Diversity, Equity, and Inclusion Task Force

Report

December 2020

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FOREWORD FROM DEAN OLIVER

Dear College of Architecture and Design Community,

The Diversity, Equity and Inclusion Task Force has worked for several months to complete this report. During this time, I have had the privilege of watching this document evolve through regular meetings with the Chair of the task force, Sheryl Tucker de Vazquez. Indeed, the task force and this report, both firsts in the College's history, will pave the path for the challenging, yet necessary work of creating a more diverse, equitable, and inclusive College and community for our various constituencies. I would like to thank the task force, whose members are noted below, for their extraordinary effort, dedication, and commitment to the principles and goals established in this document.

Sheryl Tucker de Vazquez, *Chair*
Tricia Asuncion
Michael Gonzales
Javier Guerrero
Estelle Lee
Melvalean McLemore

Trang Phan
Susan Rogers
Laura Vargas
Courtney Warren-Williams
Adam Wells
Sarah White

When I formed this task force in July, I knew that its work would be critical. Indeed, the DEI Task Force had a daunting task. In the wake of our nation's failure to adequately address racial and social inequities, the too numerous and senseless deaths of BIPOC people, including George Floyd, the country had reached a point where nothing less than significant change will suffice. However, this change must be accompanied by deep reflection and honest contemplation of our past, present, and future. All of our institutions must face the challenge of self-examination and assessment. We must boldly move forward with a consistent and sustainable effort to reform our practices and our policies and renew our commitment to a better world.

This goal begins today with our shared efforts and commitment. I do not think, collectively, our faculty, students, and staff realize how comprehensive the changes will need to be to have the kind of enduring result that this task force recommends and the College endeavors to achieve. I do believe, however, that everyone in our College is dedicated to making changes and celebrating our successes along the way.

We recognize the need for a diverse, equitable, and inclusive environment and do, heretofore, adopt the recommendations proffered in this document. Changes to the College culture, our faculty and student policies, our curricular content, and our engagement with our community will strengthen us as individuals and as a college. Moreover, these changes will contribute to the strength of the University.

We recognize that as we move forward, we will need to continually evaluate our progress and update our goals. This document must be an active and dynamic record of our progress. It must change as the College changes. It must keep the College on task and help to celebrate our successes moving forward. Next year, 2021, will be the year of new beginnings and we are eager to begin our journey toward the rich and rewarding world diversity will bring.

EXECUTIVE SUMMARY

"Not everything that is faced can be changed. But nothing can be changed until it is faced."

—James Baldwin

Introduction

The first annual Diversity, Equity, and Inclusion report, hereafter referred to as the DEI Report, is informed by the work undertaken by the College of Architecture and Design's Diversity, Equity, and Inclusion Task Force (DEITF). Since its inception in July 2020, the DEITF has focused on the assessment of current diversity, equity, and inclusion policies and practices in five major areas requiring focused attention and substantive follow-up:

1. **COLLEGE**: Organization and Budget
2. **STUDENT**: Experience and Support
3. **CURRICULUM**: Transformation
4. **FACULTY**: Diversity
5. **COMMUNITY**: Third Ward Engagement

The assessments and data outlined in this report were collected after the distribution of a Diversity, Equity, and Inclusion Survey that went to the College's faculty, staff, students, and alumni in September 2020. Over 300 responses were received, 202 from students, 34 from faculty, 57 from alumni, and 14 from staff members. In addition to the quantitative and qualitative data collected from the survey, the DEITF also gathered information and perspectives from various College and community stakeholders through a series of focused meetings and dialogue sessions, including many hosted by the Coalition for Anti-Racist Education (CARE). The totality of the survey results and these conversations along with data from the UH Statistical Handbook, NAAB criteria, and other information have shaped this report.

Operationalization of Terms

For purposes of this report, the DEITF uses the American Bar Association's definition of diversity:

"Diversity is about recognizing, respecting and valuing differences based on ethnicity, gender, color, age, race, religion, disability, national origin, and sexual orientation. It also includes an infinite range of individual unique characteristics and experiences, such as communication style, career path, life experience, educational background, geographic location, income level, marital status, military experience, parental status and other variables that influence personal perspectives. These life experiences and personal perspectives make us react and think differently, approach challenges and solve problems differently, make suggestions and decisions differently, and see different opportunities. Diversity, then, is also about diversity of thought."

—American Bar Association

Furthermore, the DEITF uses the term BIPOC as defined by the Sunrise Movement:

"Black, Indigenous, People of Color [The term] is meant to unite all people of color in the work for liberation while intentionally acknowledging that not all people of color face the same levels of injustice."

—Sunrise Movement

Additional terms and acronyms used throughout the DEI Report are outlined here:

ACSA: Association of Collegiate Schools of Architecture
AIA: American Institute of Architects
CARE: Coalition for Anti-Racist Education
CIDA: Council for Interior Design Accreditation
IDSA: Industrial Design Society of America
NAAB: National Architecture Accreditation Board

NASAD: National Association of Schools of Art and Design
NOMA: National Organization of Minority Architects

Aims
The DEI Report has four aims:
- **Inform** future policy-making decisions in the College of Architecture and Design;
- **Catalyze** meaningful and intentional discussions about diversity, equity, and inclusion practices and culture for all College constituencies;
- **Promote** shared responsibility, accountability, and ownership of a College commitment to create and sustain a college culture that values, promotes, and actualizes diversity, equity, and inclusion as requisite, not optional, considerations in all matters that impact the College community and its stakeholders;
- **Support** and collaborate with community leaders and stakeholders to forge partnerships and relationships for sustainable, healthy, and equitable communities

This report is organized into five sections: College, Student Experience and Support, Curriculum, Faculty Diversity, and Community. Within each broader section, three subsections are included, "Context for Change," "Where We Stand," and "Goals and Recommendations." The Context for Change sections provide a broad overview, and the Where We Stand sections provide important context and data points to facilitate a clearer understanding of associated issues that will allow the reader to better understand the DEITF's recommendations which include goals and action steps and metrics to measure success. It is important to note that just as Diversity, Equity and Inclusion are structurally interdependent, so are

the recommendations for each of the five sections outlined in this report. College, Students, Curriculum, Faculty and Community are also interconnected entities and all recommendations must be considered and implemented holistically.

Summary of Goals and Recommendations
1. COLLEGE Organization and Budget
GOAL 1.1: Create a More Inclusive and Diverse College Culture
- **1.1.1:** *Integrate a diversity statement into the College Vision Statement*
  The vision statement of a College guides actions and decision-making. The vision statement should incorporate a clear commitment to advancing diversity, equity, and inclusion.
  1.1.2: *Revise the Studio Culture Policy* The CoAD studio culture policy must be revised through a collaborative effort between students, faculty, and staff to recognize that diversity, equity, and inclusion, collectively, are the cornerstones of the learning environment.
- **1.1.3:** *Commit to advancing diversity, equity, and inclusion in all College committees, plans, and reports*
  The goals and actions defined in this report should provide a foundation for advancing diversity and inclusion across College committees, plans, and reports.
- **1.1.4:** *Implement anti-bias training*
  Implement anti-bias training for CoAD employees, including faculty, staff, and student employees
- **1.1.5:** *Diversify the ethnic and racial composition of College staff to mirror its diverse student demographics*
  Recruiting diverse staff members, particularly those who interface with students, will ensure

greater alignment with the demographics of the student body.

GOAL 1.2: Align Budget and Programming Priorities with Diversity, Equity, and Inclusion Goals
- **1.2.1:** *Diversify public programs and events at the CoAD*
  Actively identify and invite local, national, and internationally recognized BIPOC lecturers for College programs and events across design disciplines.
- **1.2.2:** *Implement a formal process to invite CoAD community members to participate in developing public programming*
  Create a committee of faculty, students, and alumni to share recommendations for diverse guest lecturers and subject matters to the Programs Committee.
- **1.2.3:** *Support and showcase the work and initiatives of the CoAD's student organizations*
  Support and showcase the work and initiatives of the College's various student organizations and student-led initiatives on the CoAD website and social media platforms.

GOAL 1.3: Evaluate and Measure the Success of DEI Initiatives
- **1.3.1:** *Implement a schedule to collect and analyze diversity, equity, and inclusion data as a means to evaluate and measure the impact of actions*
  Collect and analyze data regularly and report out on the College's progress and attainment of goals.
- **1.3.2:** *Incorporate reporting about diversity, equity, and inclusion initiatives and progress*
  Incorporate reporting about diversity, equity, and inclusion in the dean's annual report for sharing with the CoAD community.

2. STUDENT Experience and Support
GOAL 2.1: Recruit BIPOC Students
- **2.1.1:** *Fund a full-time recruitment position in the student services office*
  Fund a full-time recruitment officer for the CoAD to increase student diversity.
- **2.1.2:** *Re-evaluate the admissions process and portfolio criteria*
  Develop a more holistic and accessible application and admissions process, including interviews with students interested in or applying to the College.
- **2.1.3:** *Fund the CoAD Ambassadors Program*
  Provide stipends to students engaged in the Ambassadors program for their contributions to expand outreach to area high schools that are underrepresented at the College.
- **2.1.4:** *Increase need-based scholarships and grants for education*
  Expand need-based funding and scholarships offered by the College, focusing on funding streams targeted to BIPOC students and those with fewer economic resources.
- **2.1.5:** *Partner with Houston-NOMA Project Pipeline at UH*
  Work in partnership with Houston-NOMA Project Pipeline to establish a summer program at the CoAD.
- **2.1.6:** *Provide mentorships for prospective students*
  Partner with programs such as the ACE Mentorship Program to connect area and regional high school students to established mentorship programs.

GOAL 2.2: Support BIPOC Students
- **2.2.1:** *Fund BIPOC student organizations and initiatives*
  Increase financial and administrative support to

BIPOC student organizations, such as NOMAS, and their programming initiatives, as well as providing need-based grants for student memberships.

- **2.2.2:** *Listen and respond to BIPOC and other diverse voices at UH CoAD*
  Engage in an annual dialogue to understand and address the concerns of BIPOC students and alumni at the CoAD.
- **2.2.3:** *Provide financial and facility support to students in need*
  Develop a need-based funding or stipend program to assist students experiencing difficulties covering costs associated with software, materials, and plotting.
- **2.2.4:** *Connect BIPOC students to career and networking opportunities*
  Connect BIPOC students to opportunities by ensuring access to diverse design careers and increasing the range of organizations attending the College's annual career fair.

GOAL 2.3: Retain BIPOC Students
- **2.3.1:** *Improve feedback and evaluation structures between faculty and students*
  Create a system for students to share concerns and suggestions in a productive rather than a punitive manner to enhance communication and reduce conflict.
- **2.3.2:** *Re-evaluate the informal process by which students are encouraged to leave the program, particularly in relation to bias or other prejudices that impact these decisions*
  Establish a supportive and standardized process for students who are struggling and provide safe spaces for students to share their circumstances and receive the support they need.

- **2.3.3:** *Encourage faculty to attend workshops or trainings that can support their teaching effectiveness and/or engagement with their diverse students*
  Encourage and provide funding and resources for faculty to enroll in workshops and trainings focused on mental health, culturally-relevant pedagogy, cross-cultural communications, diversity training, unconscious bias training, decolonization of education, race in education, and other student-centric opportunities.

3. CURRICULUM Transformation
GOAL 3.1: Create a Diverse and Inclusive Curriculum
- **3.1.1:** *Establish a curriculum committee at the CoAD*
  The committee would complete a comprehensive study of existing courses, identifying priority areas for new courses, particularly electives, and developing a plan to put the recommendations into practice.
- **3.1.2:** *Develop a Curriculum Strategic Plan for the integration of diversity, equity, and inclusion*
  Through the curriculum committee and the comprehensive analysis of the existing course offerings, create a strategic plan to integrate issues of race, equity, inclusion, and social justice in courses across the College.
- **3.1.3:** *Provide a "Studio Culture Policy" statement for studio courses*
  Require each studio syllabus to include this statement, and ensure all faculty follow the guidelines.

4. FACULTY Diversity
GOAL 4.1: Diversify the Faculty Through Targeted Recruiting and Hiring Strategies

- **4.1.1:** *Create a plan to increase and maintain the diversity of the CoAD faculty and staff*
  The plan should articulate how the CoAD will implement the plan and what it intends to do during the next accreditation cycle to ensure a more diverse faculty. Annually compare the CoAD's program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- **4.1.2:** *Minority Serving Institutions (HBCU, HSI) Faculty Pipeline Recruitment Program*
  Create a permanent committee to establish and maintain ongoing relationships with designated Minority Serving Institutions for faculty recruiting.
- **4.1.3***: Search Committee anti-bias training*
  Require faculty search committee members to receive anti-bias training.
- **4.1.4:** *Open the adjunct faculty hiring process*
  Implement a transparent process for the hiring and recruiting of adjunct faculty including an open application process, committee review, and a commitment to focus recruitment on BIPOC and women faculty.
- **4.1.5:** *Institute a transparent process to identify needed faculty positions and developing announcements for those positions*
  Develop an open and transparent process to identify faculty positions and develop materials to announce those positions.

GOAL 4.2: Retain and Support a Diverse Faculty
- **4.2.1:** *Expand the diversity of faculty in leadership roles*
  Provide expanded opportunities for diverse faculty, specifically BIPOC and/or women faculty, to lead and coordinate programs or levels of instruction.

- **4.2.2:** *Distribute service commitments equitably*
  Commit to an equitable distribution of service commitments, with a particular emphasis on not overburdening BIPOC, women, and/or adjunct faculty.
- **4.2.3:** *Fund faculty research focused on diversity, equity, and inclusion*
  Develop and implement research funding or grants that support and recognize the work of BIPOC and women faculty around issues of diversity, equity, and inclusion.
- **4.2.4:** *Create a faculty development and mentoring program*
  Develop and implement an official and sustainable process for senior tenured faculty to mentor newly hired tenure track BIPOC and/or women faculty.
- **4.2.5:** *Recognize and reward community based research and creative work*
  Develop guidelines to recognize and reward faculty in the promotion and tenure process for community-based research and creative work.

GOAL 4.3: Achieve Pay Equity Among Faculty
- **4.3.1:** *Identify salary inequities and develop a policy to achieve pay equity*
  Develop policies and practices to address pay inequity and to prevent future inequities in pay based on gender or race and ethnicity.

5. COMMUNITY Third Ward Engagement
GOAL 5.1: Build and Strengthen the Structures for Meaningful Community Engagement and Partnerships
- **5.1.1:** *Create a community engagement sub-committee as part of the permanent DEI Committee*
  Once the DEI Standing Committee (DEIC) has been permanently established through revisions to the

CoAD bylaws, create and sustain a sub-committee on Community Engagement.

- **5.1.2:** *Host an annual Third Ward roundtable event*
  The event would bring together CoAD representatives, students, and Third Ward leaders and organizations to plan future partnerships.
- **5.1.3:** *Ensure that CoAD is an active partner in the UH Third Ward Initiative*
  Identify a faculty representative to join the UH Third Ward Initiative.

