

an OVERVIEW of gender and ethnic DIVERSITY in
the professions of
ARCHITECTURE and PLANNING

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university at buffalo

The Numbers

National and University at Buffalo SA&P
[2008-2009 and 2009-2010]

10 Year Trends in University at Buffalo's SA&P
[2001-2010]

ARCHITECTURE PROGRAMS
MArch and BS Arch + National Data

ARCHITECTURE

MArch

| ACADEMIC YEAR | TOTAL | International | Male | Female | Not Known | Domestic |
|------------------|------------|---------------|------------|------------|-----------|------------|
| 2001-2002 | 59 | 23 | 35 | 17 | 7 | 36 |
| 2002-2003 | 64 | 29 | 35 | 18 | 11 | 35 |
| 2003-2004 | 80 | 22 | 46 | 29 | 5 | 58 |
| 2004-2005 | 41 | 6 | 26 | 14 | 1 | 35 |
| 2005-2006 | 51 | 17 | 30 | 21 | 0 | 34 |
| 2006-2007 | 47 | 11 | 28 | 17 | 2 | 36 |
| 2007-2008 | 42 | 14 | 30 | 12 | 0 | 28 |
| 2008-2009 | 38 | 9 | 23 | 14 | 1 | 29 |
| 2009-2010 | 57 | 19 | 33 | 24 | 0 | 38 |
| 2010-2011 | 46 | 11 | 28 | 18 | 0 | 35 |
| <i>Ten Years</i> | <i>525</i> | <i>161</i> | <i>314</i> | <i>184</i> | <i>27</i> | <i>364</i> |

| ACADEMIC YEAR | Asian/PI | Black | Hispanic | White | Unknown | Other | Native American | No Data/ not disclosed | ALL Domestic |
|------------------|-----------|----------|-----------|------------|------------|----------|-----------------|---------------------------|--------------|
| 2001-2002 | 0 | 0 | 0 | 0 | 34 | 0 | 0 | 2 | 36 |
| 2002-2003 | 0 | 0 | 1 | 2 | 32 | 0 | 0 | 0 | 35 |
| 2003-2004 | 4 | 1 | 6 | 36 | 11 | 0 | 0 | 0 | 58 |
| 2004-2005 | 4 | 1 | 1 | 18 | 11 | 0 | 0 | 0 | 35 |
| 2005-2006 | 1 | 0 | 3 | 23 | 5 | 2 | 0 | 0 | 34 |
| 2006-2007 | 2 | 0 | 0 | 26 | 8 | 0 | 0 | 0 | 36 |
| 2007-2008 | 0 | 0 | 0 | 20 | 8 | 0 | 0 | 0 | 28 |
| 2008-2009 | 0 | 0 | 2 | 19 | 8 | 0 | 0 | 0 | 29 |
| 2009-2010 | 1 | 1 | 1 | 29 | 6 | 0 | 0 | 0 | 38 |
| 2010-2011 | 5 | 1 | 0 | 23 | 6 | 0 | 0 | 0 | 35 |
| <i>Ten Years</i> | <i>17</i> | <i>4</i> | <i>14</i> | <i>196</i> | <i>129</i> | <i>2</i> | <i>0</i> | <i>2</i> | <i>364</i> |

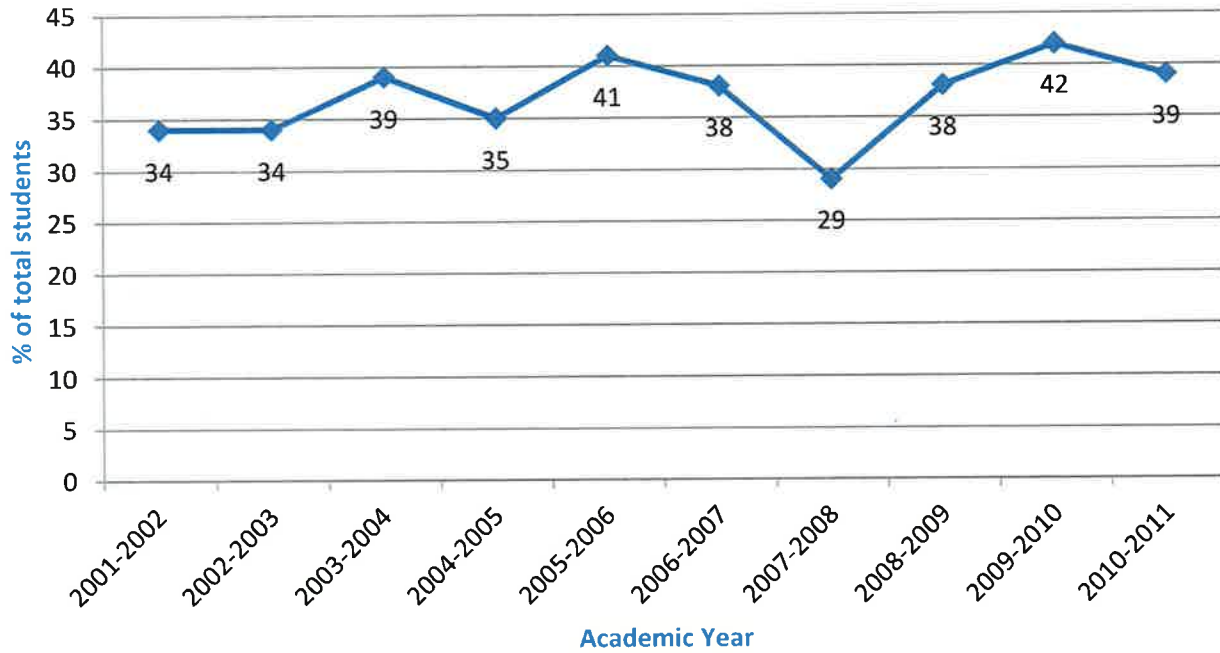
ETHNICITIES

- Asian American
- Black or African American
- Hispanic
- White
- Unknown* / Other*
- Native American

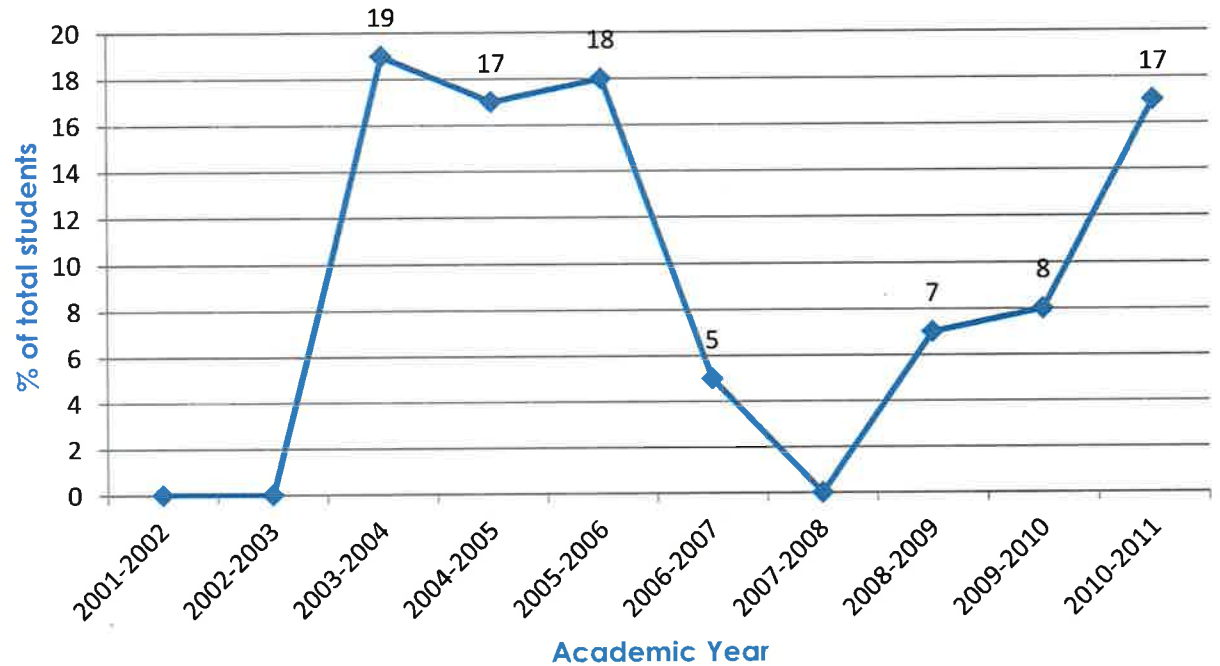


University at Buffalo
The State University of New York

Women in MArch over 10 Years (UB)



Ethnic Diversity in MArch over 10 Years (UB)

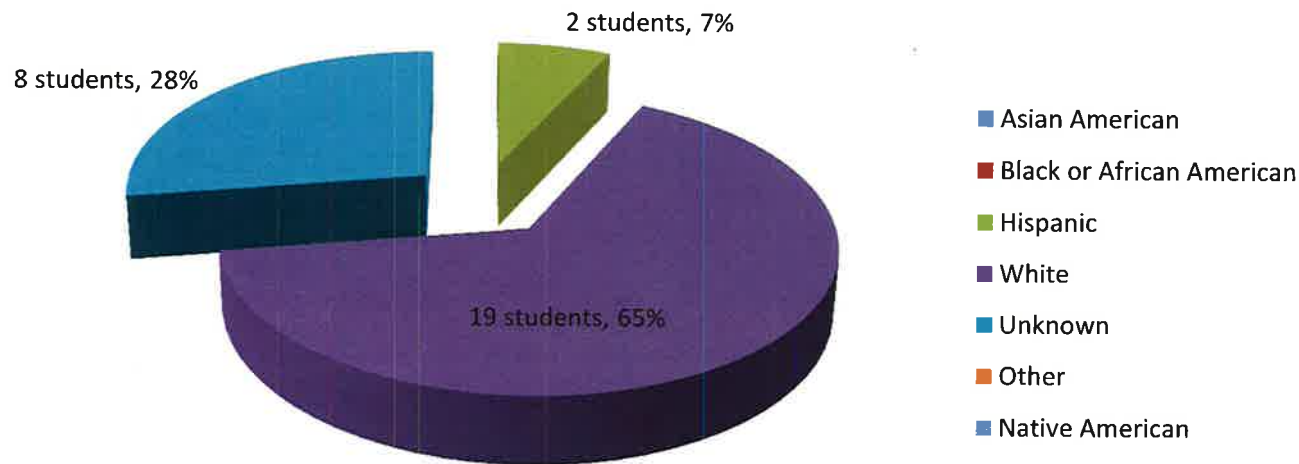


ETHNICITIES

- Asian or Pacific Islander
- Black or African American
- Hispanic/Latino
- White
- Unknown* / Other*
- Native American
- Puerto Rican

