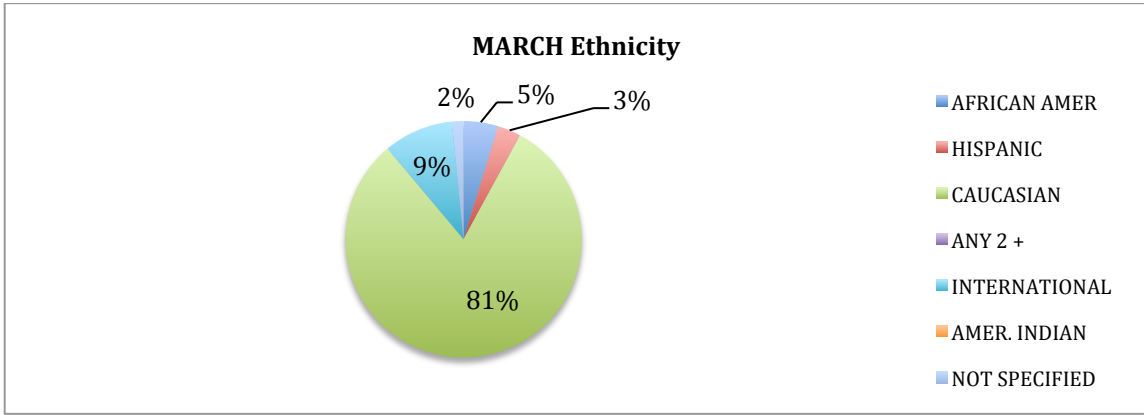
MUDD	Male	Female	<24	>24
	13	9	6	16

Afr. Amer.	Hispanic	Caucasian	Any 2+	Amer. Indian	International	Unknown
0	0	18	1	0	3	0

MUD Gender

41% 59%

- MALE
- FEMALE

MUD Age

23% 36% 5% 36%

- MALE UNDER 24
- MALE OVER 24
- FEMALE UNDER 24
- FEMALE OVER 24

MUD Ethnicity

AFRICAN AMER
HISPANIC
CAUCASIAN
ANY 2 +
INTERNATIONAL
AMER. INDIAN

4%
14%
82%

MUD Time Status

FULL TIME
HALF TIME

27%
73%
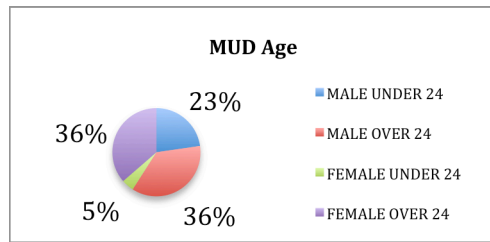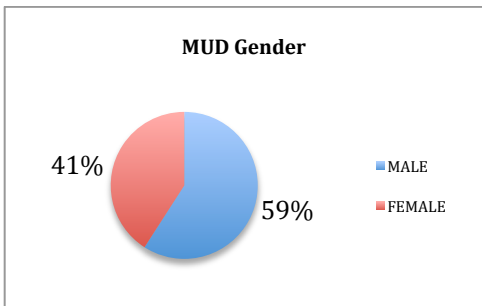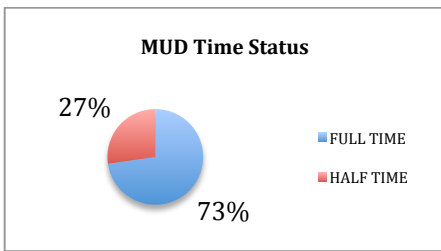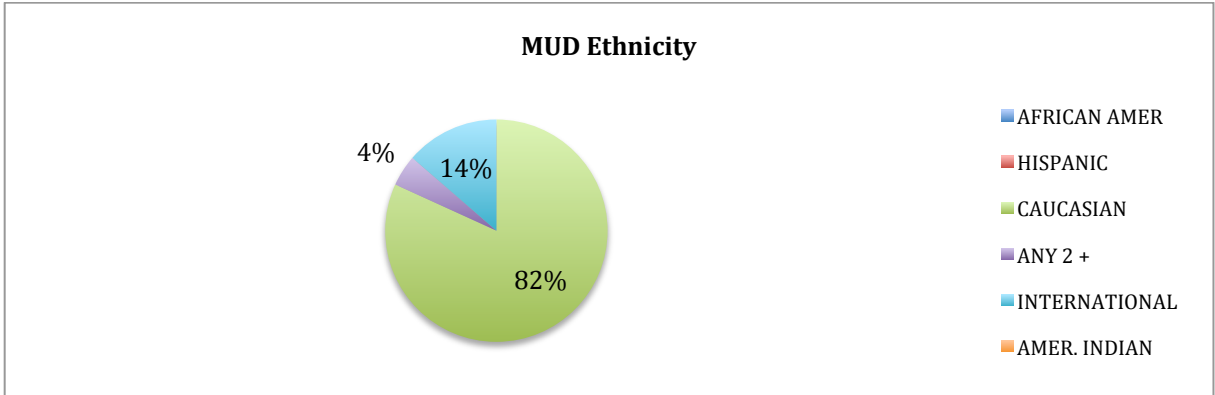
ARMU	Male	Female	<24	>24
	1	2	3	0

Afr. Amer.	Hispanic	Caucasian	Any 2+	Amer. Indian	International	Unknown
0	1	2	0	0	0	0

ARMU Gender

MALE
FEMALE

33%
67%

ARMU Age

MALE UNDER 24
MALE OVER 24
FEMALE UNDER 24

0%
33%
0%
67%

ARMU Ethnicity

- AFRICAN AMER
- HISPANIC
- CAUCASIAN
- ANY 2 +
- INTERNATIONAL
- AMER. INDIAN
- NOT SPECIFIED

33%

67%