GOAL 5.2: Support and Reward Community Engaged Work

- **5.2.1:** *Establish a student community design-research award*
  Recognize and reward student-centered design and research focused on community engagement and partnerships.
- **5.2.2:** *Fund a student community fellowship*
  Establish and fund an annual student fellowship to provide opportunities for students to work with a Third Ward firm or organization.
- **5.2.3:** *Establish a faculty community design research grant*
  Establish and fund an annual faculty grant to support the development and delivery of community-engaged and/or systemic racism focused curriculum, research, or design projects.
- **5.2.4:** *Reward and recognize the community-based research and design work of faculty*
  CoAD faculty commit to and reinforce the value of community research and creative work through the promotion and tenure system.
- **5.2.5:** *Share voices and stories of community collaborations*
  Develop and maintain a location on the CoAD website to share community work.

INTRODUCTION

"Borne of an impulsive need and self-interest for power and control, we create the structures and policies to satisfy that need, and then we construct and rationalize the ideas to justify it."

—Ibram X. Kendi, *How to Be An Anti-Racist*

The Diversity, Equity, and Inclusion Task Force (DEITF) recognizes that the University of Houston College of Architecture and Design (CoAD), as an extension of the broader world and society at large, is not exempt from racial, gender, ethnic, and/or disability-based biases that weaken the structure of our society. This summer, the DEITF began the necessary work of identifying and examining the biases embedded in the CoAD community in order to raise critical awareness and thoughtful reflection about the past, present, and future practices, policies, and ethos relative to issues of diversity, equity, and inclusion. To that end, the findings and recommended actions outlined in this report unpack the dimensions and layers of systemic bias at the CoAD, which if left unaddressed, will continue to impede the diversity, equity and inclusion of its students, faculty, and staff. Like the peeling of an onion, each layer of inquiry reveals another layer and more work to be done. Therefore, it is important to acknowledge that the DEITF's work is neither exhaustive nor complete; it must be an ongoing and intentional part of the College's work, both now and for the foreseeable future.

In order to contextualize the College community's perspectives and positions in matters of diversity, equity, and inclusion, the DEITF gathered information on organizational processes, including hiring practices, decision-making, curricular development, student life and engagement, and community relations. This information gathering involved the breakdown of the College's design programs into individual components to distinguish, differentiate and isolate the complex and interwoven components of racial and gender bias embedded within each unit.

Through its work, the DEITF seeks to create a College culture that encourages conversations that are difficult, yet necessary, to acknowledge and identify the multi-faceted dimensions of bias. Respectful conversations and open dialogues are essential to the work towards diversity, equity, and inclusion. In recognition of this, we wish to thank the administrators, faculty, staff, and students who have participated in conversations with the task force over the past several months. These conversations must not stop with the sharing of the DEITF report. In fact, they must be implemented as a part of the College's permanent way of work.

Operationalization of Definitions and Processes
A clear and shared understanding of terms is necessary to understand the DEITF's approach to its inquiries, collection of data, and the crafting of the final report. The purpose of the DEITF is to help promote diversity, equity, and inclusion within the College. The terms diversity, equity, and inclusion each represent one component of the task force's broader agenda, where diversity and inclusion are outcomes. Data collected from the UH Statistical Handbook and a college-wide survey provide insight into the history and current status of faculty and student diversity. The survey was supplemented by interviews with students, faculty, and community leaders. The interviews helped to understand how "welcoming" and inclusive the College's culture is to those who have been, or who have felt, marginalized because of their identity.

Whereas diversity and inclusion are outcomes, equity is not. Equity refers to the structures and systems the College engages to ensure that ALL students, faculty

and staff regardless of their identity have equal access to opportunities to grow, contribute, and develop. Only equity can address the systemic barriers that impede that access. Therefore, equity within the College requires particular critical examination. One of the intentions of the report is to illustrate the interconnectedness of transparent, equitable practices and the subsequent outcomes of diversity and inclusion within the faculty, staff, and student populations.

The task force approaches equity, diversity, and inclusion holistically, analogous to a complete loop where one component is directly related to another. To unpack systemic bias at the CoAD, the task force looked at diversity, equity, and inclusion across every aspect of the College, including its hiring practices, the recruitment, retention and mentoring of BIPOC faculty and staff, pay equity across racial and gender divides, the curriculum across the Architecture, Interior Architecture, and Industrial Design programs, recruitment, retention and mentoring of BIPOC students, and the College's relationship to its surrounding neighborhood, the predominately African American Third Ward community.

Issues centered on diversity, equity, and inclusion are complex and multi-faceted. For example, the task force sought to address questions such as "Where does a professor's right to academic freedom end and a student's desire for a more inclusive curriculum begin?" There are no easy or simple answers to such questions. Yet, we must begin the difficult task of dismantling the infrastructure that is biased and unjust for large segments of our population and for whom such a question is illustrative of the tension that exists in the current infrastructure.

The task force has made a series of short and long term recommendations that will accelerate the dismantling, at least in part, of some of this infrastructure. The College community must resist the impetus to create a "quick fix," and instead commit to the difficult task of discovering, understanding, and addressing the root causes of systemic racism.

As stated earlier, issues of power, privilege, and systemic bias cannot be fully unpacked with the work of the task force alone. It requires commitment and demonstrable engagement from administrators, faculty, staff and students. Given the recent socio-political and heightened racialized climate in this nation, action must replace rhetoric in order to best address the deeply rooted issues of racial, gender, and other biases not only in the College, but in our local, national, and international communities.

"Design reconciles conflicting visions and exploits all available technologies to shape and sustain a better world"

—CoAD Vision Statement

COLLEGE

Context for Change

As highlighted in the College vision statement, the highest and most impactful calling of the architecture, interior architecture, and industrial design disciplines is "to shape and sustain a better world" in order to improve the quality of life and accessibility to meaningful and impactful design for all people. Although the College acknowledges this imperative in our vision statement, we have inherited a structural system with implicit biases that impede our fulfillment of this calling, not only as practitioners in the design professions, but as members of our College community. As an institution of higher learning located in one of the country's most diverse cities, the College of Architecture and Design must serve as a role model in re-thinking how we identify, confront, and address the implicit biases that are embedded in our culture and practices—the College must not only model tolerance, but celebrate our differences in culture, religion, race, gender, and life experiences that provide rich generative source material for our creativity. Our commitment to an inclusive and diverse College should not only be clearly stated in our vision statement, but also experienced by students, faculty, staff, and visitors in their learning environments and supported by our budgetary commitments and organizational structure.

Maintaining a Commitment to Diversity, Equity, and Inclusion in the Midst of Budgetary Constraints
Higher education continues to operate with limited resources and funding. Yet, in spite of these constraints, the College must not lose sight of its commitment to diversity, equity, and inclusion (DEI) but rather, further affirm its resolve to change the status quo beyond aspirational statements and public proclamations. This commitment requires a shift in budgetary priorities and allocations to facilitate

and sustain significant policies and practices that underscore and actualize our aspiration of creating a diverse, equitable, and inclusive College. This goal cannot be reached passively or accidentally. Instead, it requires clear and intentional implementation of short and long-term financial goals to ensure equity in funding processes and financial support across the College.

Where We Stand

In the wake of major social and political changes in the last decade, it is becoming more apparent that diversity, equity, and inclusion are integral to the national and international competitiveness, ranking, and reputation of universities and colleges everywhere. As the College of Architecture and Design continues to establish itself as an exemplar of design excellence and leadership in design education and practice, it can further fortify and strengthen this positioning by assuming a focused and targeted commitment that prioritizes and privileges diversity, equity, and inclusion as leading factors in its decision-making processes. This must be done systematically, continuously, and consistently.

Undoubtedly, many factors must be considered in the development of an organization's short- and long-term budgetary goals, priorities, and initiatives, particularly in higher education. The availability of limited state support, endowments, contributions from donors, and student enrollment are only a few of these factors, yet they are key to any college's financial health. However, given the increased need to integrate diversity, equity, and inclusion in every aspect of society, including education, it is imperative that universities and colleges work more intentionally rather than accidentally to achieve their organizational goals for diverse, equitable, and inclusive environments and experiences for their diverse internal and external stakeholders. Indeed, the allocation of funds to support diversity, equity, and inclusion must be identified early in the budgeting process rather than left to be included as optional considerations later.

Goals + Recommendations

Inclusive and Diverse College Culture
One of the first steps to advancing diversity, equity, and inclusion is a commitment to principles that support and further these ideas in College statements and actions. This includes the College vision statement, studio culture policy, strategic plan, annual report, and other materials that promote or communicate the foundational principles of the institution. It also requires the commitment of faculty and staff to participate in ongoing anti-bias training and diversity education.

GOAL 1.1: Create a More Inclusive and Diverse College Culture

NAAB 5.5.1 The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

NAAB 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

NAAB 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

1.1.1: *Integrate a commitment to diversity, equity, and inclusion in the College Vision Statement*

The vision statement of a College guides actions and decision-making. The vision statement should incorporate a clear commitment to advancing diversity, equity, and inclusion and acknowledge that responsive designers require a global view and that the UH design curriculum considers social, cultural, economic, and ecological contexts to be integral parts of the design process.

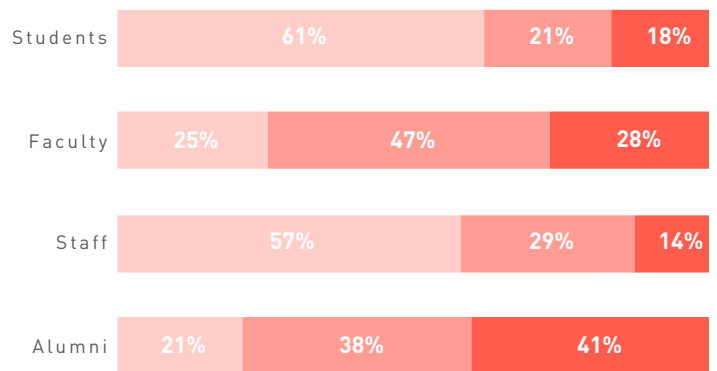### 1.1.2: *Revise the studio culture policy*

As part of the NAAB Conditions for accreditation, architectural programs must demonstrate that they provide a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional. The CoAD studio culture policy must be revised through a collaborative effort between students, faculty, and staff to recognize that diversity, equity, and inclusion, collectively, are one of the cornerstones of learning.

1.1.3: *Commit to advancing diversity, equity, and inclusion in all College committees, plans, and reports*

The goals and actions defined in this report should provide a foundation for advancing diversity and inclusion across College committees, plans, and reports.

1.1.4: *Implement anti-bias training*

Implement anti-bias training for CoAD employees, including faculty, staff, and student employees.

	Satisfied/Very Satisfied	Neither Satisfied/Dissatisfied	Unsatisfied/Very Unsatisfied
Students	61%	21%	18%
Faculty	25%	47%	28%
Staff	57%	29%	14%
Alumni	21%	38%	41%

CoAD Publicly Communicates Diversity Goals
Satisfied/Very Satisfied
Neither Satisfied/Dissatisfied
Unsatisfied/Very Unsatisfied
Source: DEI Task Force Survey, 2020

	Satisfied/Very Satisfied	Neither Satisfied/Dissatisfied	Unsatisfied/Very Unsatisfied
Students	57%	26%	17%
Faculty	41%	41%	18%
Staff	Not Applicable (No Responses)		
Alumni	21%	38%	41%
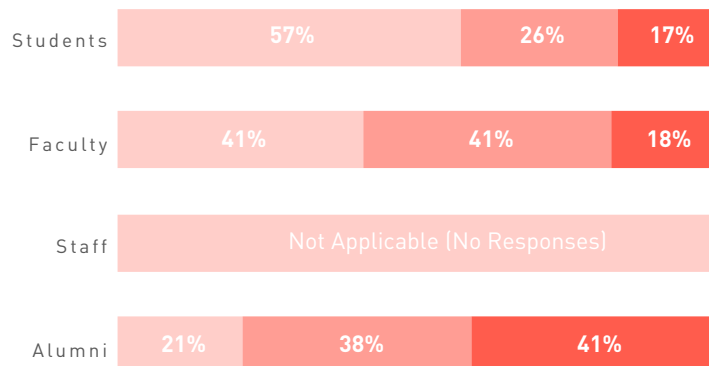
Diversity and Inclusion are Stated Values and/or Priority Areas
Satisfied/Very Satisfied
Neither Satisfied/Dissatisfied
Unsatisfied/Very Unsatisfied
Source: DEI Task Force Survey, 2020

1.1.5: *Diversify the ethnic and racial composition of College staff to mirror its diverse student demographics*
The diversity of College staff is as important as the diversity of students and faculty. Recruiting diverse staff members, particularly those who interface with students, will ensure greater alignment with the diversity of the student body.

Align Budget and Programming Priorities
Committing to advancing diversity, equity, and inclusion at the CoAD requires more than revising communications and messaging. It also requires the designation of funding to achieve the goals defined here, including the alignment of programmatic funding

GOAL 1.2: Align Budget and Programming Priorities with Diversity, Equity, and Inclusion Goals
NAAB 5.5.1 The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

1.2.1: *Diversify public programs and events at the CoAD*
Actively identify and invite local, national, and internationally recognized BIPOC lecturers with diverse socio-cultural and global approaches to design for College programs and events across design disciplines. Commit to providing students with direct access to invited lecturers and other guests.

1.2.2: *Implement a formal process to invite CoAD community members to participate in developing public programming*
Create a committee of faculty, students, and alumni to share recommendations for diverse guest lecturers and subject matters to the Programs Committee.

1.2.3: *Support and showcase the work and initiatives of the CoAD's student organizations*
Support and showcase the work and initiatives of the College's various student organizations including the American Institute of Architecture Students, Alpha Rho Chi, Freedom by Design, Future Women in Architecture, National Organization of Minority Architecture Students, Industrial Design Students Association, Interior Architecture Student Organization, Student Council, The Architecture Lobby, and the Coalition for Anti-Racist Education, as well as promote student-led initiatives on the CoAD website and social media platforms.

Evaluate and Measure Success
Actions such as those identified in this report, focused on advancing diversity, equity, and inclusion across the College of Architecture and Design, must be measured and evaluated regularly to ensure that the commitment to these actions are sustained. This includes both qualitative and quantitative analysis.

GOAL 1.3: Evaluate and Measure the Success of DEI Initiatives
NAAB 5.2 Planning and Assessment. The program must demonstrate that it has a planning process for continuous improvement that identifies: The program's multi-year strategic objectives, including the requirement to meet the NAAB conditions, as part of the larger institutional strategic planning and assessment efforts; Key performance indicators used by the unit and the institution; How well the program is progressing toward its mission and stated multi-year objectives; Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities; Ongoing outside input from others, including practitioners.

1.3.1: *Implement a schedule to collect and analyze diversity, equity, and inclusion data as a means to evaluate and measure the impact of actions*
Collect and analyze data regularly and report out on the College's progress and attainment of goals in student, faculty, and staff affairs as outlined in this report.

1.3.2: *Incorporate reporting about diversity, equity, and inclusion initiatives and progress*
Incorporate reporting about diversity, equity, and inclusion initiatives and progress in the dean's annual report for sharing with the CoAD community.