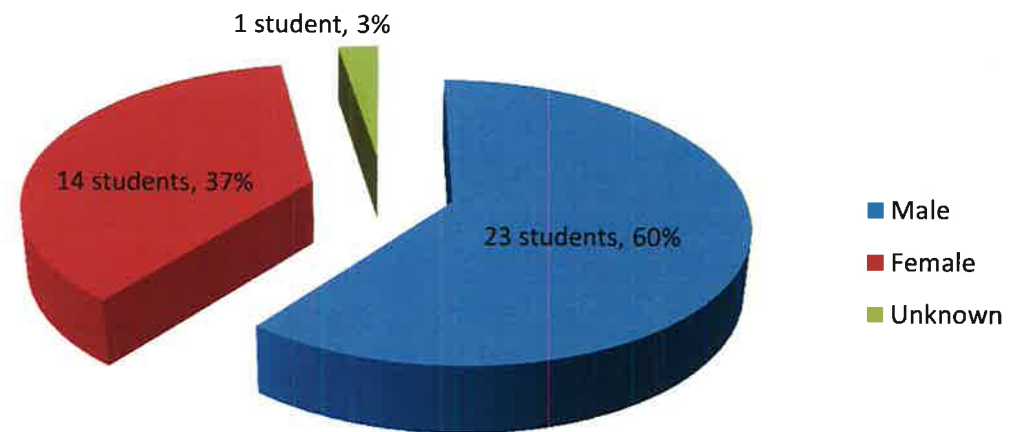


Ethnic Diversity : Master of Architecture (UB | 2008-2009)

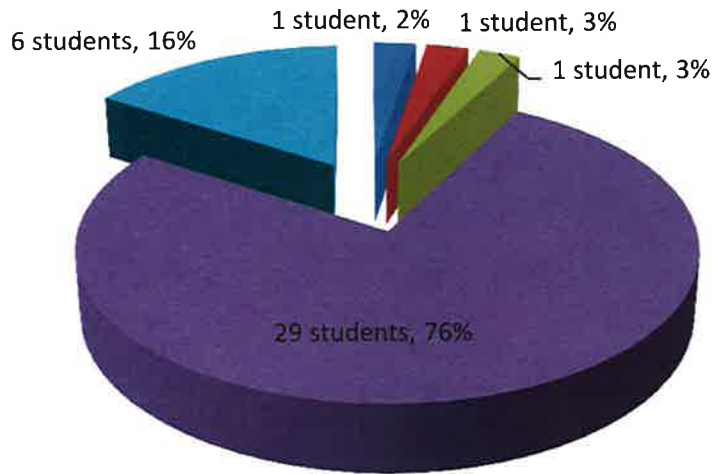


7%
ethnic diversity

Gender Diversity : Master of Architecture (UB | 2008-2009)



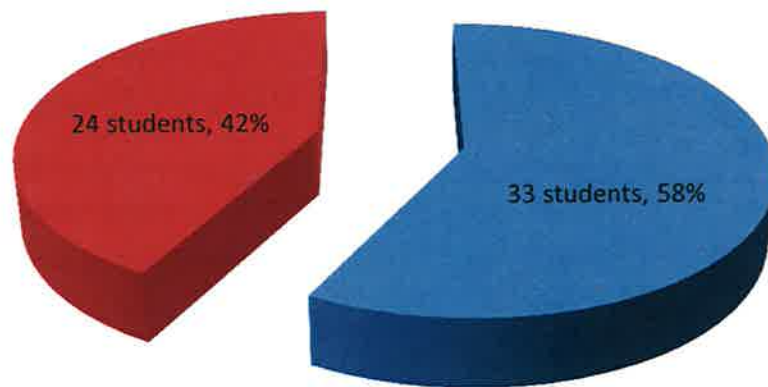
Ethnic Diversity : Master of Architecture (UB | 2009-2010)



- Asian American
- Black or African American
- Hispanic
- White
- Unknown
- Other
- Native American

8%
ethnic diversity

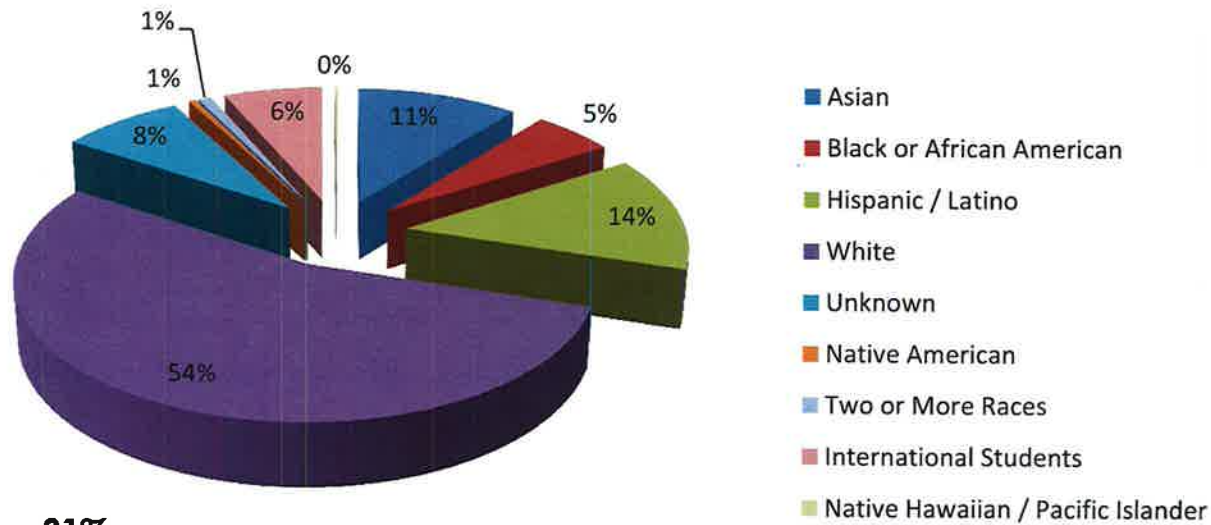
Gender Diversity : Master of Architecture (UB | 2009-2010)



- Male
- Female
- Unknown

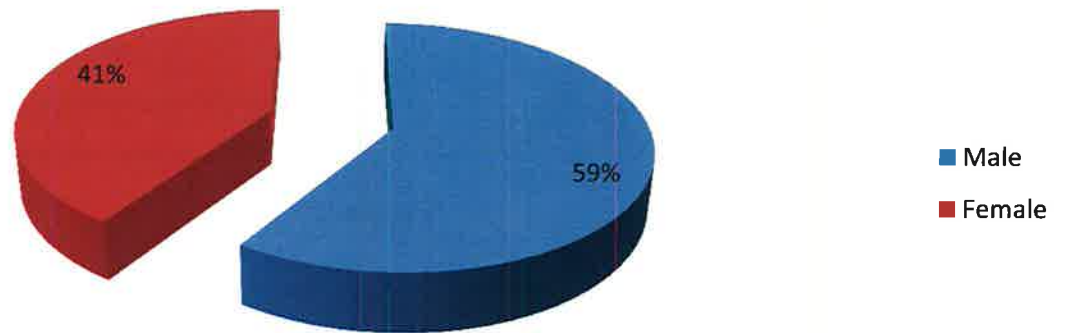


Ethnic Diversity : Overall Enrollment in Architecture Programs (NAAB | 2008-2009)

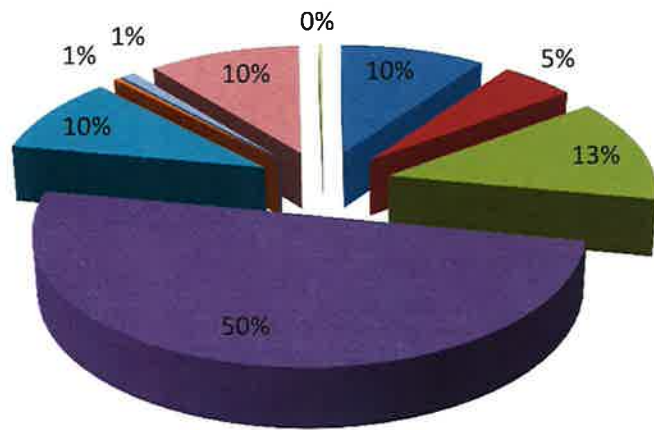


31%
ethnic diversity

Gender Diversity : Overall Enrollment in Architecture Programs (NAAB | 2008-2009)



Ethnic Diversity : Overall Enrollment in Architecture Programs (NAAB | 2009-2010)



- Asian
- Black or African American
- Hispanic / Latino
- White
- Unknown
- Native American
- Two or More Races
- International Students
- Native Hawaiian / Pacific Islander

29%
ethnic diversity

Gender Diversity : Overall Enrollment in Architecture Programs (NAAB | 2009-2010)