Future Areas of Evaluation and Assessment
- College staffing structure
- Staff salaries and compensation
- Organizational structures and management

STUDENT

Context for Change

The Higher Education Imperative
Amid national demographic shifts and acutely heightened racial and socio-political dynamics that amplify disparities, inequities, and injustices in nearly every aspect of American society, American universities and colleges must remain resolute in their prioritization of efforts to support meaningful and inclusive educational experiences for their students, particularly those from marginalized, underserved, and historically underrepresented communities and backgrounds. Moreover, higher education institutions must also provide these students with the social and educational capital required for their social, economic, and personal mobility beyond educational settings.

The resolve to support student success should not be the responsibility of a few. Rather, it must be assumed by everyone at the institution, as we are individually and collectively accountable for our students' successes. Therefore, higher education practitioners, including faculty, staff, administrators, and students must recognize and address the confluence of factors and myriad dynamics, including race, ethnicity, gender, socio-economic status, disabilities, and many others, that shape and define students holistically and their respective experiences uniquely.

Commitment to Diversity, Equity, and Inclusion to Advance Student Success
It is not enough to tout or talk about one's commitment to diversity, equity, and inclusion, just as it is not enough to simply say that one supports students without a plan of action to underscore that commitment. Indeed, in these matters, thoughtful actions must support well-intended sentiments.

In light of the steady increases in student enrollments in the last five years, the College of Architecture and Design must dedicate commensurate increases in resources to support student success from the point of admission through graduation. Moreover, the College must evaluate current practices throughout the student life cycle to minimize disproportionalities that can contribute to real or perceived barriers for student success such as limited staff to adequately support the College's growing student body. Furthermore, the disparity between the number of BIPOC and women faculty in the College as compared to the gender and racial composition of the student body merits careful attention.

Research has shown that students' sense of belonging, identity formation, and positioning in increasingly diverse settings, whether in higher education or beyond, play pivotal roles in their "abilities, aptitude and objectives" toward achieving their "maximum effectiveness" and full potential as whole persons.[1,2] As a College, we must commit to doing more and better to help our students achieve their full potential as critical thinkers, design professionals, and emerging leaders in their respective communities and professions. To that end, the College of Architecture and Design community, as a whole, must actively engage in discussions and share the responsibility of taking critical next steps to move beyond statements of aspiration and instead, move forward to identify actionable steps that will advance diversity, equity, and inclusion for its students in formal and informal educational settings.

"...Within our community, there exists a disparity between students who have the know-how and connections to make their own way in the design world, but others are less privileged and do not have access to these resources."

—2020 CoAD Student Open Letter

Where We Stand

The University of Houston is one of the most diverse research institutions in the United States. UH is a federally designated Hispanic Serving Institution (HSI), which is defined as an eligible institution that has an enrollment of undergraduate full-time equivalent students that are at least 25% Hispanic students. As a Minority Serving Institution (MSI), UH is also designated as an Asian American Native American Pacific Islander Serving Institution (AANAPISI). Institutions that carry the latter designation must have an enrollment of undergraduate students that is at least 10% Asian American, Native American, or Pacific Islander. Institutions that meet eligibility for these designations must also have undergraduate populations that are low-income, at least 50% receiving Title IV needs-based assistance. MSIs such as UH also serve a significant population of first-generation college students. In 2019, 48% of all students enrolled at the University of Houston were first-generation. In the same year, 43% of students at the CoAD were first generation college students. As a point of comparison, 35% of students at Predominantly White Institutions (PWIs) are the first in their families to attend or complete a postsecondary education. In 2019, the University of Houston student body was 32% Hispanic or Latinx, 10% Black or African American, 21% Asian or Asian American, 24% white, and 13% other. In 2019, students at the CoAD were also very diverse with 42% of students identifying as Hispanic or Latinx, 7% as Black or African American, 17% as Asian or Asian American, 23% as white, and 11% other.

The diversity of the student body at the CoAD has changed over time. Between 2016 and 2020 the percent of students who identified as Hispanic/Latinx increased from 41% to 47% and students who

	UH	CoAD
Hispanic/Latino/Latinx	32%	42%
Black or African American	10%	7%
Asian or Asian American	21%	17%
White or Caucasian	24%	23%
Other	13%	11%
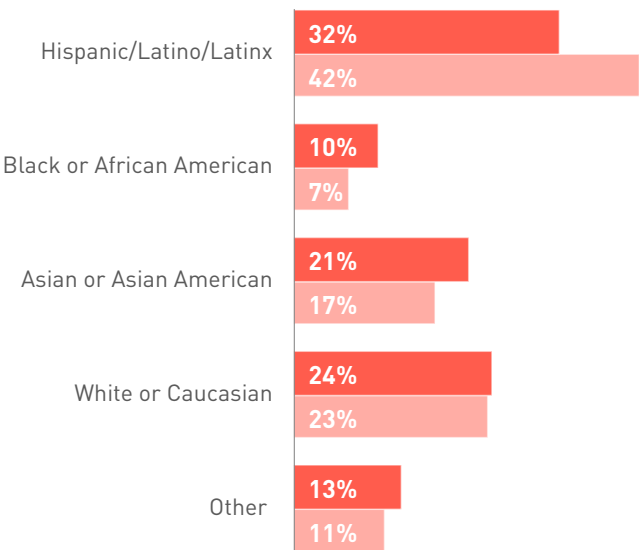
UH and CoAD Students by Race/Ethnicity
■ University of Houston
■ CoAD
Source: UH Statistical Handbook, 2019

identified as white declined from 28% to 20%. Over the same time period, the percent of Asian or Asian American students remained fairly stable, declining slightly from 16% to 15%, and Black or African American students increased slightly from 4% to 6% of the student body.

Overall, DEITF survey respondents indicated a fair amount of satisfaction with the CoAD's efforts to recruit, support, and retain BIPOC students. The most significant finding is that 24% disagreed or strongly disagreed with the statement that the "CoAD retains BIPOC students." Graduation and retention rates and other qualitative data reinforce the need for additional resources to further support students in the CoAD toward progression in the curriculum and on-time degree completion.

Goals + Recommendations

Recruit BIPOC students

Since 2016 the number of BIPOC students has increased at the CoAD, rising from 72% to 77% of those enrolled. Yet, the number of Black or African American students has increased only slightly since 2016, rising from 4% to 6%. Compared to the NAAB accredited schools across the nation, the CoAD enrolls a slightly higher percent of Black or African American students than other institutions, outside of HBCUs. Yet, a concerted effort to recruit Black or African American students to the CoAD is necessary. This effort must also include an evaluation of CoAD admissions policies and practices to identify barriers that might discourage BIPOC students, particularly Black or African American applicants, from applying. Additionally, the expansion of targeted outreach to area high schools and increased financial support for BIPOC students are also critical. To support these efforts, the CoAD should set a goal to meet or exceed the University of Houston enrollment of 10% Black or African American students.

GOAL 2.1: Recruit BIPOC Students

NAAB 5.5.3: Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

CARE DIALOGUES: Fund a full-time recruitment officer for the student services division; Re-evaluate the admissions process and portfolio criteria; Expand needs-based grants and scholarships; Establish a NOMA Project Pipeline at the CoAD.

41%	41%	18%	CoAD Recruits BIPOC Students
50%	35%	15%	CoAD Supports BIPOC Students
29%	47%	24%	CoAD Retains BIPOC Students
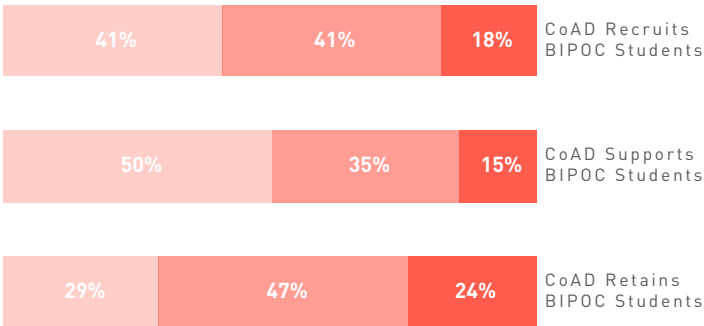
Student Satisfaction with Recruiting, Supporting, and Retaining BIPOC Students

- Satisfied/Very Satisfied
- Neither Satisfied/Dissatisfied
- Unsatisfied/Very Unsatisfied

Source: DEI Task Force Survey, 2020

2.1.1: *Fund a full-time recruitment position* Many colleges and departments have a permanent position for student recruitment. Funding a full-time recruitment officer for the CoAD would help to increase student diversity. Recruitment efforts should focus on Yates High School in Third Ward and other area public high schools, as well as area community colleges. The goal is to recruit additional BIPOC students, with a specific focus on recruiting Black or African American students to the CoAD and working with underserved students to make attending the CoAD financially possible. Partnerships with established programs that serve low-income student populations and schools should be identified and maintained to enhance and supplement recruitment efforts.

"Of the 139 NAAB accredited schools of architecture, 7 are HBCUs. Those 7 schools . . . make up 5% of the NAAB accredited schools but enroll 32% of the total Black student population. Said differently, 1 out of every 3 Black architecture students attends an HBCU. This is substantial, because, on average, each of the remaining degree programs only graduates 2 Black architecture students each year. For the past 11 years, NAAB has reported that Black students enrolled in NAAB-accredited programs make up 5% of the student population."
—Source: ACSA

2.1.2: *Re-evaluate the admissions process and portfolio criteria*
For many students who are the first in their families to go to college or who face systemic barriers to college access, the college admissions process can be very intimidating. In addition, much of the admissions process privileges students with access to resources and information. To address barriers, develop a more holistic and accessible application and admissions process, including interviews with students interested in or applying to the College. Moreover, the need to submit a portfolio can be a burden and challenge for applicants. Rename the portfolio submission to "my design interests or ideas" or "collected works" to breakdown real and perceived barriers, particularly for those who are first-generation college students.

To encourage student retention, the CoAD should move away from the strategy of admitting a large freshman class and then "weeding out" students. Instead, the CoAD should adopt a student-centric approach to retain every admitted student as a valuable individual and asset to the College.

2.1.3: *Fund the CoAD Ambassadors Program*
Provide stipends to students engaged in the Ambassadors program for their contributions to expand outreach to area high schools that are underrepresented at the College.

2.1.4: *Increase need-based scholarships and grants for education*
Expand need-based funding and scholarships offered by the College, focusing on funding streams targeted to BIPOC students and those with fewer economic resources. Economic hardship can be a significant barrier to students and the recruitment of diverse applicants.

CoAD Fall 2015	Completed	Admitted	Admit Rate	Enrolled	Yield Rate
Black/African American	27	12	44%	4	33%
Asian/Asian American	29	19	66%	10	53%
Hispanic/Latino	118	63	53%	29	46%
White	85	70	82%	33	47%
Other / International	36	21	58%	8	38%

CoAD Admissions, Fall 2015
Source: UH Statistical Handbook, 2019

2.1.5: *Partner with Houston-NOMA Project Pipeline at UH*

Summer programs for high school students can provide important access and expesture to design education and practice. Working in partnership with Houston NOMA, a summer Project Pipeline program should be established at the CoAD. This program expands access to design for students in Houston and will help to recruit a more diverse student body.

2.1.6: *Provide mentorships for prospective students*

Partner with programs such as the ACE Mentorship Program to connect area and regional high school students to established mentorship programs. The ConneXion database could also assist with making these connections.

Measuring Success:
- Recruitment position is funded and filled by 2022
- Black or African American students will comprise a minimum of 10% of the CoAD student body by 2025
- 50% increase in needs-based grants and scholarships available to students by 2025
- Admission criteria are reviewed and revised to address any inherent bias against BIPOC students by 2022

| CoAD Fall 2020	Completed	Admitted	Admit Rate	Enrolled	Yield Rate
Black/African American	38	16	42%	7	44%
Asian/Asian American	42	33	79%	16	49%
Hispanic/Latino	273	135	50%	77	57%
White	92	68	74%	19	28%
Other / International	44	24	55%	12	50%

CoAD Admissions, Fall 2020
Source: UH Statistical Handbook, 2019

"The actual help provided is very limited. The current studio culture is that if you can't take it, leave. If you can't afford it, leave. If you are not killing yourself over a project and sacrificing your mental and physical health, leave."

—DEI Task Force Student Survey Response

Support BIPOC students

Supporting and retaining BIPOC students should also be a priority at the CoAD. The DEI Task Force student survey data indicates that while all students believe that economic hardship and stress are the primary reasons for students leaving the program, other reasons for leaving the program varied by race and ethnicity. For example, 17% of Black or African American students identified racism and a lack of cultural sensitivity as barriers, the highest percent among the students who responded. Further, one out of every three Black students identified the lack of faculty support as a primary reason for leaving the program, again the highest as compared to other student groups. The survey responses indicate there is a need to address stress levels, economic hardship, and biases, as they are key to achieving a more supportive environment at the CoAD for all students.
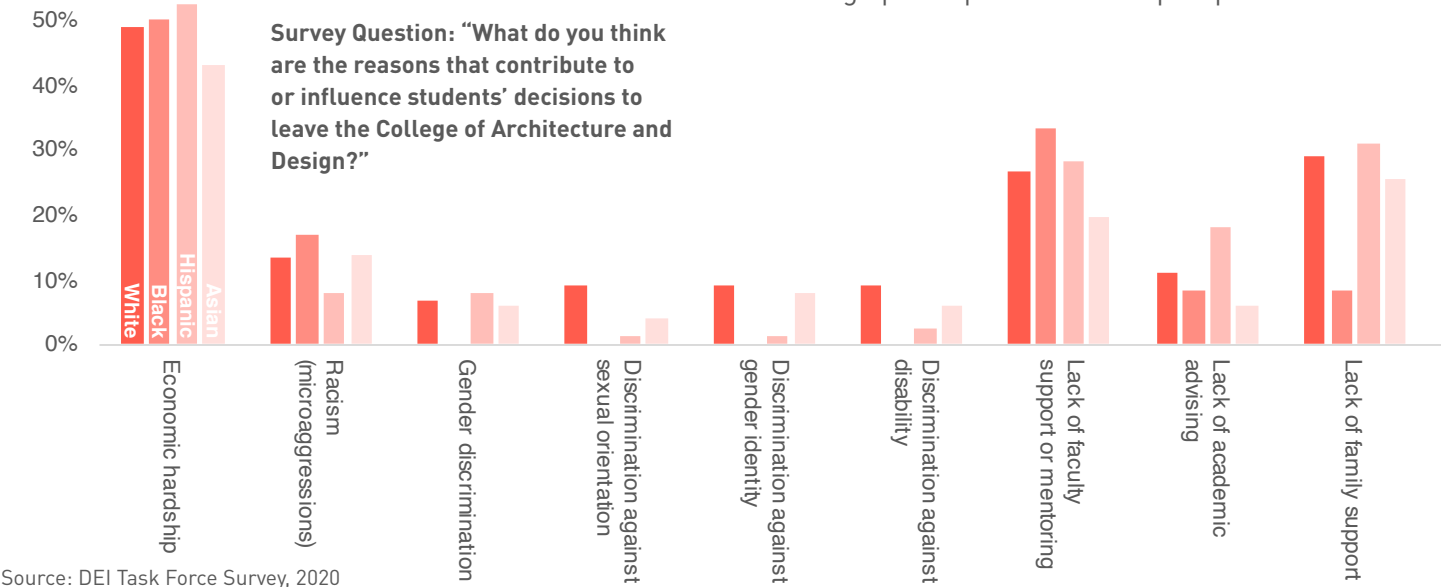
GOAL 2.2: Support BIPOC Students
CARE DIALOGUES: Fund NOMAS and other BIPOC student organizations; Improve and diversify networking opportunities; Uplift and support BIPOC students.

2.2.1: *Fund BIPOC student organizations and initiatives*
Increase financial and administrative support to BIPOC student organizations, such as NOMAS, and their programming initiatives, as well as provide need-based grants for student memberships. Further develop strategies to encourage and support student-led BIPOC initiatives, such as a small grants program.

2.2.2: *Listen and respond to BIPOC and other diverse voices at UH CoAD*
Engage in an annual dialogue to understand and address the concerns of BIPOC students and alumni at the CoAD. This forum must be facilitated to encourage participants to share perspectives and

Survey Question: "What do you think are the reasons that contribute to or influence students' decisions to leave the College of Architecture and Design?"

Source: DEI Task Force Survey, 2020

ideas and to develop action items and strategies that will ensure all students have an equal opportunity to succeed. The cultivation of trust through active listening and invitations for feedback in the moment are critical.

2.2.3: *Provide financial and facility support to students in need*
Develop a needs-based funding or stipend program to assist students experiencing difficulties covering costs associated with software, materials, and plotting. Develop a system to provide 24/7 access to computer labs to ensure all students are able to access this resource when needed.

2.2.4: *Connect BIPOC students to career and networking opportunities*
The design fields, particularly architecture, have a history of elitism. The result is that there is a disparity in opportunities provided to well-resourced students as compared to those who may have no connections in the field. Further, careers in the design fields are diverse, expanding far beyond the typical design firm, yet students are not often aware of or exposed to this diversity. Connect BIPOC students to opportunities by ensuring they have access to diverse careers in the design fields. This can be addressed by increasing the range of organizations attending the College's annual career fair, including historically under-utilized businesses (HUB). Support for and promotions of future fairs may be hosted through the CoAD ConneXion platform.

Measuring Success:
- 10% of career fair employers will be BIPOC-led firms by 2022
- First annual school-wide dialogue held 2021

Family obligations and commitments | Competing employment and educational priorities | Lack of sense of belonging or community | Bullying | Issues with cultural awareness and sensitivity | Ageism | Lack of support for mental health issues | Stress | Major was not a good fit | Language barriers
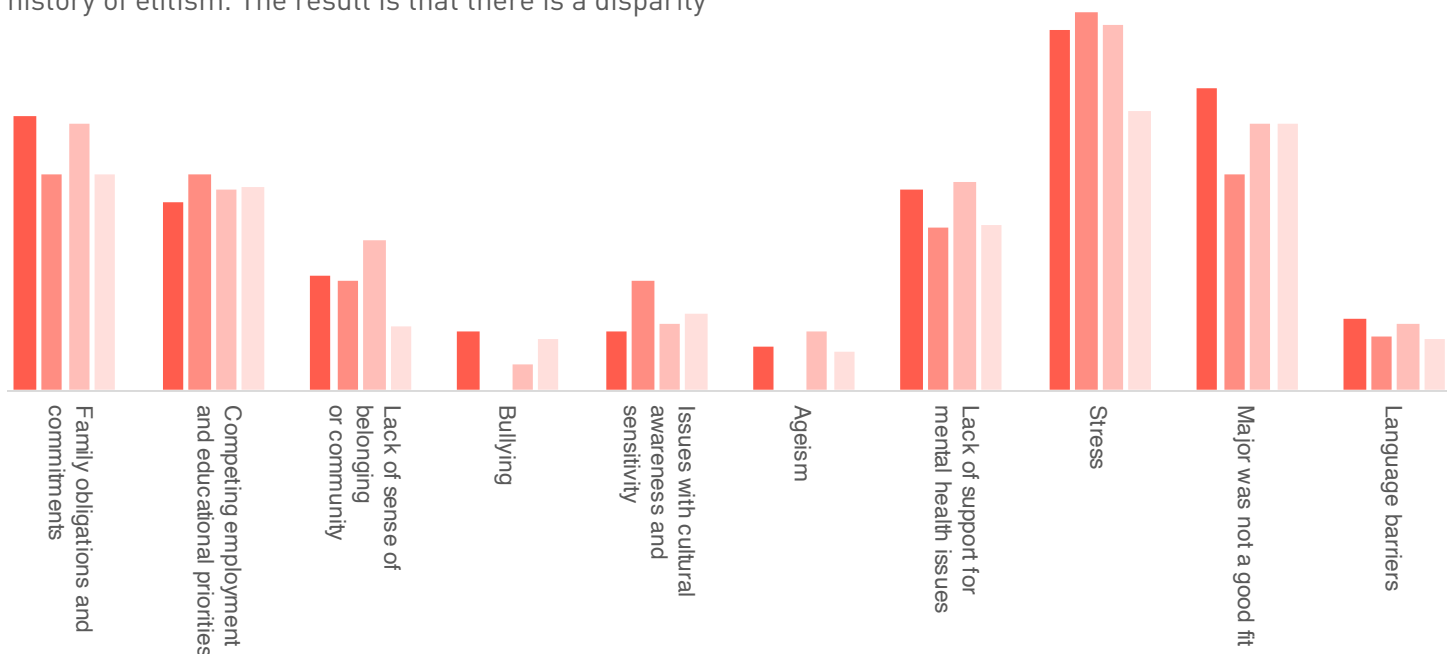
"Though over 13% of Americans identify as Black, less than 2% of registered architects identify as Black. A recent survey conducted by the National Council of Architectural Registration Boards (NCARB) documents approximately 115,000 registered architects in the United States. The Directory of African American Architects lists 2,650 architects that identify as black. It also lists only 456 (0.4%) as black women."

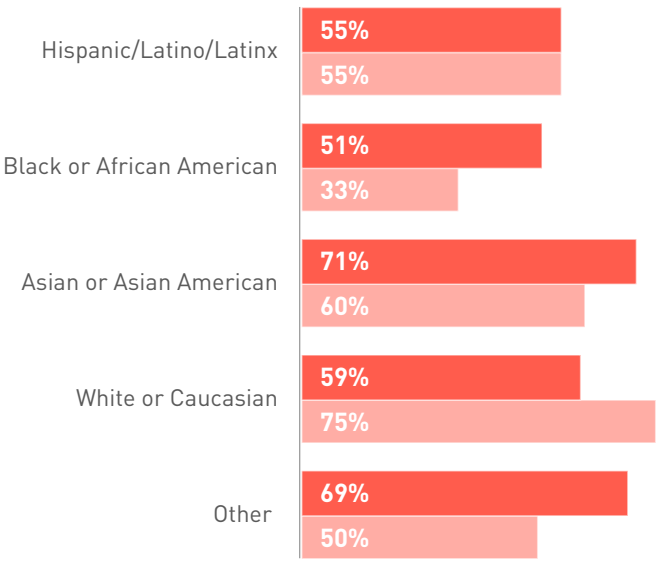—Miami Center for Architecture and Design

Retain BIPOC students

According to data from the UH Statistical Handbook graduation and retention rates over six years at UH, between 2013 and 2019, vary significantly when compared to the same rates at the CoAD. Specifically, the CoAD has a much lower retention and graduation rate for both Black or African American and Asian students than the University of Houston overall. Only 33% of Black students complete their degree in six years at the CoAD, while 51% do so at the University overall, similarly only 60% of Asian or Asian American students complete their degree at the CoAD as compared to 71% at UH.

Developing strategies and policies to improve communication among faculty, students, and advisors, especially when challenges arise, could improve the CoAD's retention and graduation rates, particularly for BIPOC students.

GOAL 2.3: Retain BIPOC Students

NAAB 5.4.4: Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

CARE: Students at the CoAD will have access to an internally managed system for reporting concerns; CoAD will establish a supportive process through which professors are required to recommend students leave their program.

Category	University of Houston	CoAD
Hispanic/Latino/Latinx	55%	55%
Black or African American	51%	33%
Asian or Asian American	71%	60%
White or Caucasian	59%	75%
Other	69%	50%

UH and CoAD 6-Year Graduation Rate, 2013-2019 (Undergraduate)
■ University of Houston
■ CoAD
Source: UH Statistical Handbook, 2019

2.3.1: *Improve feedback and evaluation structures between faculty and students*
Students in general feel their comments about the curriculum, faculty grading, classroom performance or expressed biases are not being heard. Course evaluations are the only outlet for students to express their concerns, and these are considered ineffective. Creating a system for students to share concerns and suggestions in a productive rather than a punitive manner could work to enhance communication and reduce conflict.

2.3.2: *Re-evaluate the informal process by which students are encouraged to leave the program, particularly in terms of bias or other prejudices that impact these decisions*
Establish a supportive and standardized process for students who are struggling. The Navigate System for student referrals provides a starting place, but there is also a need to provide safe spaces for students to express the reasons they are struggling and receive the support they need.

2.3.3: *Encourage faculty to attend workshops or trainings that can support their teaching effectiveness and/or engagement with their diverse students*
Encourage and provide funding and resources for faculty to enroll in workshops and trainings focused on mental health, culturally-relevant pedagogy, cross-cultural communications, diversity training, unconscious bias training, decolonization of education, race in education, and other student-centric opportunities.

Measuring Success:
- The six-year CoAD graduation rate for Black or African American students will increase to 50% by 2025
- An anonymous student concern system is developed and initiated

"Burdened by the weight of its own history, architecture has long sought to define itself as a frontier practice that rationalizes "savage" wilderness along a clearly defined Nature/Culture axis that privileges Western anthropocentric conceptions of gender and nature (white human bodies, heterosexuality, masculinity, grids and ideal ratios, Christianity, clean air, green nature, etc.). But what happens to architecture when it confronts alternative, queer, and/or non-western ideas about nature?"

— Marrikka Trotter, Gabriel Fuentes, and Joseph Bedford from "Canonical vs. Non-Canonical"

CURRICULUM

Context For Change

Design Does Not Take Place In a Vacuum
The design of cities, buildings, and objects does not take place in isolation from its socio-political context and requires that the design community, including students, professors, and practitioners deeply examine and meaningfully integrate ever-changing social and ecological justice imperatives in the design process. From the Roman Empire to Nazi Germany, design (particularly at the scale of the city and the building) has been used as a tool to express and promote the values and traditions of the current and dominant political regime, culture, ethnicity, and/or religion. Encapsulated in a sea of buildings that echo Greek and Roman civilizations, the Smithsonian's critically-acclaimed Museum of African American History and Culture in Washington, D.C., is a powerful illustration and reminder of the importance of expanding the design curriculum beyond the traditional western canon. Now more than ever, the inclusion of perspectives, histories, cultures, and values that differ and are distinct from our own must be an integral part of every student's education and every educator's pedagogical approach to teaching.

A More Inclusive Curriculum Broadens a Student's Horizons
Prompted by the Black Lives Matter Movement, over 200 CoAD students authored and delivered an open letter to the College community in July of 2020. The letter demanded that the current curriculum, dominated by the western canon, be replaced with a more expansive and inclusive curriculum. CoAD students are also challenging the College to restructure conversations about design to include discussions of power and privilege, prepare them to ethically engage with diverse populations, and equip them with the personal and educational capital

necessary to work across differences in geography, race, culture, politics, and economic standing. Indeed, a design curriculum that encourages critical thinking and inquiry about racial, cultural, political, and economic status and how these conditions impact people of diverse backgrounds strengthens not only students' individual research skills, but also the research capacity of the College and University at large. Moreover, this re-structured curriculum prepares us all, as a community of thinkers, designers, educators, students, and social justice advocates, to carefully and respectfully acknowledge and confront the myriad design problems that affect the most marginalized and underrepresented. The skills and knowledge needed to better understand and to meaningfully address the socio-political and cultural dynamics that are inherent to design and design education are important to any design curriculum, whether it is delivered in formal or informal learning settings. Moreover, they should not be considered or introduced in isolation in a few courses or by a few faculty. Rather, this awareness should be integrated across curriculums, not just in history courses and design studios, but also supported by instructors in all the design programs, and considered in the selection of precedents and reviewers.

Our students' demands for an updated curriculum challenges design faculty to re-imagine existing dominant typologies through thoughtful, inclusive, and respectful responses to the whole of society. In accepting the challenge, faculty may also discover opportunities for themselves and their students to explore the agency that design disciplines possess, yet may be overlooked as an effective teaching and learning outcome or tool in the educative process.

This agency far exceeds the urban plan, building, or object alone. Given the diversity of our geographic location, there are abundant opportunities for these kinds of explorations in the city of Houston. The public art project, Project Row Houses, which is situated in our neighboring Third Ward community, is a potent example of the re-thinking of the museum typology that grew out of a response to the under-resourced African American community that surrounds it.

A More Diverse and Inclusive Curriculum Demands a more Diverse Faculty

A more inclusive and diverse curriculum is inextricably linked to a more inclusive and diverse faculty. Design professors and visiting lecturers teach to their research interests and strengths. Given the closely guarded tenet of a professor's academic freedom, the College must aggressively seek out a more diverse faculty to deliver a strong and diverse curriculum that reflects the diversity of our student body, our city and our world.

23%	37%	41%	Studio

36%	31%	34%	History/Theory /Criticism
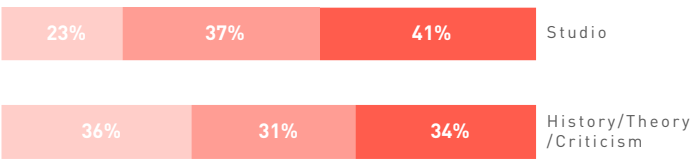
Student level of agreement on whether studio and HTC courses raise awareness of or address systemic racism
- Strongy Agree/Agree
- Neither Disagree/Agree/No Opinion
- Strongly Disagree/Disagree

Source: DEI Task Force Survey, Student Responses 2020

Student	74%	23%	2%
Faculty	75%	25%	
Alumni	70%	25%	5%
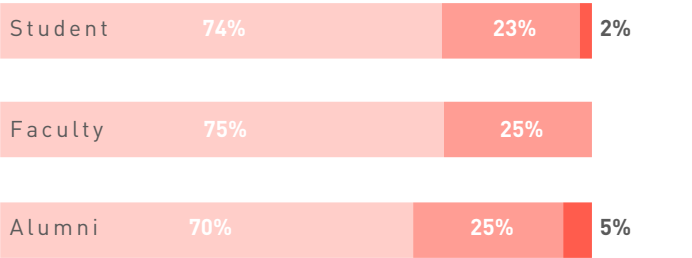
To what extent is it important for CoAD classes to address systemic racism, inequity, and injustice?
- Extremely / Very Important
- Somewhat / Not So Important
- Not at all Important

Source: DEI Task Force Survey, 2020

Where We Stand

The CoAD curriculum is comprised of both required courses and electives, in addition to the University of Houston core class requirements for undergraduates. Learning and engagement occur in many settings and courses, including studios, lectures, seminars, as well as extra- and co-curricular events, across the graduate and undergraduate programs and across the disciplines of Industrial Design, Interior Architecture, and Architecture. In some cases, courses are shared across programs, including foundation studios, history/theory courses and a number of electives. In other cases, courses are targeted to students in specific programs.