- Male
- Female



ARCHITECTURE

BS Arch

| ACADEMIC YEAR | Male | Female | Domestic |
|------------------|-------------|-------------|-------------|
| 2001-2002 | 435 | 154 | 589 |
| 2002-2003 | 324 | 123 | 447 |
| 2003-2004 | 274 | 124 | 398 |
| 2004-2005 | 276 | 130 | 406 |
| 2005-2006 | 280 | 139 | 419 |
| 2006-2007 | 382 | 125 | 382 |
| 2007-2008 | 265 | 106 | 371 |
| 2008-2009 | 274 | 115 | 389 |
| 2009-2010 | 241 | 96 | 337 |
| 2010-2011 | 210 | 104 | 314 |
| <i>Ten Years</i> | <i>2961</i> | <i>1216</i> | <i>4052</i> |

| ACADEMIC YEAR | Asian/PI | Black | Hispanic | White | Unknown | Other | NA | Puerto Rican | ALL Domestic |
|------------------|------------|------------|------------|-------------|------------|-----------|-----------|--------------|--------------|
| 2001-2002 | 56 | 28 | 29 | 420 | 35 | 8 | 4 | 9 | 589 |
| 2002-2003 | 33 | 13 | 24 | 331 | 33 | 8 | 3 | 2 | 447 |
| 2003-2004 | 30 | 15 | 22 | 283 | 41 | 2 | 3 | 2 | 398 |
| 2004-2005 | 30 | 15 | 21 | 303 | 34 | 2 | 0 | 1 | 406 |
| 2005-2006 | 31 | 15 | 16 | 302 | 49 | 5 | 0 | 2 | 419 |
| 2006-2007 | 41 | 8 | 19 | 265 | 45 | 3 | 0 | 1 | 382 |
| 2007-2008 | 35 | 7 | 18 | 268 | 40 | 2 | 0 | 1 | 371 |
| 2008-2009 | 38 | 16 | 24 | 266 | 38 | 5 | 0 | 2 | 389 |
| 2009-2010 | 37 | 13 | 22 | 228 | 30 | 2 | 2 | 2 | 337 |
| 2010-2011 | 31 | 13 | 24 | 213 | 27 | 2 | 2 | 1 | 314 |
| <i>Ten Years</i> | <i>362</i> | <i>153</i> | <i>219</i> | <i>2879</i> | <i>372</i> | <i>39</i> | <i>14</i> | <i>23</i> | <i>4052</i> |

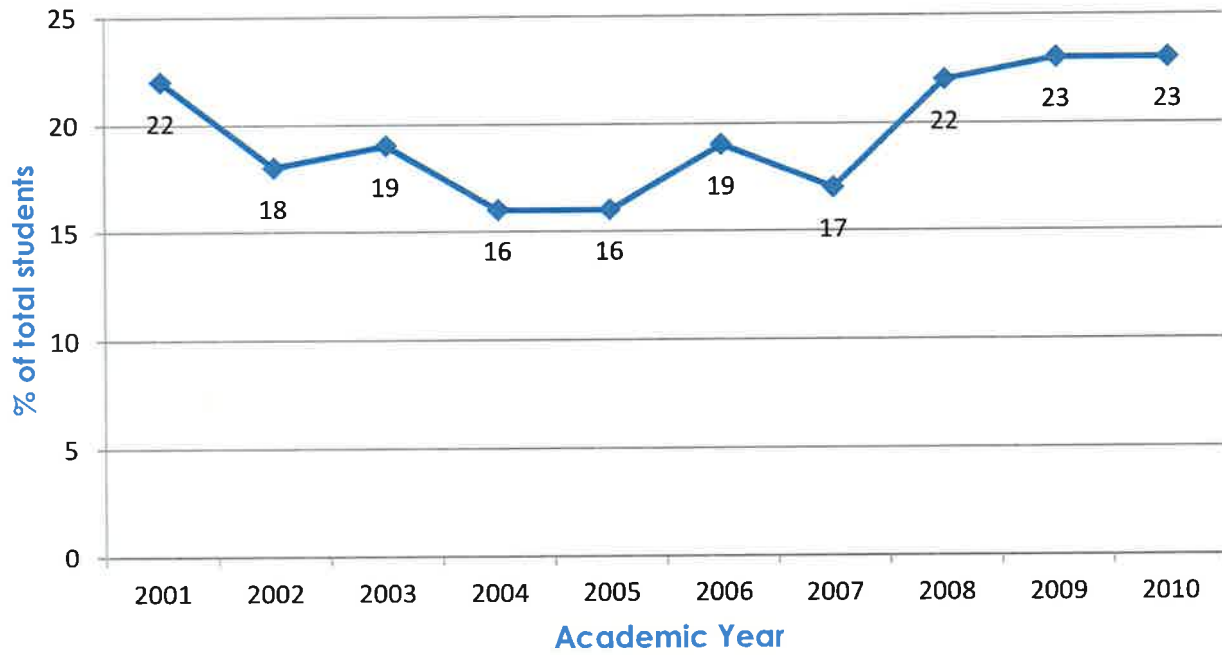
ETHNICITIES

- Asian or Pacific Islander
- Black or African American
- Hispanic/Latino
- White
- Unknown* / Other*
- Native American
- Puerto Rican



University at Buffalo
The State University of New York

Ethnic Diversity in BS Arch over 10 Years (UB)



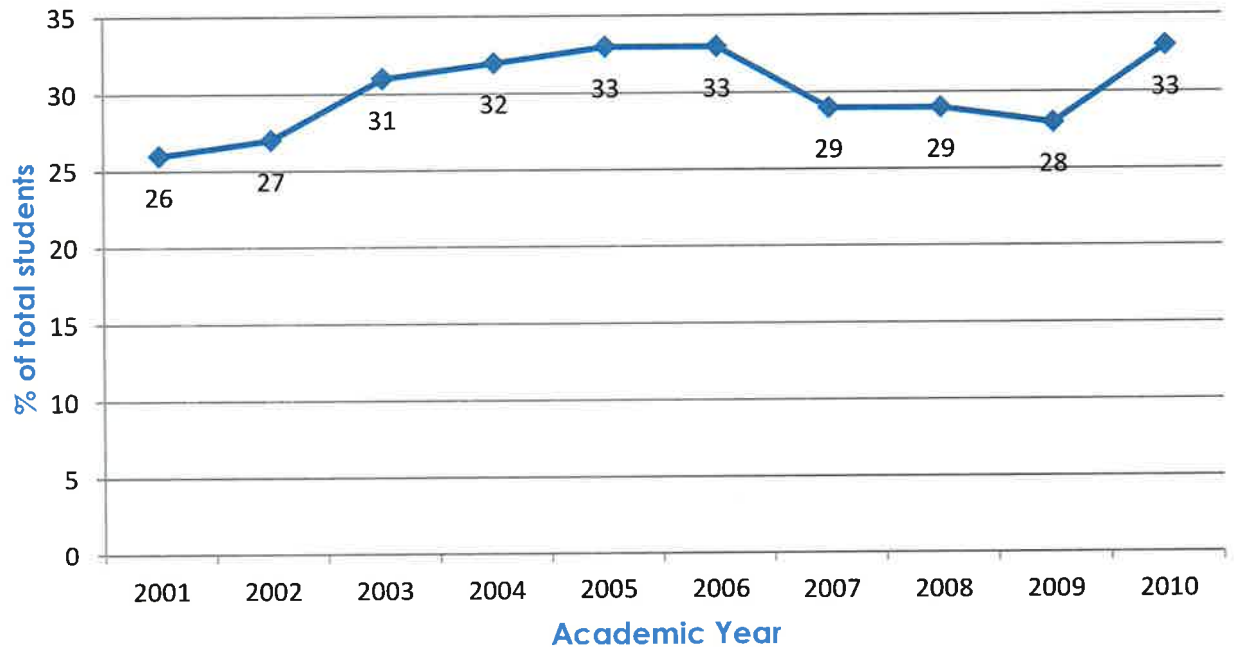
ETHNICITIES

- Asian American
- Black or African American
- Hispanic
- White
- Unknown* / Other*
- Native American

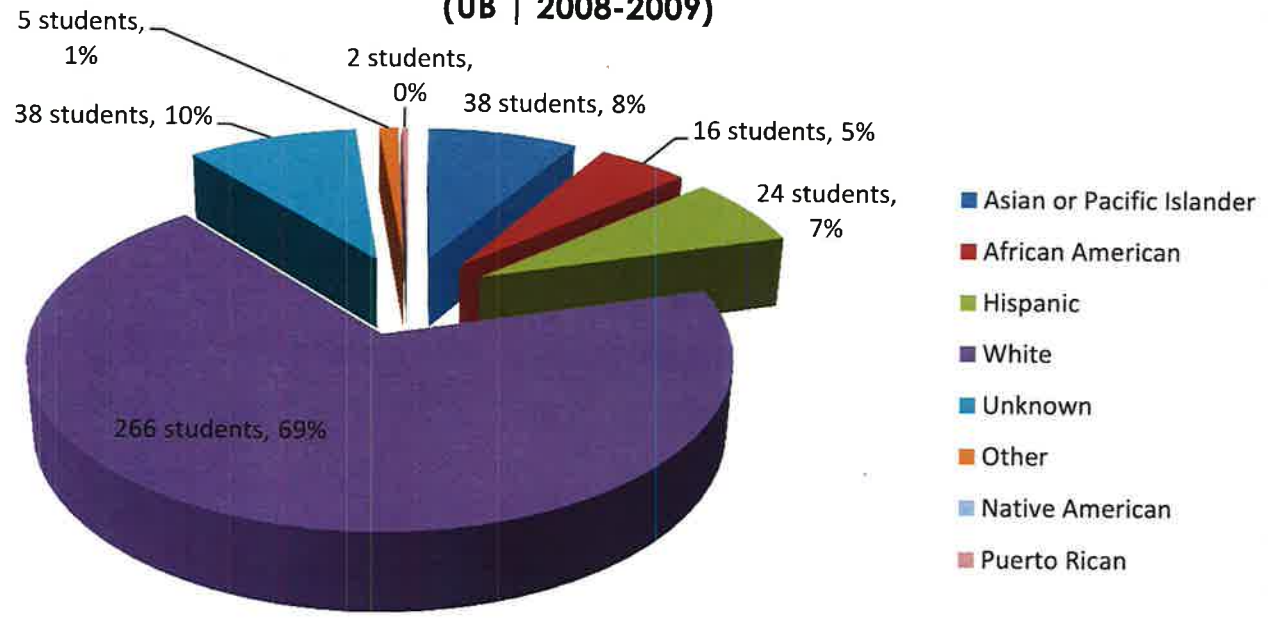


University at Buffalo
The State University of New York

Women in BS Arch over 10 Years (UB)