The CoAD does not have a curriculum committee to plan or approve new courses; instead most of this work occurs in the Graduate and Undergraduate committees. Over the last decade, a number of task forces have been established to analyze and make recommendations in regards to the curriculum. Of the College's three programs, the Interior Architecture curriculum is the most diverse and inclusive. The Interior Architecture curriculum adheres closely to curricula criteria outlined by the Council of Interior Design Accreditation (CIDA) standards including CIDA Standard 4: "Interior designers should have a global view and consider social, cultural, economic and ecological contexts in all aspects of their work." This standard is evident throughout the Interior Architecture design studio sequence as well as in the program's history/theory courses. The Industrial Design program is currently re-calibrating its undergraduate and graduate curriculums to holistically integrate social, cultural and political issues into the curriculum and to ensure that students are exposed to ethical considerations in the design decision making process. The

Undergraduate and Graduate Architecture programs combined have both the largest student enrollment and faculty. Although there is currently no systematic integration of these issues into the architecture curriculum, various faculty sporadically address topics and sites of relevance to the Houston BIPOC community. In the Fall of 2020, coordinators and instructors responded to the current U.S. social-political crisis at the Foundation, Intermediate, 4510 Integrative Design, and Professional levels of the Undergraduate Architecture program and pivoted towards more social and environmentally conscious studio topics and sites of specific relevance to BIPOC populations. While this pivot is a positive response to the current political crisis, the goal should be to create a holistic, coordinated integration of social, political, cultural and ecological issues throughout the Undergraduate and Graduate Architecture design studio sequences and in the history/theory courses regardless of the current social political status. Currently, at the Professional level (ARCH 5500), the community design studio taught by Susan Rogers (and often working in conjunction with the Community Design Resource Center) is the only studio offering that consistently engages projects and sites related to the BIPOC community.

The student open letter demanded that the curriculum focus on teaching and promoting empathy through an emphasis on social impact and humanitarian design by placing a greater attention on the issues that exist within our communities. To cultivate more social justice awareness in CoAD students, this focus must be maintained throughout the undergraduate and graduate curriculums across all disciplines.

"Instead of prompting students to design museums, mediatheques, and makerspaces empty of cultural significance to be occupied by those with significantly more means than the majority of our city's population, assign students socially conscious projects that benefit Black and BIPOC communities."
— 2020 CoAD Student Open Letter

It is important to note that in its assessment of recommendations for changes to the UH CoAD curriculums, the DEITF did not complete a full audit of course syllabi or the structure of the curriculum at large. This is a task that must be completed to gain a more comprehensive understanding and evaluation of where and how we can create the necessary change to address the demands for diversity, equity, and inclusion both within our College and in the larger community.

The National Architecture Accreditation Board, (NAAB), the Council for Interior Design Accreditation (CIDA), the Industrial Design Society of America, (IDSA), and the National Association of Schools of Art and Design (NASAD), are the main drivers of the CoAD programs and curriculums. These organizations explicitly require recognition of diversity, inclusion, and social justice issues and equal access to all in their respective disciplines and professions. In support of these educational and professional requirements, the DEITF recommends that the CoAD draw upon requirements from these entities, the open letter from the CoAD students, and the College's own vision statement as a foundation for its curriculum re-structuring plan and subsequent implementation.

Goals + Recommendations

Create a Diverse and Inclusive Curriculum
Developing a more diverse and inclusive curriculum will require a comprehensive analysis, across programs, to understand clearly what is being offered currently and where change is needed. This work should not be done in a vacuum, but instead be completed in an open, collaborative, and inclusive manner. This will require the development of a curriculum committee, a commitment by faculty to address diversity, equity, and inclusion in their courses, and policies to support these efforts.

GOAL 3.1: Create a Diverse and Inclusive Curriculum
NAAB PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

NAAB PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

NAAB 5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

"The ID curriculum often focuses on design for the population in the top 10% income percentile."
— 2020 CoAD Student Open Letter

3.1.1: *Establish a curriculum committee at the CoAD*
The proposed curriculum committee should be comprised of diverse faculty teaching across programs and levels. The committee should begin by completing a comprehensive study of existing courses, identifying priority areas for new courses, particularly electives, and developing a plan to put the recommendations into practice.

3.1.2: *Develop a Curriculum Strategic Plan for the integration of diversity, equity, and inclusion*
Through the curriculum committee, and the comprehensive analysis of the existing course offerings, create a strategic plan to integrate issues of race, equity, inclusion, and social justice in courses across the College, including the History/Theory/Criticism (HTC) sequences. This plan should be put into place by the 2020-2021 academic year. Each new or updated syllabus should: directly engage sites in under-resourced BIPOC communities, expose students to current and emerging issues that are shaping our contemporary society and the world, including political, cultural, environmental, and socio-economic conditions, focus on providing opportunities for students and faculty to develop a shared multi-cultural awareness, and expose students to human-centered design practices.

3.1.3: *Provide a "Studio Culture Policy" statement for studio courses*
A recommended action in the College section of this report is to revise the CoAD "Studio Culture Policy" to more accurately reflect the need to address diversity, equity, and inclusion. Once this work is complete each studio syllabus should include this statement. Furthermore, all faculty should follow the guidelines identified in the studio culture policy to ensure open, safe, and healthy learning environments in the College.

Measuring Success:
- Curriculum Committee is established by Fall 2021
- Curriculum Strategic Plan is completed by 2022

A 2017 NAAB report also finds that design faculty in the U.S. are 71 percent white, 8 percent Latinx, 7 percent Asian, and 3 percent African American. This disconnect in demographics can become clear at crit time when students may "have to work harder to justify [their] ideas."

— Christopher Lock in "Increasing Diversity in Architecture: Barriers to Entry," *Architect Magazine*

2018 –2019 CoAD Faculty Photo

FACULTY

Context for Change

Diversity in the curriculum and increased diversity of the CoAD student body depends in part on the diversity of the College faculty. More students of color—particularly African American students—will be encouraged to apply to the CoAD if they see their own racial and ethnic demographics reflected in the College community. This reflection will lead to an increase in the percentage of African American students in the College. When minority students see themselves reflected in the faculty, they are often encouraged to reach for higher standards of performance, which will lead to an increase in graduation rates.[3] Moreover, diversity ensures that all students will be better prepared for the global society for which they will design. In fact, a survey conducted by the PhD Project[4] showed that 69 percent of responding students believed that they were better prepared to work in a corporate business environment having taken a class taught by a minority professor.

Furthermore, University of Michigan Research Fellow, Mark Frederickson's work on gender and racial bias in design juries in architectural education identified several consistently biased practices in design juries that disadvantage underrepresented students and faculty. Indeed, by "Studying videotapes of 112 juries at three American design schools, Frederickson examined issues like interruption, opinion polarization, idea building, advisement, questioning, jury kinesis proxemics, sexual and racial bias, and verbal participation rates."[5] To counter this propensity for implicit bias, a critical mass of BIPOC faculty and practitioners must substantially and significantly populate design education and design professions.

The diversification of faculty at the CoAD is not only a benefit for BIPOC students, but also for the entire College community. Indeed, students have much to gain from BIPOC and women faculty because their life experiences can deeply enrich the formal and academic education of our students and advance their personal, educational, and professional trajectories. Furthermore, the multi-cultural/racial perspectives and intellectual capital of diverse faculty can significantly enhance efforts to develop and sustain an inclusive curriculum that would introduce students to diverse course content and readings, teaching styles and methods, as well as research pursuits and publications that are more reflective of the global community that they live and work in.[6] The cumulative benefit of this exposure is our students' aptitude to navigate diverse environments and situations. This navigation can only be honed through their ongoing engagement with diverse faculty, peers, and approaches to knowledge construction. The disconnect in demographics cited by Christopher Lock reminds us that the current state of faculty diversity in this country must be changed. The status quo must be replaced with a proliferation of faculty that come from different backgrounds and who embody multicultural perspectives and ideas. This is necessary in order to improve the CoAD's positioning as a respected and leading member of the local, national, and international design community as well as a relevant contributor to the University of Houston's overall success as a nationally and internationally recognized research institution.

"Our faculty needs to reflect the diversity of our students"
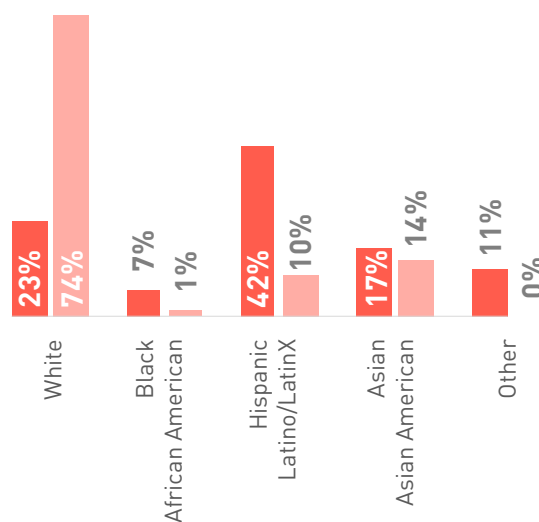—DEI Task Force Faculty Survey Response

Where We Stand

Faculty are a critical component in realizing the mission of a College and University. Faculty teach, engage in research and creative work, and provide service. Faculty also work together to develop curriculum and the content of courses and shape the learning environment in classrooms or studios. As a result, recruiting, retaining, and supporting a diverse faculty body are the focus of the recommendations included in this section of the report. A diverse faculty is critical to ensuring that supportive, inclusive, safe, and creative spaces are provided that allow everyone to thrive.

To understand the issues related to faculty diversity, data has been collected from the University of Houston Statistical Handbook and from the DEI Task Force survey to document student and faculty identification in terms of gender and race/ethnicity and satisfaction with the diversity of faculty. Data have been collected for the CoAD over time and compared to data from the University of Houston.

Overall, the faculty of the CoAD is not representative of the student body in terms of diversity by either gender or race/ethnicity. The CoAD has a very low number of BIPOC and women faculty, as compared to the composition of the student body. In addition, women represent 31% of the faculty at the CoAD, which is much lower than the 38% of female educators at all ACSA member schools.

Two goals have been identified to address faculty diversity at the CoAD and are discussed in detail on the following pages.
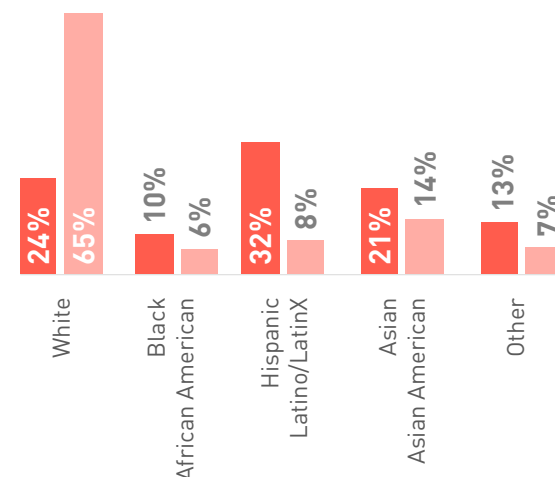

Chart data — White: Student 23%, Faculty 74%; Black African American: Student 7%, Faculty 1%; Hispanic Latino/LatinX: Student 42%, Faculty 10%; Asian Asian American: Student 17%, Faculty 14%; Other: Student 11%, Faculty 0%

CoAD Faculty and Student Race/Ethnicity
■ Student
■ Faculty
Source: UH Statistical Handbook, 2019

Chart data — White: Student 24%, Faculty 65%; Black African American: Student 10%, Faculty 6%; Hispanic Latino/LatinX: Student 32%, Faculty 8%; Asian Asian American: Student 21%, Faculty 14%; Other: Student 13%, Faculty 7%

University of Houston Faculty and Student Race/Ethnicity
■ Student
■ Faculty
Source: UH Statistical Handbook, 2019

"I hope the faculty continues to diversify, or myself and my peers might not have the opportunity again to learn from women whom we can see ourselves in."
—DEI Task Force Student Survey Response

Goals + Recommendations

Faculty Recruiting

The diversity of the faculty in the College of Architecture and Design (CoAD) has emerged as a key issue for the Diversity, Equity, and Inclusion Task Force. This includes diversity by race/ethnicity and gender.

The goal to improve faculty recruiting is driven primarily by the desire for the faculty to be more representative of the diversity of students in the CoAD. In 2019, 42% of students identified as Hispanic/Latino, 17% as Asian, 11% as other, and 7% as Black/African American. In total, 77% of CoAD students identified with a race or ethnicity other than white. In the same year, 74% of the CoAD faculty identified as white. Comparing CoAD faculty to the University as a whole, where 35% of faculty are BIPOC, indicates that the College has additional work to do towards greater faculty diversity.

Five years ago the University of Houston developed a data-driven approach to attract a more diverse faculty body. This resulted in an increase in the number of underrepresented minority tenured and tenure-track faculty members by 46%. UH now tops national averages for faculty diversity in several categories. For example, 5% of faculty at degree-granting universities nationally were Hispanic or Latino in 2018, according to National Center for Education Statistics. Hispanic and Latino faculty comprised 9% of total faculty at UH that year. The percent of CoAD faculty who identified as Hispanic or Latino was equal to that at the University of Houston in 2018.

Data collected through the DEI Task Force Survey found that while 30% of students and 50% of alumni were satisfied or very satisfied with the racial or
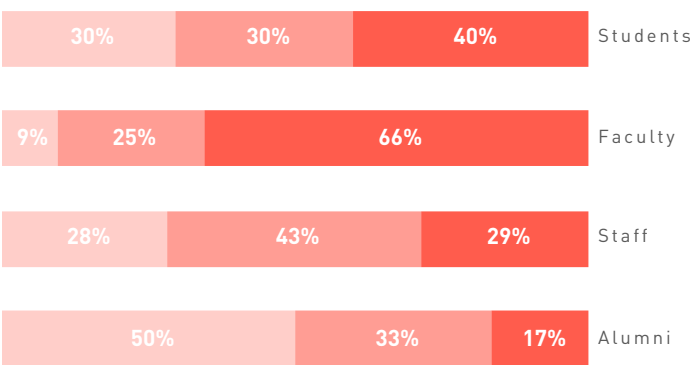
CoAD Satisfaction with Faculty Diversity by Race/Ethnicity
- Satisfied/Very Satisfied
- Neither Satisfied/Dissatisfied
- Unsatisfied/Very Unsatisfied
Source: DEI Task Force Survey, 2020
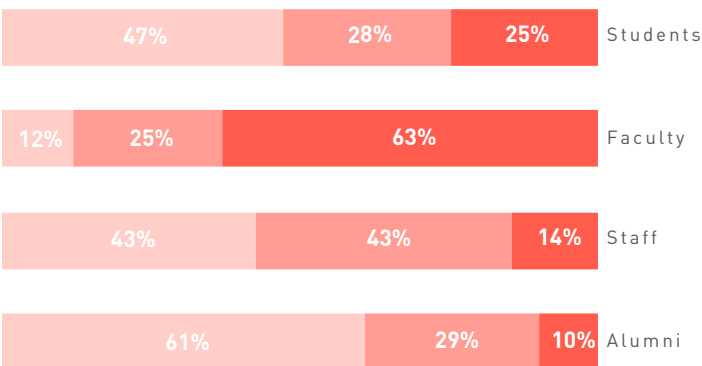
CoAD Satisfaction with Faculty Diversity by Gender
- Satisfied/Very Satisfied
- Neither Satisfied/Dissatisfied
- Unsatisfied/Very Unsatisfied
Source: DEI Task Force Survey, 2020

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ethnic diversity of faculty only 9% of faculty were satisfied or very satisfied.

At the University of Houston the percent of female faculty increased slightly between 2015 and 2019, rising from 39% to 41% of all faculty. Over the same time period the percent of female faculty at CoAD declined from 32% to 31%. In 2019, female faculty at the CoAD was much lower as a percent of all faculty than at the University of Houston overall, 31% to 41% respectively.

Data on the rank of faculty by gender was also collected, both for the CoAD and the University of Houston. In 2019, CoAD female tenured faculty comprised 21% of full professors and 14% of associate professors. In the same year, 36% of non-ranked faculty identified as female.

Gender diversity among faculty at the University of Houston is much more balanced. For example in 2019 female faculty at the University of Houston represented 23% of full professors and 42% of associate professors, and 46% of non-ranked faculty. The data clearly indicate that the CoAD has far less gender diversity among its faculty than the University of Houston.

Finally, data collected through the DEI Task Force Survey found that while 47% of students were satisfied or very satisfied with the gender diversity of faculty, only 12% of faculty were satisfied or very satisfied.

GOAL 4.1: Increase Faculty Diversity

NAAB 5.5.2: Create a plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle to ensure a more diverse faculty. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

NAAB 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

CARE: Diversify the faculty. Our faculty does not reflect the diversity of our student body. It is important that students see themselves represented by those educating and mentoring them, and that they can connect with and relate to their faculty on this level.

4.1.1: *Create a plan for maintaining or increasing the diversity of the CoAD faculty and staff*

The plan should follow the recommended actions included here and articulate how the CoAD will implement the plan. The plan should also include what the CoAD intends to do during the next accreditation cycle to ensure a more diverse faculty. Annually compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

"More than 5,000 design educators teach in ACSA member schools in the United States and Canada. ACSA records indicate that 38% of program faculty identify as women. Reviewing tenure status for professors at tenure-granting institutions revealed a significant difference in men and women's likelihood to be a tenured professor. More than half (55%) of the male professors at ACSA member schools reported having obtained tenure, while only 40% of women reported being tenured."
—Source: ACSA

4.1.2: *Develop a Minority Serving Institutions (HBCU, HSI) faculty pipeline recruitment program*
Create a permanent committee to establish and maintain ongoing relationships with designated Minority Serving Institutions, including Historically Black Colleges and Universities and Hispanic Serving Institutions, to support the recruitment of BIPOC faculty for tenure-track and visiting professor positions at the UH CoAD. This includes communicating with these institutions when full-time or adjunct positions are open.

4.1.3: *Require Search Committee anti-bias training*
Require faculty search committee members to receive anti-bias training. Many faculty, regardless of intentions, look for candidates that have similar interests and trajectories as their own. Because the CoAD faculty is not diverse, and often faculty search committees have only one female faculty member and/or one BIPOC faculty member additional commitments have to be made to ensure that the diverse experiences and careers of faculty candidates receive the same attention.

4.1.4: *Open the adjunct faculty hiring process*
Adjunct faculty are already more diverse at the CoAD in terms of both race/ethnicity and gender than the ranked faculty. Yet, the process of hiring and recruiting adjunct faculty is not transparent and open, nor explicitly committed to hiring a more diverse faculty body. The adjunct hiring process must become more open and fair through an application process, committee review, and a commitment to focus recruitment on BIPOC and women faculty.

4.1.5: *Institute a transparent process to identify needed faculty positions and developing announcements for those positions*
Develop an open and transparent process to identify faculty positions and develop materials to announce those positions. Focus the announcements to fill gaps in DEI issues that are not currently addressed by existing faculty.
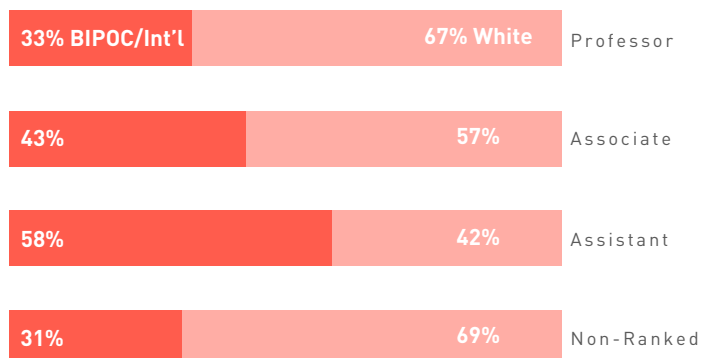
Measuring Success:
- 40% of all faculty will identify as BIPOC by 2025
  In 2019, 35% of University of Houston faculty identified as BIPOC, compared to only 26% of CoAD faculty (20 of 78 faculty, requires 11 additional BIPOC faculty)
- 40% of all faculty will be women by 2025
  In 2019, 41% of University of Houston faculty were women, compared to only 31% of CoAD faculty (24 of 78 faculty, requires 7 additional women).
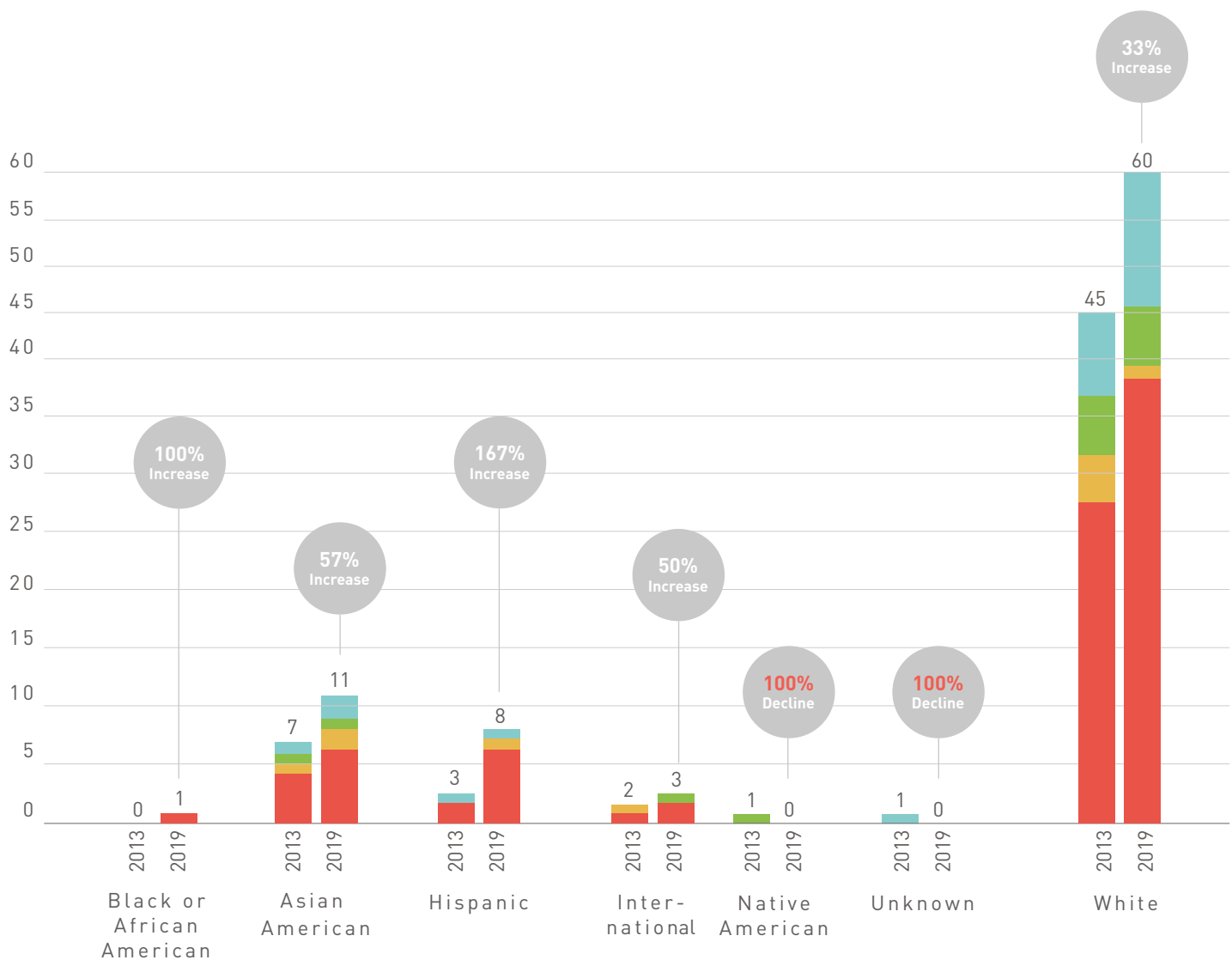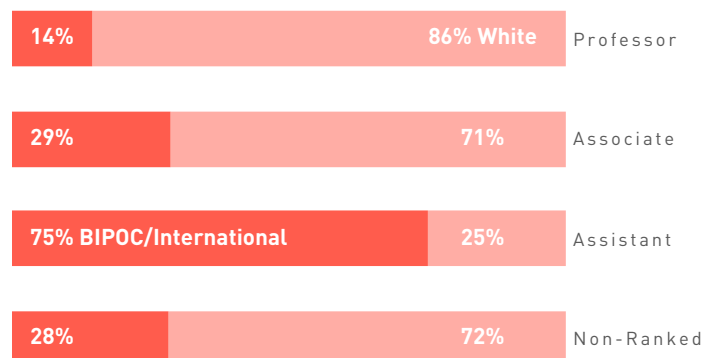
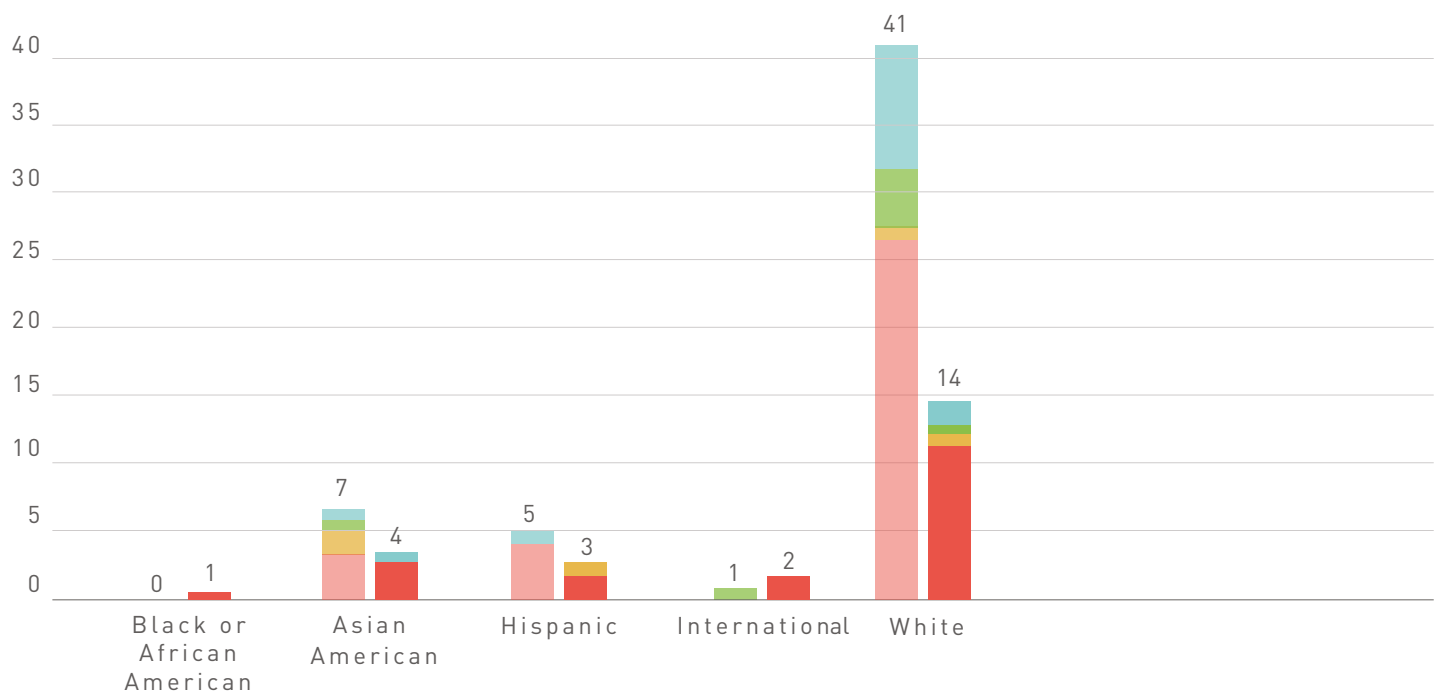**CoAD 6-Year Faculty Trends, 2013 - 2019**

Legend: ■ Non-Ranked ■ Assistant ■ Associate ■ Professor
Source: UH Statistical Handbook, 2019

Chart data labels (left bar chart):

- Black or African American: 2013 = 0, 2019 = 1, 100% Increase
- Asian American: 2013 = 7, 2019 = 11, 57% Increase
- Hispanic: 2013 = 3, 2019 = 8, 167% Increase
- International: 2013 = 2, 2019 = 3, 50% Increase
- Native American: 2013 = 1, 2019 = 0, 100% Decline
- Unknown: 2013 = 1, 2019 = 0, 100% Decline
- White: 2013 = 45, 2019 = 60, 33% Increase

University of Houston Faculty by Race/Ethnicity and Rank 2019

Rank	BIPOC/Int'l	White
Professor	33% BIPOC/Int'l	67% White
Associate	43%	57%
Assistant	58%	42%
Non-Ranked	31%	69%

Source: UH Statistical Handbook, 2019

CoAD Faculty by Race/Ethnicity and Rank 2019

Rank	BIPOC/International	White
Professor	14%	86% White
Associate	29%	71%
Assistant	75% BIPOC/International	25%
Non-Ranked	28%	72%

Source: UH Statistical Handbook, 2019

CoAD Faculty by Gender, Rank, and Race/Ethnicity 2019

- Non-Ranked (Male)
- Assistant (Male)
- Associate (Male)
- Professor (Male)
- Non-Ranked (Female)
- Assistant (Female)
- Associate (Female)
- Professor (Female)