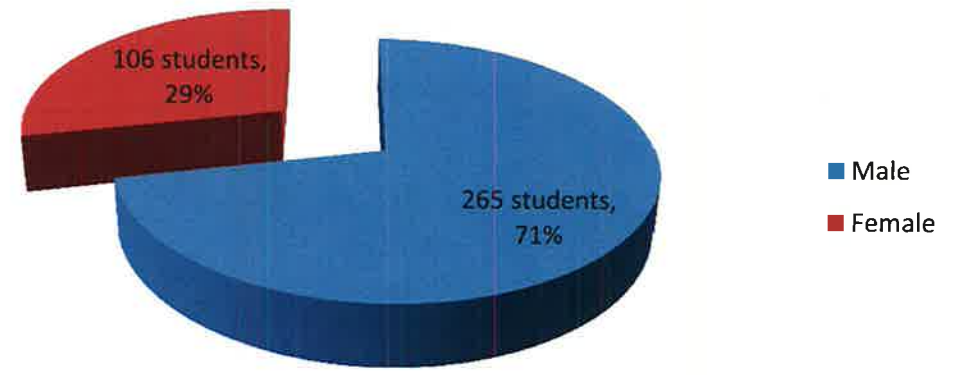


Ethnic Diversity : BS Architecture (UB | 2008-2009)

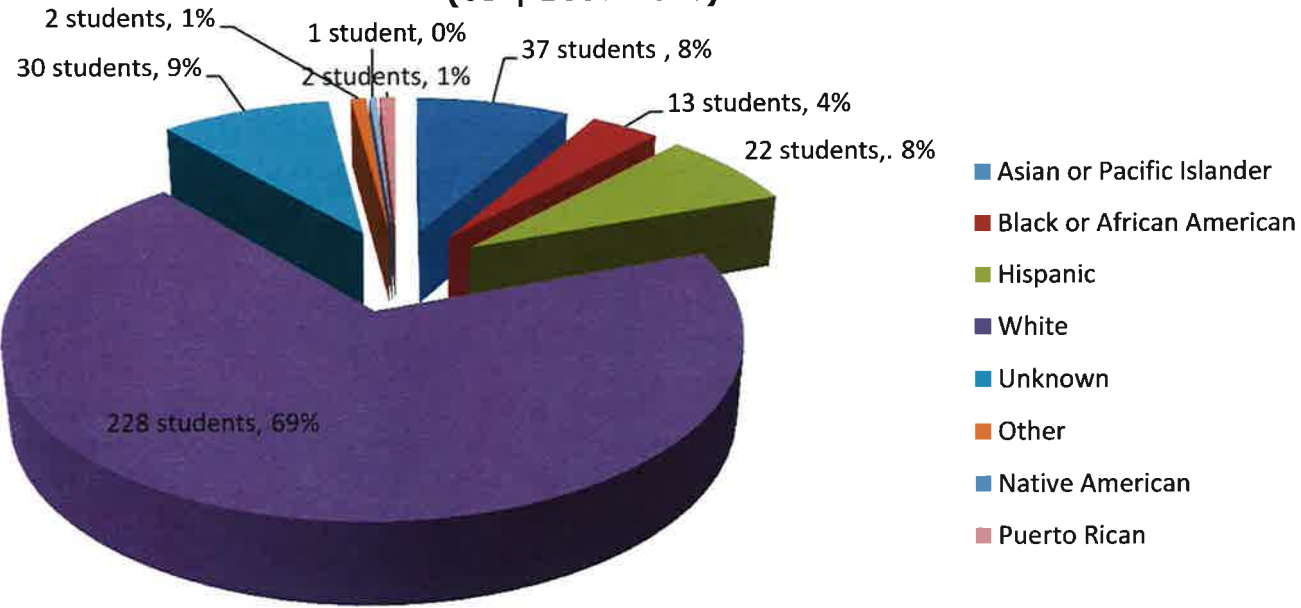


21%
ethnic diversity

Gender Diversity : BS Architecture (UB | 2008-2009)

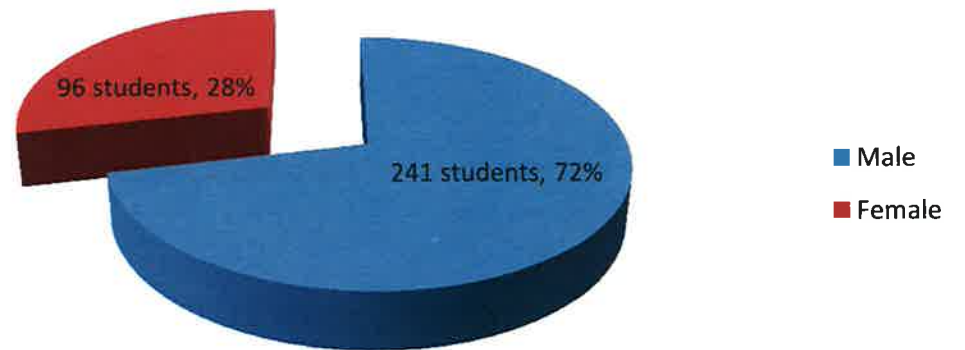


Ethnic Diversity : BS Architecture (UB | 2009-2010)

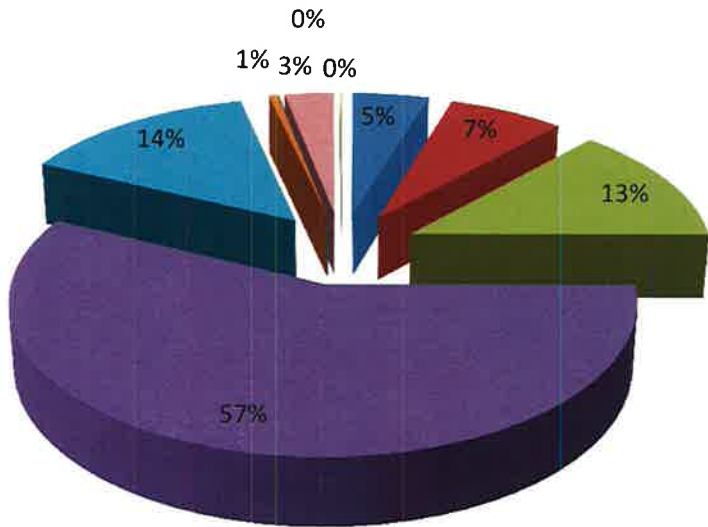


22%
ethnic diversity

Gender Diversity : BS Architecture (UB | 2009-2010)



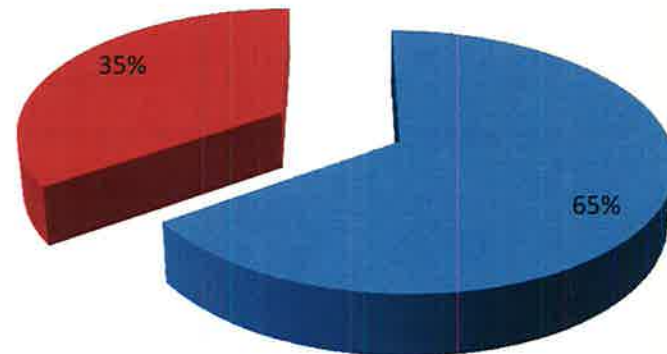
Ethnic Diversity : Pre-Professional Programs (NAAB | 2008-2009)



- Asian
- Black or African American
- Hispanic / Latino
- White
- Unknown
- Native American
- Two or More Races
- International Students
- Native Hawaiian / Pacific Islander

25%
ethnic diversity

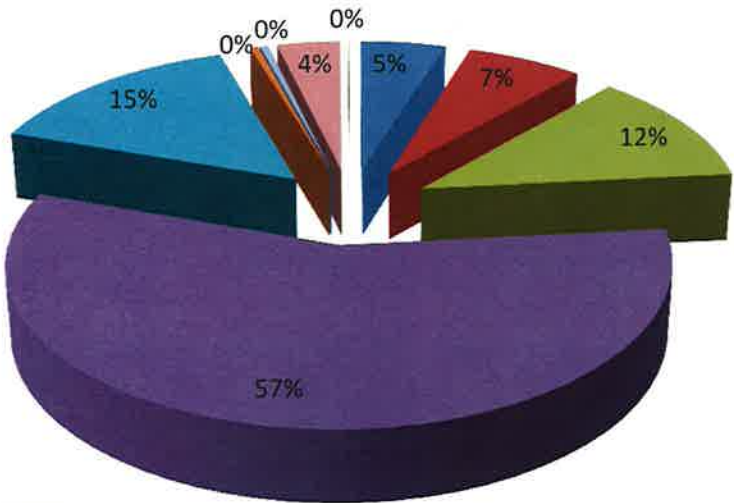
Gender Diversity : Pre-Professional Programs (NAAB | 2008-2009)



- Male
- Female



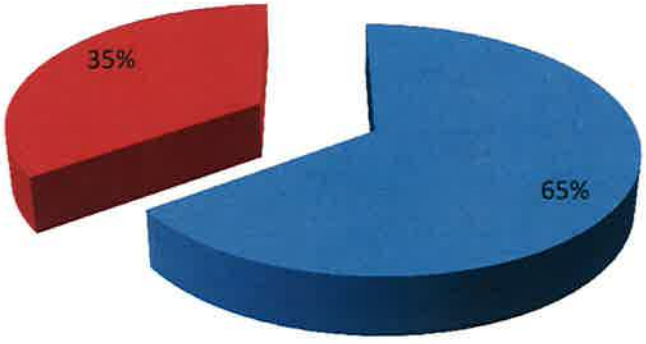
**Ethnic Diversity : Pre-Professional Programs
(NAAB | 2009-2010)**



- Asian
- Black or African American
- Hispanic / Latino
- White
- Unknown
- Native American
- Two or More Races
- International Students
- Native Hawaiian / Pacific Islander