Source: UH Statistical Handbook, 2019

	Professor		Professor
23%	77%	21%	79% Male
42% Female	58% Male	14%	86%
Associate		Associate	
44%	56%	25%	75%
Assistant		Assistant	
46%	54%	36% Female	64%
Non-Ranked		Non-Ranked	
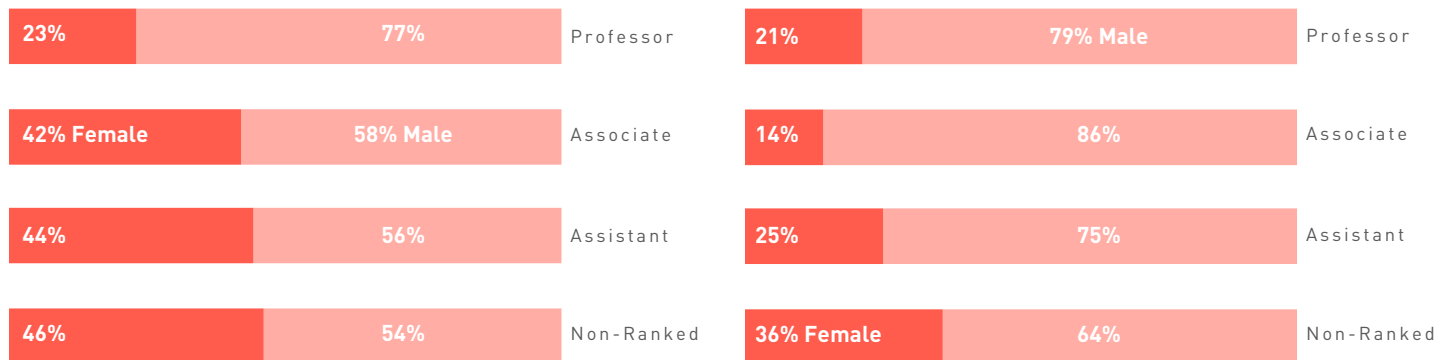
University of Houston Faculty by Gender and Rank 2019
Source: UH Statistical Handbook, 2019

CoAD Faculty by Gender and Rank 2019
Source: UH Statistical Handbook, 2019

Faculty Retention and Development
While recruiting a more diverse faculty body is the first goal, equally important is retaining and supporting those same faculty. At the CoAD 81% of tenured faculty are white, while only 19% are BIPOC. The same distribution separates faculty by gender, with 81% of tenured faculty being male, and 19% female. In a study of all ASCA member schools 40% of women faculty reported being tenured. In 2019, only 21% of all women faculty at the CoAD were tenured.

At the CoAD, both currently and historically, leadership roles have not been assigned to BIPOC or women faculty. In the Undergraduate Architecture program, the College's largest program, only one woman has served as a sole coordinator for an entire academic year in the College's 75 year history. In addition, there are four directors that lead the Industrial Design, Interior Architecture, Undergraduate Architecture, and Graduate Architecture programs, respectively. Only one of the four directors is female, and the same director is Asian. The remaining 75% of leadership roles are white males.

In May of 2020, five coordinators in the Undergraduate Architecture Program were appointed to lead Foundation, Intermediate, Comprehensive, Professional design levels and Technology. All of the appointed coordinators are white males, there are no women or BIPOC faculty currently serving in these leadership positions.

GOAL 4.2: Retain and Support a Diverse Faculty
NAAB 5.5.2: Create a plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle.

NAAB 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

CARE: Diversify the faculty. Our faculty does not reflect the diversity of our student body. It is important that students see themselves represented by those educating and mentoring them, and that they can connect with and relate to their faculty on this level.

4.2.1: *Expand the diversity of faculty in leadership roles*
Provide expanded opportunities for diverse faculty, specifically BIPOC and women faculty, to lead and coordinate programs or levels of instruction in collaboration with other faculty members. This action will ensure that BIPOC and women faculty have direct impact on the curriculum so that it will become more reflective of diverse perspectives and design approaches.

4.2.2: *Distribute service commitments equitably*
Commit to an equitable distribution of service commitments, including committee assignments, with a particular emphasis on not overburdening BIPOC, women, or adjunct faculty.

4.2.3: *Fund faculty research focused on diversity, equity, and inclusion*
Develop and implement research funding or grants that support and recognize the work of BIPOC and women faculty around issues of diversity, equity, and inclusion. The program should recognize work that substantially contributes to the role of faculty in addressing and creating systemic change.

4.2.4: *Create a faculty development and mentoring program*
Develop and implement an official and sustainable process for senior tenured faculty to mentor newly hired tenure track BIPOC and women faculty.

4.2.5: *Recognize and reward community-based research and creative work*
Develop guidelines to recognize and reward faculty in the promotion and tenure process for community-based research and creative work.

Measuring Success:
- 25% of tenured faculty will identify as BIPOC by 2030
  In 2019, 19% or 4 tenured faculty at the CoAD identified as BIPOC
- 25% of tenured faculty will be women by 2030
  In 2019, 19% or 4 tenured faculty at the CoAD were women

What UH is doing:
- Search committee training that encourages committee members to take a pro-active approach to recruiting candidates, leading to more diverse applicant pools as well as an increased number of applicants. The use of rubrics and behavioral interviewing helps to mitigate bias during the selection process.
- Dual career program, offering job search assistance for spouses and partners of new faculty hires.
- Guaranteed spots for children of newly hired faculty at the campus Children's Learning Center.
- Mid-career workshops provide an opportunity for faculty and especially women faculty to understand the requirements for promotion to full professor. These workshops have contributed to a 53% increase in the number women full professors in STEM.
- The Underrepresented Women of Color Coalition provides support and promotes the success of underrepresented minority women faculty members through scholarly collaborations, peer-advocacy, professional development and leadership advancement.

Faculty Pay Equity

The DEI Task Force reviewed the 2019 UH Faculty Workload Report to identify any major gaps in salary based on gender, race, or ethnicity. We discovered there were no major gaps in salary based on gender across tenured and tenure track faculty at the CoAD. While the average salary across tenured and tenure track faculty varied by approximately $5,000 based on gender, the salary pay gap for non-ranked, full-time faculty varied by $12,000 by gender.

Additional research revealed significant salary pay gaps when sorted by race and ethnicity. Across all ranks, with the exception of Associate Professor, white men were consistently compensated at a higher rate than their BIPOC counterparts. At the rank of Professor, the most significant salary gap was 59%. At the rank of Assistant Professor, the most significant

gap was 10%. For non-ranked, full-time faculty, the most significant salary gap was 80%.

This data highlights the need for further investigation into salary inequities and to develop policies to rectify current and prevent future wage differences among faculty based on gender or race and ethnicity.

GOAL 4.3: Achieve Pay Equity Among Faculty

NAAB 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

NAAB 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
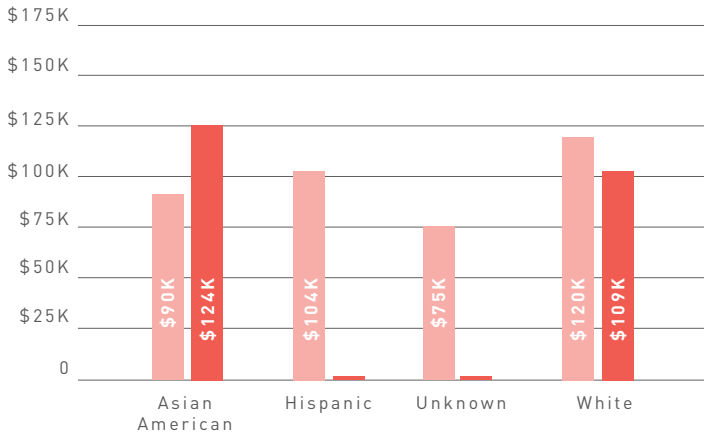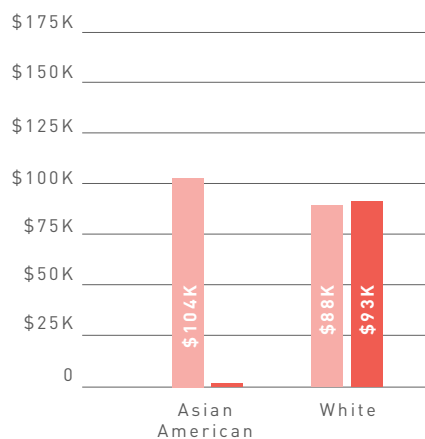

CoAD Professor Avg. Salary by Gender and Race/Ethnicity, 2019
- Male
- Female

Source: UH Faculty Workload Report, 2019
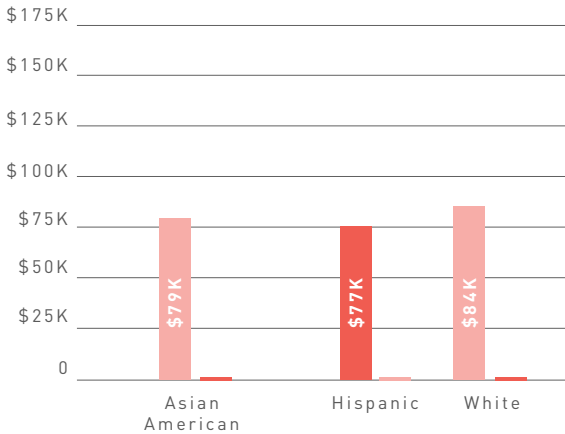
CoAD Associate Professor Avg. Salary by Gender and Race/Ethnicity, 2019
- Male
- Female

Source: UH Faculty Workload Report, 2019

**4.3.1:** *Identify salary inequities and develop a policy to achieve pay equity*

Identify salary inequities and create a path for correction based on merit and experience in time for the CoAD's 2021-2022 budget. Develop policies to prevent future inequities in pay based on gender or race and ethnicity.

CoAD Assistant Professor Avg. Salary by Gender and Race/Ethnicity, 2019
Male
Female
Source: UH Faculty Workload Report, 2019
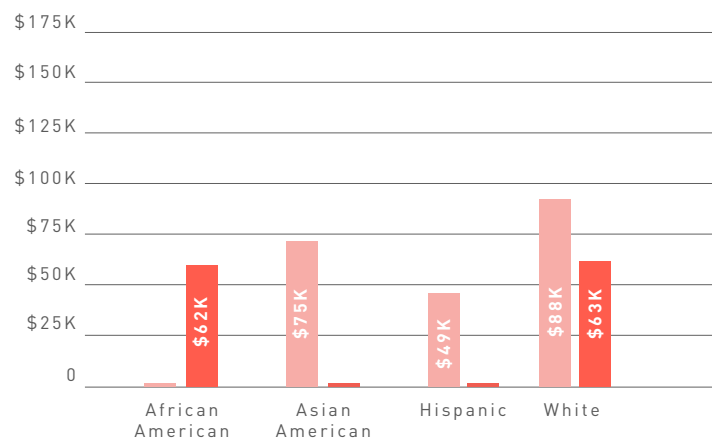
CoAD Non-Ranked Faculty Avg. Salary by Gender and Race/Ethnicity, 2019
Male
Female
Source: UH Faculty Workload Report, 2019

"As Americans, we are mindful of this nation's dark history of racial inequality. We are appalled by any actions that further threaten the universal respect and human dignity that everyone deserves. As architects, we remain committed to advancing civil rights protections, fair housing policies, and accessibility in the built world to help achieve the more perfect union we all seek. The fact is that architects and AIA, in our more than 160-year history, have not always felt compelled to share our perspectives. But the times we live in, the horrific nature of the events we witness, and the role we see for every member of our society demands that we speak out."

—2020 American Institute of Architects Board of Directors

"[The Third Ward] has been facing an identity crisis, as a wave of new development, spurred in part by the adjacent University of Houston's recent growth, replaces older businesses and houses with new restaurants and expensive condos . . . Third Ward residents, who on average remain far poorer than most Houstonians, are increasingly concerned about the impact on their tight-knit neighborhood – and about getting pushed out themselves: In a survey of more than 1,600 residents published in October, two-thirds said they were extremely worried about a local loss of African American culture, and nearly one-third said they were worried about being forced to relocate within the next year. Many already have."

—*US News and World Report*: Why Black People are Being Displaced from Houston's Third Ward

COMMUNITY

Context for Change

Third Ward, A Brief History

In the late spring of 2020, the University of Houston's surrounding Third Ward community, one of six historic communities in Houston, became the epicenter of the Black Lives Matter movement following the police murder of the neighborhood's native, George Floyd. While he was living in Minnesota, Minneapolis at the time of his death, Floyd grew up in the Cuney Homes public housing complex, less than a mile from the University of Houston campus.

The University of Houston is located on the eastern edge of the historically African American Third Ward. Houston's wards were established as political boundaries in 1836, shortly after the city's founding. Neighborhoods were segregated at the time—White people lived in the southern part of the Third Ward, while African Americans lived in the northern part.[7] In 1927 the only Houston hospital serving Africa-Americans, the Negro Hospital (later renamed Riverside Hospital) opened in the Third Ward.[8] Although during the 1930s, White and Black populations of the Third Ward were relatively even, after World War II, the Third Ward experienced White Flight, like other urban communities nationwide.[9] White residents moved from the Third Ward to newly-developed suburbs on the southwest side of the city. The University of Houston bought land for a permanent campus in the Third Ward in 1936 and opened its first building there in 1939.[10]

The Third Ward was a booming center of African American life when the first building of the HBCU, Texas Southern University, campus was built in the neighborhood in 1947[11] Later the neighborhood gave birth to the critically acclaimed Black Ensemble Theatre[12] and the Houston Museum of African

Third Ward Study by Kristen Lee, "Tear It Down" Fall 2020 Rogers ARCH5500

American Culture.[13] The Third Ward has also been the home of international muralist John Biggers, music icon Beyoncé[14], and actress Phylicia Allen Rashad.[15] The historic El Dorado Ballroom was a cultural landmark that hosted music legends from Count Basie to B. B. King and Sam Lightnin' Hopkins.[16]

In addition to being an African American cultural hub, much of Houston's African American social activism grew out of the Third Ward. Institutions and movements in the Third Ward fought for the city's Black residents when no one else would. Black college students led a sit-in at a segregated Third Ward lunch counter to protest discriminatory policies in 1960. By this time, the construction of I-45 and Highway 288 had displaced hundreds of Black homeowners. In the late 1960s and '70s, integration allowed wealthier Black families to move out of the Third Ward and into the suburbs.[17] In the years that followed, the city disinvested from the neighborhood. To help counter this disinvestment, artist and activist Rick Lowe founded the public art project Project Row Houses in the early 1990s. Lowe's efforts were

supported in part by the work of UH Professor Sheryl Tucker de Vazquez and her fourth year architecture design studio. Since its inception, this project has grown to over 80 properties in the Third Ward and is recognized nationally as a model for grass-roots efforts to counter disinvestment.

By the early 2000s the Third Ward began experiencing rapid gentrification causing rising property values, rising rents and the displacement of many long-term residents. According to the City of Houston Super Neighborhood Data, in 2015 the Greater Third Super Neighborhood had 14,295 residents: 67% were Black, 14% were Hispanic, 13% were white, 5% were Asian and 1% other.[18]

Working in conjunction with the Third Ward's Emancipation Economic Development Council, the MIT Urban Studies and Planning Department issued a 2016 Third Ward neighborhood report citing gentrification as a major threat to the community fabric and residents. Gentrification occurs when more affluent people move to or become interested in historically less affluent neighborhoods. The Third Ward's gentrification is caused in part by its close proximity to downtown Houston and by the presence of the University of Houston and its student population, for whom developers are constructing new housing. Townhomes on the western edge of the Third Ward are not only changing the physical character of the Third Ward, but are also leading to increased property values and the displacement of long-time residents.[19]

Though anti-gentrification movements are often positioned against development, the 2019 Third Ward Needs Assessment survey documented residents' desire for new hospitals, childcare facilities, restaurants, and movie theaters. The needs assessment also reported that almost one-third of residents said they were worried about having to move within the next year, and a majority were "extremely concerned" about a loss of African American culture in the Third Ward.[20]

At present, the Houston Coalition for Equitable Development Without Displacement is pushing for a Community Benefits Agreement (CBA) with the Rice Management Corporation, which is developing the Rice Ion, bordering the neighborhood. Housing justice advocates and residents fear that the development will both increase taxes of properties in the area and attract new real estate developments that could further displace long time residents. Proponents see the CBA as a means to ensuring equitable access to the opportunities that the Ion will create.[21]

What responsibility does the University of Houston and in particular, the College of Architecture and Design (CoAD) have to the Third Ward? As designers and future designers who will shape the built environment, the University of Houston has a civic duty and social responsibility to our surrounding community to engage in partnership with residents in order to create a better and equitable built environment.

Where We Stand

In 2008, the University of Houston was designated a "Community Engagement University" by the Carnegie Foundation for the Advancement of Teaching. At the time, UH joined 119 other nationally competitive institutions receiving this designation, including Duke, Michigan State, Ohio State, the University of California at Los Angeles and the University of Pennsylvania. UH was one of only 68 public institutions recognized with Carnegie's highest classification. The UH press release noted "The Foundation's classification for community engagement measures an array of criteria that indicate the breadth and depth of a university's service to the community and students' curricular involvement in community issues. The listing sets the University of Houston apart as the only public metropolitan university in the state with this bold designation."

The Carnegie Community Engagement designation must be renewed every five years. In 2013, UH was unsuccessful in the attempt to renew the designation. While the strategic priorities of all universities change, reconsidering UH's commitment to community engagement, addressing systemic racism, social injustice, and other relevant real world issues should be a higher priority.

Since 2013, UH has instituted a number of initiatives focused on community engagement. This includes the Third Ward Initiative and the ACES Institute. The Advancing Community Engagement and Service (ACES) Institute connects students, faculty, and community partners through academic-based service learning, high-impact scholarship, and social innovation. The institute collaborates across disciplines to enhance real-world learning experiences for students while addressing the needs of communities. Professor Patrick Peters is currently the liaison for the CoAD.

The Third Ward Initiative, which began in 2015, is described as "a collaborative partnership with the Third Ward community." Through the Initiative faculty, administrators, staff, and students from almost every academic college and administrative division combine their intellectual talents and physical energies to forge partnerships that demonstrably improve the quality of life in the Third Ward by improving educational outcomes, securing jobs, developing and strengthening businesses, and celebrating the arts, culture, and history of the area.

Community engagement efforts at the CoAD, while quite broad, are unstructured and dependent on the initiative of individual faculty. Increasingly faculty are taking on studio and other design projects in diverse communities, however, there must also be a commitment to listen to community partners and develop projects around their needs and visions. For too long, projects have been developed "for" communities and not "with" them. It is imperative that systems are in place to both structure and reward community engaged work moving forward.

Two goals have been identified to address the CoAD's commitment to build and strengthen meaningful partnerships with the Third Ward community and are discussed in detail on the following pages.

"The University of Houston is located in Third Ward, we have SO MANY opportunities as designers to engage with our local community and create meaningful designs."
—DEI Task Force Student Survey Response

What UH is doing:
University of Houston Third Ward Initiative
The University of Houston kicked off the Third Ward Initiative in 2015. Below is a description of the project:

Education. Empowerment. Growth.
The Third Ward Initiative is first and foremost a collaborative partnership with the Third Ward community. University of Houston faculty, administrators, staff and students from almost every academic college and administrative division will combine their intellectual talents and physical energies to forge a partnership that demonstrably improves the quality of life in our shared neighborhood by improving educational outcomes, securing jobs, developing and strengthening businesses, and celebrating the arts, culture, and history of the area.

Our Goal
As a good neighbor and university dedicated to civic engagement, we will partner and collaborate with the Third Ward community to transform its schools, businesses, and healthcare resources. We celebrate the culture and history of our shared community.[16]

Goals + Recommendations

Community Engagement and Partnerships
Building and sustaining mutually beneficial partnerships between the CoAD and the Third Ward requires a significant commitment of time and effort, and a true understanding of the processes and relationships that are necessary for meaningful community engagement. Therefore, the DEITF proposes the implementation of a structure to ensure that faculty, students, and community members are well-positioned to embark on shared projects to support these partnerships. When done well, community engagement benefits students, faculty, communities, and institutions of higher education. Documented benefits of community engagement, as highlighted by Vanderbilt University include:

Student Benefits
- Positive impact on students' academic learning and personal development
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

University / College Benefits
- Improved institutional commitment to the curriculum
- Improved student retention
- Enhanced community relations

Community Benefits
- Valuable human resources needed to achieve community goals
- New energy, enthusiasm and perspectives applied to community work
- Enhanced community-university relations

GOAL 5.1: Build and Strengthen the Structures for Meaningful Community Engagement and Partnerships

NAAB PC.5: Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

NAAB PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

NAAB PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

CARE: Build partnerships with Third Ward. Our relationship with Third Ward has not been positive, the College has had a toxic relationship with the Third Ward with our expanding into their land and excluding them from ours, yet we have an obligation to intentionally reinvest in our surrounding community at every opportunity.

5.1.1: *Create a community engagement sub-committee as part of the permanent DEI Committee*
Once the DEI Standing Committee (DEIC) has been permanently established through revisions to the CoAD bylaws, create and sustain a sub-committee on Community Engagement. Ensure that faculty and students appointed to the sub-committee recognize and understand the value of meaningful and collaborative university-community partnerships. Develop a roadmap for community partnerships that clearly outline the ethics and values necessary for mutually beneficial collaboration.

5.1.2: *Host an annual Third Ward roundtable event*
Host an annual roundtable event that brings together CoAD directors, coordinators, DEIC representatives, faculty, and students with leaders of the Third Ward's Emancipation Economic Development Council, Northern Third Ward Neighborhood Implementation Project, Sankofa Research Institute, Project Row Houses, Row House CDC, Third Ward Community Cloth, and other established community organizations and community members. Throughout this process, the CoAD will consistently analyze its biases and respect the autonomy and expertise of community members. The annual meeting should accomplish the following goals:
- Identify community-initiated visions and projects where the resources and skills of the CoAD students and faculty would provide a valuable and meaningful partnership
- Identify other community organizations and members as partners
- Establish a list of non-profit organizations that students and faculty should develop relationships with prior to engaging in work in the Third Ward

"You can't just hope a system designed to oppress certain people will become equitable over time. The conscious effort needed to rewrite this status quo involves designers"
—DEI Task Force Student Survey Response

5.1.3: *Advocate for the CoAD to be an active partner in the UH Third Ward Initiative*
Ensure that the CoAD has representation on the UH Third Ward Initiative, and that this representation is dedicated to furthering the values and conclusions of the DEIC, the Community Engagement Sub-Committee, and annual roundtable events.

Measuring Success:
- Diversity, Equity, and Inclusion sub-committee on community engagement established
- CoAD will appoint an active liaison to the UH Third Ward Initiative
- Third Ward Roundtable event is organized and implemented annually and each year participation will increase by a minimum of 10%

Support and Reward Community-Engaged Work
As a college the commitment to lead an anti-racist future will require more than statements and small changes. To truly address systemic racism, embrace diversity, and reward inclusive work there must be real action to support and develop research, design, and curriculum focused on these issues, which includes rethinking budgetary priorities.

To this end, supporting and rewarding work that directly fosters anti-racist design practices and/ or research strategies will indicate a greater commitment to leading change.

GOAL 5.2: Support and Reward Community-Engaged Work
NAAB PC.5: Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

NAAB PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

NAAB PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

5.2.1: *Establish a student community design-research award*
Recognize and reward student-centered design and research that is focused on community engagement and partnerships, particularly work addressing systemic racism, social justice, and displacement, by establishing an annual student award/s for full-time undergraduate or graduate students to continue a community collaborative project from a curricular or co-curricular experience that has been identified in partnership with and engages the Third Ward community. The existing "Nia Becnel Award" would be a fitting tribute, as Professor Becnel changed many minds and lives at the CoAD and was committed to an anti-racist design pedagogy and practice.

5.2.2: *Fund a student community fellowship*
Establish and fund an annual student fellowship to provide opportunities for students to work with a Third Ward firm or organization to address gentrification or other social justice issues identified by Third Ward partners. The fellow could be mentored by a faculty member or the Community Design Resource Center.

**5.2.3:** *Establish a faculty community design research grant*
Establish and fund an annual faculty grant to support the development and delivery of community-engaged and/or systemic racism focused curriculum, research, or design projects carried out in collaboration with Third Ward organizations, leaders, and/or community members.

5.2.4: *Reward and recognize the community-based research and design work of faculty*
Commnity-based research, design and scholarship is often regarded by promotion, tenure, and retention committees as "service." The CoAD faculty and administration must commit to and reinforce the value of this work through the promotion and tenure system. This includes understanding their own biases in regards to this work and committing to further recognizing its value.

5.2.5: *Share voices and stories of community collaborations*
Develop and maintain a location on the UH CoAD website to share the voices and stories of community collaborators, as well as highlight partnerships that engage students, faculty, and community leaders and members. The DEI Committee will be responsible for collecting and curating the selected work and ensuring the successful sharing of this work.

45%	32%	23%	Students
31%	31%	38%	Faculty
42%	29%	29%	Staff
19%	40%	41%	Alumni
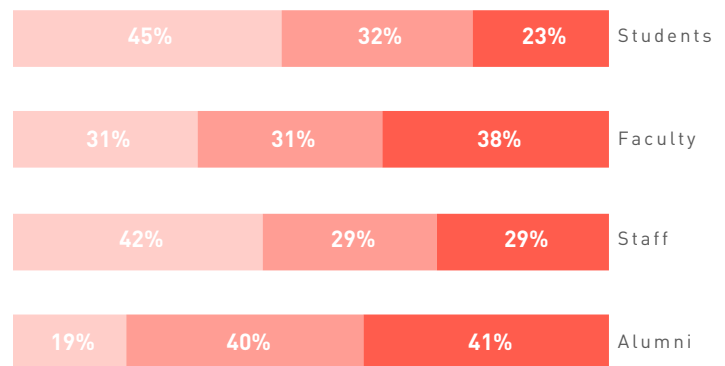
CoAD Commitment to Meeting the Needs of BIPOC Communities

▢ Satisfied/Very Satisfied
▢ Neither Satisfied/Dissatisfied
▢ Unsatisfied/Very Unsatisfied
Source: DEI Task Force Survey, 2020

Measuring Success:
- The annual student award and fellowship are funded and established
- CoAD website is updated quarterly with new voices and stories of community collaborations

End Notes

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[15] Gaines, Tarra. "Phylicia Rashad comes home to make music with the Houston Symphony — and new memories," Culture Map, 29 March 2017, https://houston.culturemap.com/news/arts/03-29-17-phylicia-rashad-interview-houston-symphony-fidelio/.

[16] Quianta Moore, Assata Richards, and Chris Kulesza, "Third Ward Comprehensive Needs Assessment Data Report," Baker Institute, 21 October 2019, 60

[17] Moore, Richards, Kulesza, "Third Ward."

[18] "Greater Third Ward Super Neighborhood Resource Assessment," City of Houston, accessed November 29,2020, https://www.houstontx.gov/planning/Demographics/docs_pdfs/SN/67_Greater_ThirdWard.pdf.

[19] "Emancipation Park Neighborhood: Strategies for Community-Led Regeneration in the Third Ward," MIT Department of Urban Studies and Planning, accessed November 29, 2020, https://dusp.mit.edu/cdd/project/emancipation-park-neighborhood-strategies-community-led-regeneration-third-ward.

[20] Moore, Richards, Kulesza, "Third Ward."

[21] Vazquez, "Community Groups."

[22] "Third Ward Initiative."

Resources and Data:
- NAAB 2020 Criteria: https://www.naab.org/wp-content/uploads/2020-NAAB-Conditions-for-Accreditation.pdf
- UH Draft Strategic Plan 2020: https://uh.edu/strategic-plan/
- UH Statistical Handbook: https://uh.edu/ir/reports/new-statistical-handbook/

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CLOSING ACKNOWLEDGMENTS

The CoAD Diversity, Equity, and Inclusion Task Force acknowledges the systemic racism that pervades our broader society and significantly impacts the lives of all BIPOC people. Since this past July when the DEITF began its work to assess past and current diversity, equity, and inclusion policies and practices in the CoAD, months of data collection and research further affirms that the College cannot be absolved of its role in maintaining the structures that have implicitly or explicitly perpetuated racial inequality and other inequities within the college. This assertion is not intended as an attack or to assign blame. Rather, it is a call for deep reflection and unified action to re-imagine the biased system we, as a College, have inherited. To recognize our shortcomings is a positive first step towards making much-needed improvements to identify, confront, and correct the inequalities that exist in our College and elsewhere. These critical first steps must be taken with humility, apology, and a shared commitment for dialogue and change.

As a College community, we must commit to working together to ensure a just and equitable society in the academic life and social fabric of the college as preparation for our aspirations to achieve the same in the design realm. To achieve this, we must commit to radically rethinking the canon of architectural knowledge, not just by expanding it but also by identifying the white supremacist biases integrated into the built and design environment. Moreover, we must commit to expanding our body of knowledge by introducing and integrating with equal measure the perspectives and cultural capital of the diverse people and communities that define the College. This expansion, by necessity, will require a more diverse faculty and a more diverse and well-supported student body. Yet, Black students, professors, and practitioners remain drastically underrepresented in architecture and design. Changes to this current state of underrepresentation will require ongoing conversations with the predominantly Black Third Ward, where CoAD makes an outsized impact.

The roots of structural racism run deep and cannot be resolved overnight, but we are committed to the decades-long process of paving a path toward a more equitable CoAD. In accepting the arduous and challenging work required to achieve our goals, we also recognize the complexity of the issues that confront us. It will take time to fully understand them and to implement the changes we must make to address past injustices to ensure an inclusive and just future, both for the College and the design professions.

The Diversity, Equity and Inclusion Task Force's work has only begun, but it will continue to actively listen to students, alumni, and community members to better understand how we, as a College of committed faculty, students, staff, and administrators, can create a more equitable college for its BIPOC communities. As Dean Oliver aptly declared in her address to the CoAD community in June 2020, following George Floyd's death, "..we can no longer pay silent tribute, but must put some form of action toward addressing this reality." We call on every member of the College community to partner with us in this critical work to rethink and redefine how and where we are positioned as a college and individuals within this reality and to consider ways we can change it.