24%
ethnic diversity

**Gender Diversity : Pre-Professional Programs
(NAAB | 2009-2010)**



- Male
- Female



PLANNING PROGRAMS
M.U.P. and BAED + National Data

| ACADEMIC YEAR | TOTAL | International | Male | Female | Not Known | Domestic |
|------------------|------------|---------------|------------|------------|-----------|------------|
| 2001-2002 | 62 | 13 | 29 | 31 | 2 | 49 |
| 2002-2003 | 51 | 13 | 28 | 23 | 0 | 38 |
| 2003-2004 | 57 | 19 | 32 | 25 | 0 | 38 |
| 2004-2005 | 51 | 8 | 26 | 25 | 0 | 43 |
| 2005-2006 | 40 | 6 | 18 | 21 | 1 | 34 |
| 2006-2007 | 59 | 14 | 36 | 23 | 0 | 45 |
| 2007-2008 | 53 | 9 | 30 | 22 | 1 | 44 |
| 2008-2009 | 48 | 7 | 25 | 23 | 0 | 41 |
| 2009-2010 | 52 | 17 | 23 | 29 | 0 | 35 |
| 2010-2011 | 45 | 11 | 24 | 21 | 0 | 34 |
| <i>Ten Years</i> | <i>518</i> | <i>117</i> | <i>271</i> | <i>243</i> | <i>4</i> | <i>401</i> |

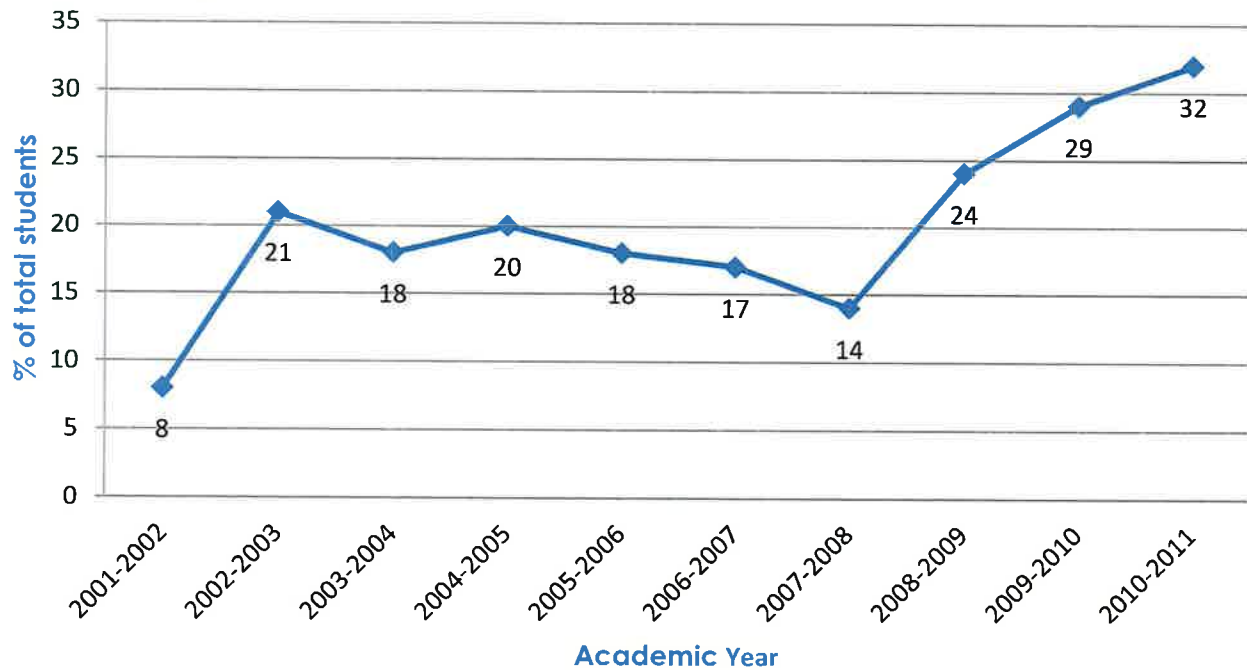
| ACADEMIC YEAR | Asian/PI | Black | Hispanic | White | Unknown | Other | Native American | No Data/ not disclosed | ALL Domestic |
|------------------|-----------|-----------|-----------|------------|------------|----------|-----------------|---------------------------|--------------|
| 2001-2002 | 0 | 4 | 0 | 28 | 17 | 0 | 0 | 0 | 49 |
| 2002-2003 | 0 | 8 | 0 | 21 | 9 | 0 | 0 | 0 | 38 |
| 2003-2004 | 0 | 6 | 1 | 8 | 23 | 0 | 0 | 0 | 38 |
| 2004-2005 | 0 | 7 | 1 | 25 | 19 | 0 | 1 | 0 | 43 |
| 2005-2006 | 1 | 2 | 3 | 22 | 6 | 0 | 0 | 0 | 34 |
| 2006-2007 | 2 | 5 | 1 | 31 | 6 | 0 | 0 | 0 | 45 |
| 2007-2008 | 0 | 4 | 2 | 32 | 6 | 0 | 0 | 0 | 44 |
| 2008-2009 | 0 | 9 | 1 | 24 | 7 | 0 | 0 | 0 | 41 |
| 2009-2010 | 3 | 4 | 3 | 20 | 5 | 0 | 0 | 0 | 35 |
| 2010-2011 | 4 | 2 | 3 | 19 | 4 | 1 | 1 | 0 | 34 |
| <i>Ten Years</i> | <i>10</i> | <i>51</i> | <i>15</i> | <i>230</i> | <i>102</i> | <i>1</i> | <i>2</i> | <i>0</i> | <i>401</i> |

ETHNICITIES

- Asian American
- Black or African American
- Hispanic
- White
- Unknown* / Other*
- Native American



Ethnic Diversity in MUP over 10 Years (UB)



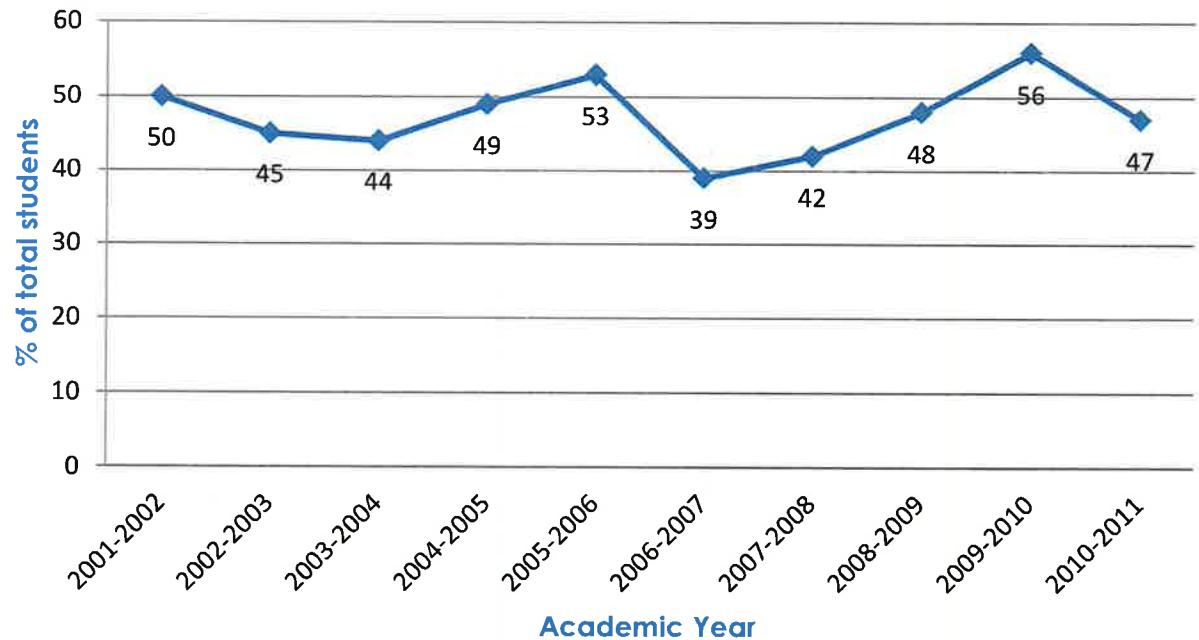
ETHNICITIES

- Asian American
- Black or African American
- Hispanic
- White
- Unknown* / Other*
- Native American

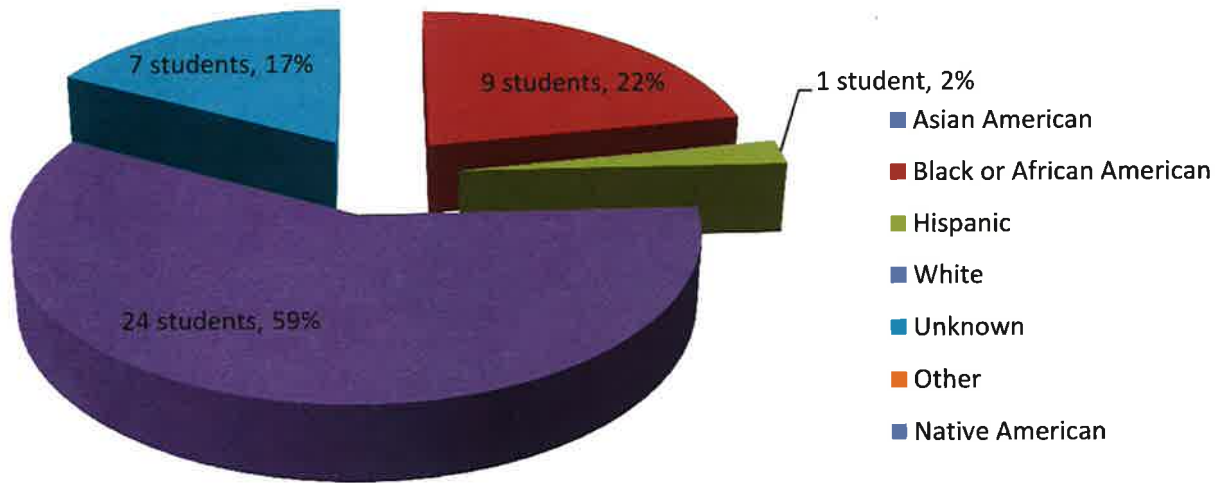


University at Buffalo
The State University of New York

Women in MUP over 10 Years (UB)

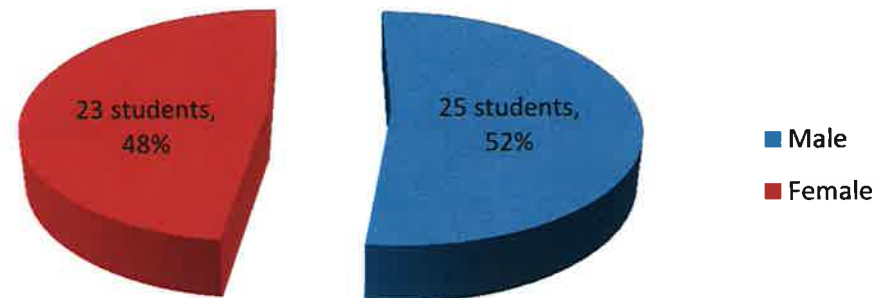


Ethnic Diversity : Master of Urban Planning (UB | 2008-2009)

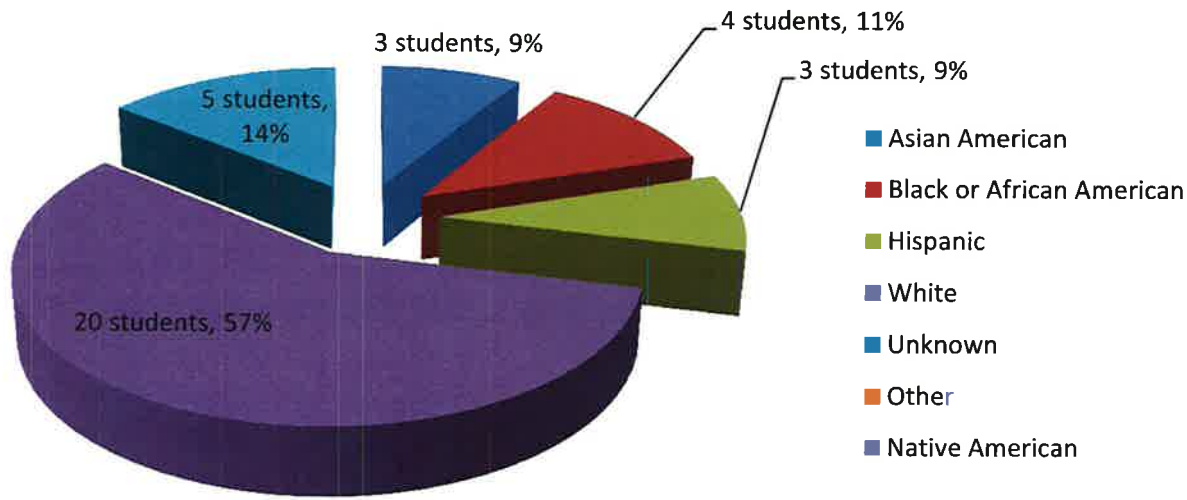


24%
ethnic diversity

Gender Diversity : Master of Urban Planning (UB | 2008-2009)

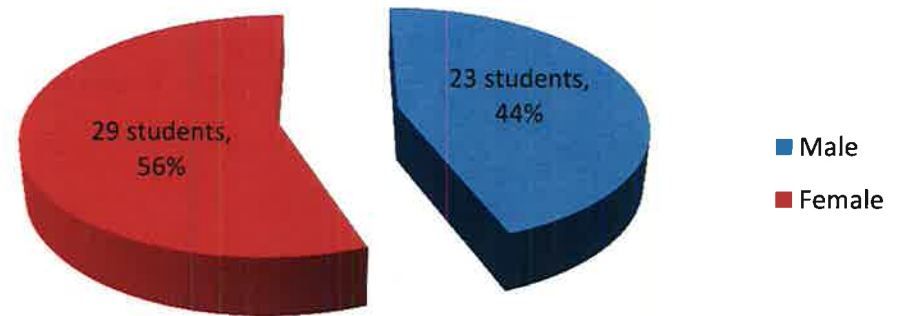


Ethnic Diversity : Master of Urban Planning (UB | 2009-2010)

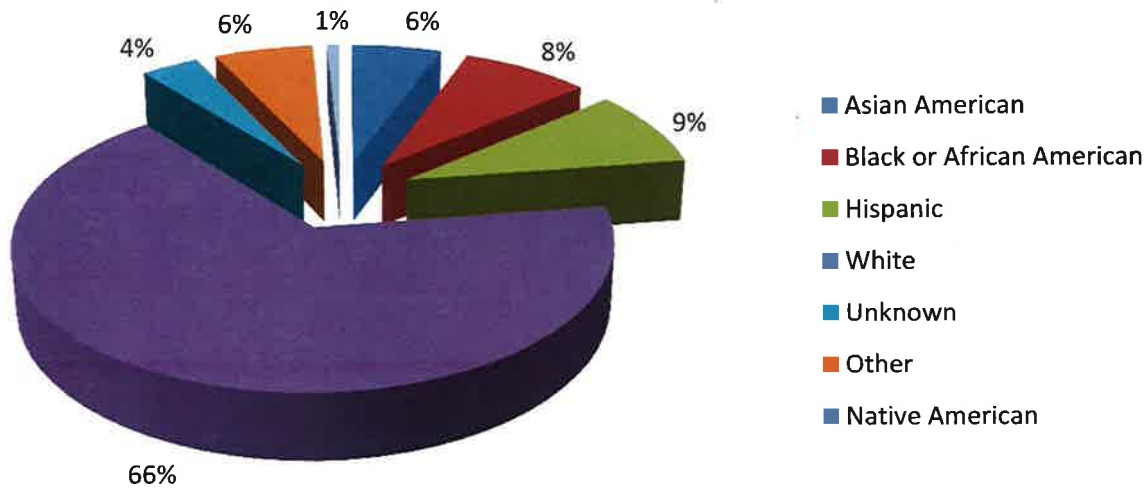


29%
ethnic diversity

Gender Diversity : Master of Urban Planning (UB | 2009-2010)

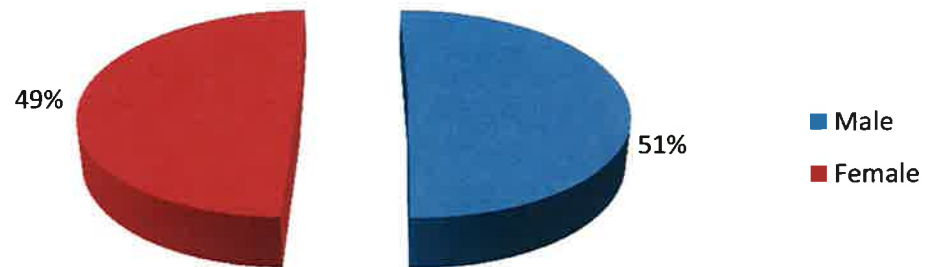


Ethnic Diversity : Graduate Planning Students (PAB | 2008-2009)

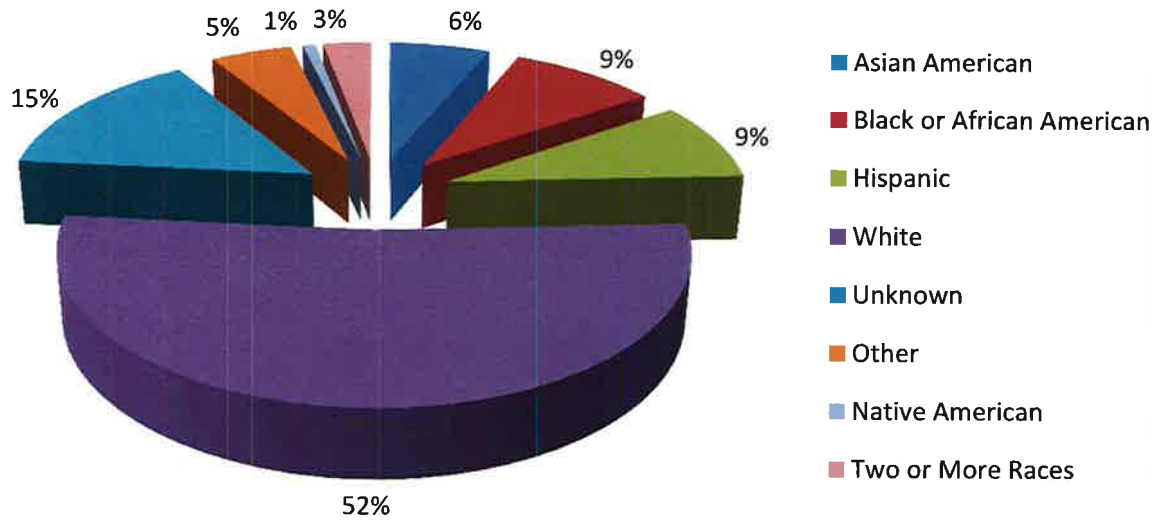


24%
ethnic diversity

Gender Diversity : Graduate Planning Students (PAB | 2008-2009)

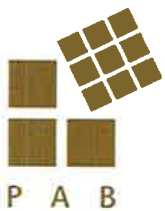
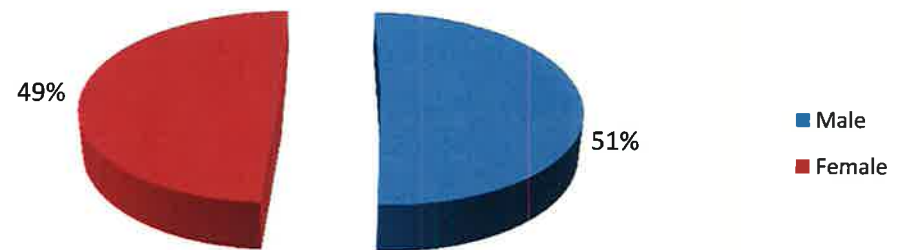


Ethnic Diversity : Graduate Planning Students (PAB | 2009-2010)



28%
ethnic diversity

Gender Diversity : Graduate Planning Students (PAB | 2009-2010)



| ACADEMIC YEAR | Male | Female | Domestic |
|------------------|------------|------------|------------|
| 2001-2002 | 50 | 14 | 64 |
| 2002-2003 | 67 | 28 | 95 |
| 2003-2004 | 57 | 22 | 79 |
| 2004-2005 | 60 | 22 | 82 |
| 2005-2006 | 56 | 21 | 77 |
| 2006-2007 | 54 | 23 | 77 |
| 2007-2008 | 49 | 25 | 74 |
| 2008-2009 | 49 | 20 | 69 |
| 2009-2010 | 67 | 16 | 80 |
| 2010-2011 | 62 | 21 | 83 |
| <i>Ten Years</i> | 571 | 212 | 780 |

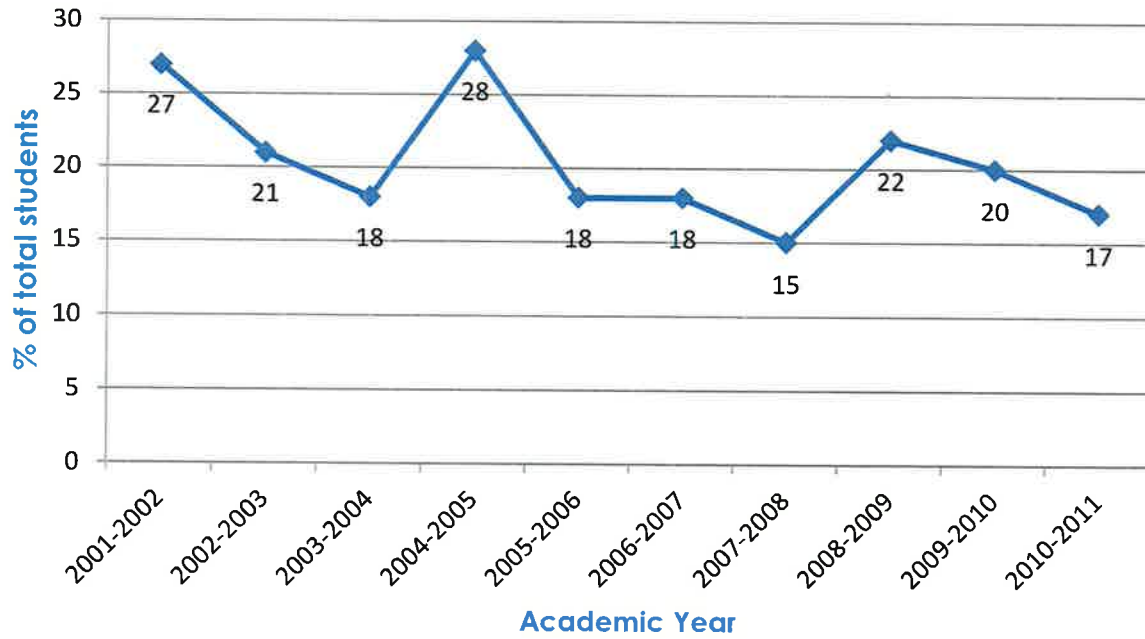
| ACADEMIC YEAR | Asian/PI | Black | Hispanic | White | Unknown | Other | Native American | Puerto Rican | ALL Domestic |
|------------------|-----------|-----------|-----------|------------|-----------|----------|-----------------|--------------|--------------|
| 2001-2002 | 2 | 9 | 4 | 44 | 3 | 0 | 0 | 2 | 64 |
| 2002-2003 | 7 | 10 | 3 | 68 | 7 | 0 | 0 | 0 | 95 |
| 2003-2004 | 5 | 7 | 2 | 60 | 5 | 0 | 0 | 0 | 79 |
| 2004-2005 | 4 | 4 | 2 | 64 | 8 | 0 | 1 | 0 | 82 |
| 2005-2006 | 6 | 2 | 4 | 57 | 9 | 1 | 1 | 0 | 77 |
| 2006-2007 | 6 | 5 | 2 | 61 | 5 | 1 | 0 | 0 | 77 |
| 2007-2008 | 6 | 4 | 1 | 57 | 7 | 0 | 0 | 0 | 74 |
| 2008-2009 | 7 | 2 | 8 | 44 | 10 | 1 | 0 | 0 | 69 |
| 2009-2010 | 9 | 3 | 3 | 51 | 13 | 1 | 0 | 0 | 80 |
| 2010-2011 | 5 | 3 | 3 | 57 | 12 | 2 | 0 | 1 | 83 |
| <i>Ten Years</i> | 57 | 49 | 32 | 563 | 79 | 6 | 2 | 3 | 780 |

ETHNICITIES

- Asian American
- Black or African American
- Hispanic
- White
- Unknown* / Other*
- Native American



Ethnic Diversity in BAED over 10 Years (UB)



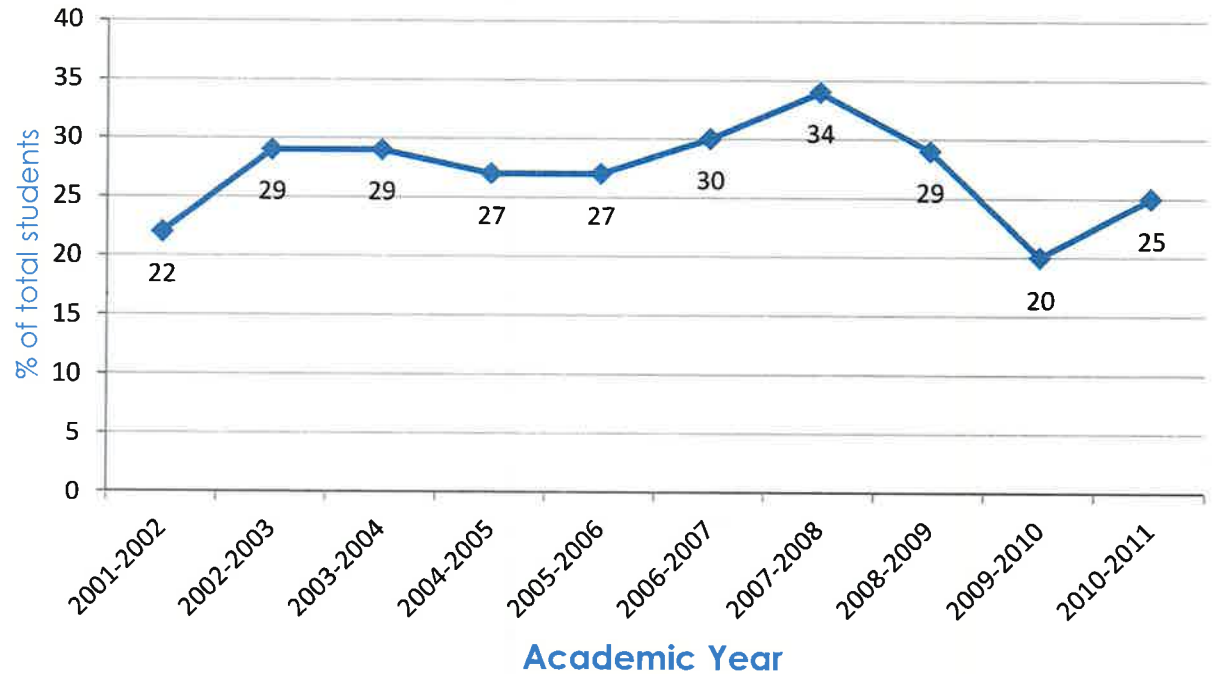
ETHNICITIES

- Asian American
- Black or African American
- Hispanic
- White
- Unknown* / Other*
- Native American

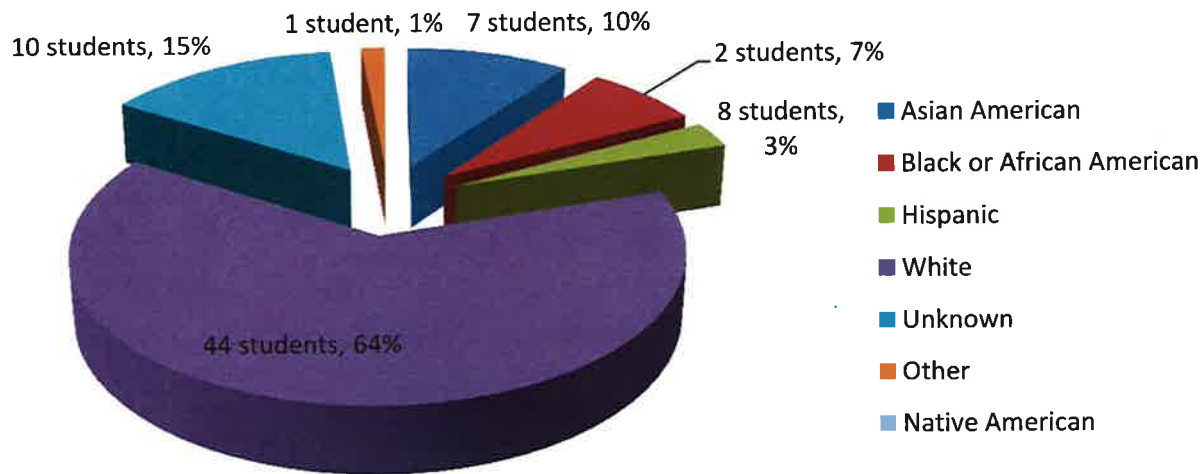


University at Buffalo
The State University of New York

Women in BAED over 10 Years (UB)

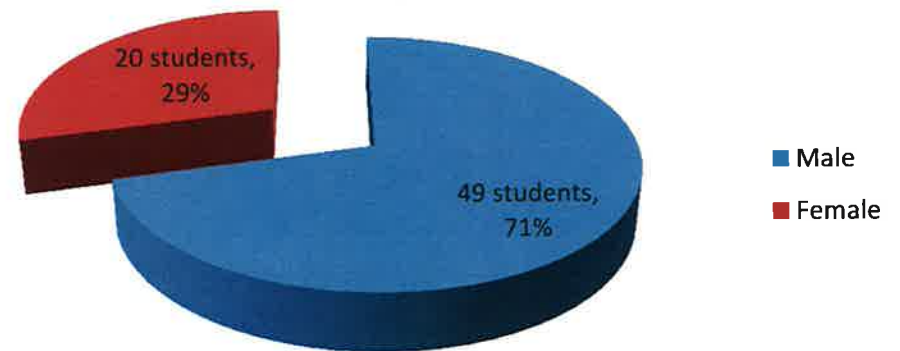


Ethnic Diversity : BA Environmental Design (UB | 2008-2009)

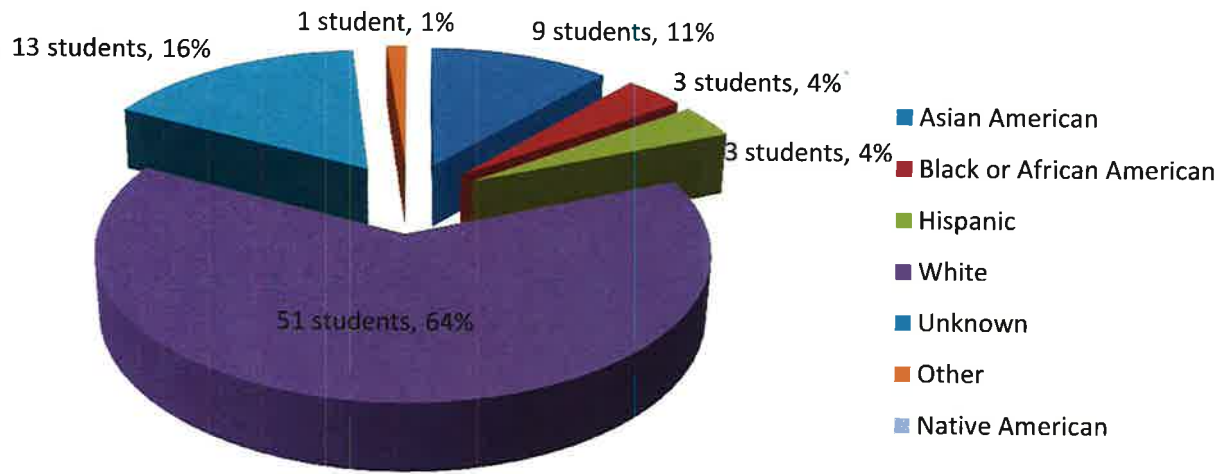


21%
ethnic diversity

Gender Diversity : BA Environmental Design (UB | 2008-2009)

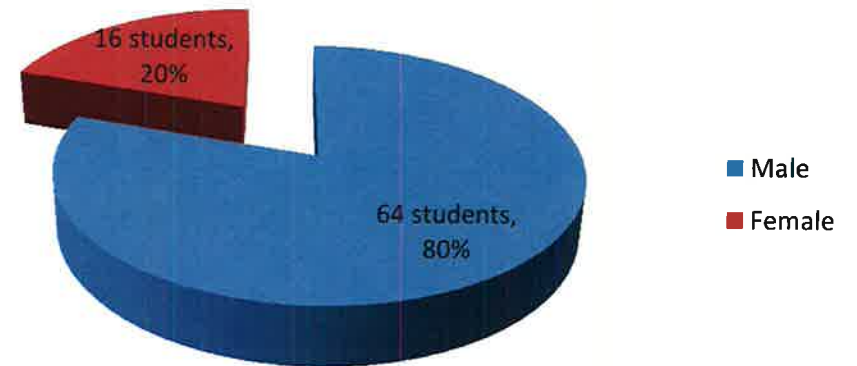


Ethnic Diversity : BA Environmental Design (UB | 2009-2010)



20%
ethnic diversity

Gender Ethnicity : BA Environmental Design (UB | 2009-2010)



University at Buffalo

The State University of New York

[best practices]

“In many cases our

web sites

place issues concerning the academic community, diversity, social relevance, and civic engagement in a background or nonexistent position. My mantra is: after arriving at the school's home page, **if you can't find these topics after three clicks then it probably isn't part of the school's public image**, and by inference it may not be an important part of the life of the school.”

In response to the 2008 NAAB report that highlighted that women comprise 41% of architecture students and graduates, yet they only comprise 26% of the faculty and even less of the profession - The ACSA Women's Leadership Council Recommendation:

“Have more senior women [on the faculty] **mentor** more junior women. If the old girls' club is not very big, at least it can be organized.”

“We must reach out to students in **K-12** environments in creative ways and demonstrate the **relevance of studying disciplines that engage the built and natural environments.**” “It is imperative that we situate architecture in the context of Science Technology Engineering and Math (STEM). That is not to say that architecture has to sever its bonds with the arts, rather we should **capitalize on the fact that architecture can uniquely animate lessons of STEM in ways that connect the abstractions of science and math with life experience.**”

Brian Kelly, University of Maryland School of Architecture, Planning, and Preservation
ASCA Designing Diversity
<https://www.acsa-arch.org/>

... 'majority' schools ought to be **partnering with HBCUs** because that is where so many African American students reside. Wilson writes of her Design Leadership Project as "open[ing] new networks for the exchange of academic and professional knowledge between the campuses of these important African American educational institutions and other architecture programs around the country.



Mabel O. Wilson, Director of the Design Leadership Project and
Associate Professor at Columbia University
Networking Diversity

“Leadership/Coordination activities take place along several fronts. At the MIT level, we work with established MIT **summer programs** that bring in high school and undergraduate students for enrichment activities. These programs give us the opportunity to **identify talent, introduce them to architecture and design, and strengthen our diversity brand at those students’ home institutions.**”

Inclusion/Retention activities are opportunities for our community to increase education, awareness, and dialogue around important diversity issues. SA+P community members participate in diversity dialogues and learn core skills (i.e., cross-cultural communication) for working within a diverse community. Our diversity snapshots...prompt reflection on how we perceive others and challenge us to reexamine our misconceptions. Our goal is to **gain fluency in recognizing and addressing those policies and practices that create barriers to the successful recruitment and retention of underrepresented talent.**”

“**Student Recruitment/Engagement**

involves engaging with underrepresented talent... both at MIT and nationally. We partner with affinity organizations and schools to identify talent early on. **We establish relationships with students, from grade school and upward, and introduce them to design and architecture.** We provide opportunities for prospective students to engage with our faculty, students, and staff.”

“**Faculty Recruitment/Engagement**

includes brokering connections between underrepresented talent and our faculty, and supporting search committees in their evaluation of diverse talent from unfamiliar schools and programs. Faculty leadership opportunities include faculty using personal and professional networks to identify talent and learning about **best practices for minimizing unconscious bias during the search process.**”

Robbin Chapman (MIT School of Architecture and Planning) in
*Inclusive Excellence: Achieving Diversity at MIT School of
Architecture and Planning*

<https://www.acsa-arch.org/files/faculty/ddoctober.pdf>

[diversity of the professions]

[more questions than answers]



According to the 2007 APA Diversity Subcommittee Report, fewer than 10% of American Planning Association members are minorities.

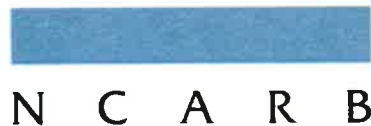
APA Diversity Subcommittee Report, 2007

<http://www.planning.org/diversity/forum/2007/pdf/taskforcereport.pdf>

[more questions than answers]



Holland+Knight



- Of AIA licensed Architects, as of May 2011:
 - 1% identify as African-American
 - 0% identify as American Indian/Alaska Native
 - 5% identify as Asian/Pacific Islander
 - 72% identify as Caucasian
 - 3% identify as Hispanic
 - 1% identify as Other
 - 18% are designated as Unknown

[AIA Initiatives, www.aia.org]

- According to the comprehensive study conducted by Mann and Grant, there are currently 1,806 African American architects, of whom 273 are women.

[Mann and Grant,]
<http://blackarch.uc.edu>

- NOMA reports 1,519 African American architects.
 - Using the NCARB total number of registered architects in the US, this works out to be approx. 15%

[Holland+Knight]

- US Census 2000 reports approx. 192,000 architects, yielding 20% women and 15% ethnic diverse

[Holland+Knight]

- NCARB reports approx. 101,000 architects.

[Holland+Knight]

[trends at national + city levels]

According to the US Census in 2000, the **US population** is composed as follows,

| | |
|-------------------|-------|
| Asians | 4.3% |
| African Americans | 12.9% |
| American Indians | 1.5% |
| Hispanic/Latinos | 12.5% |



and the population of the **Buffalo Niagara** region is composed as follows,

| | |
|-------------------|-------|
| Asians | 1.5% |
| African Americans | 11.7% |
| American Indians | 1.0% |
| Hispanic/Latinos | 2.9% |

US Census 2000

<http://censtats.census.gov/data/US/01000.pdf>

[hbcu programs]

There are seven accredited programs at HBCUs and over 110 other accredited programs in the United States.

“educational experts estimate that the seven architecture programs located at HBCUs teach 45-55% of African American students matriculating in the United State (some place the numbers considerably higher).” [Mabel O. Wilson at Columbia University]

The seven accredited HBCU architecture programs are located at Florida A&M, Hampton, Howard, Morgan State, Prairie View A&M, Southern, and Tuskegee

Professors Dennis Alan Mann (University of Cincinnati) and Bradford Grant (Howard University)
African American Architects and Their Education: A Demographic Study, 2003

http://blackarch.uc.edu/publications/aa_univ_2009.pdf

[toward a more diverse profession]

[Awareness + Building Recruitment]

Work with elementary, middle, and high school students to build awareness of the professions by contributing to their curricula. *

Invite HS students to ARC first year reviews and END presentations: hold discussion sessions afterwards

Invite HS students to observe Diversity and Design classes: hold discussion sessions afterwards OR include them in the in-class group discussions in a meaningful way.

Consider revitalizing the S.T.E.P. program and others like it.

*Planned for fall 2011

** Ongoing

*M. Beth Tauke, associate dean and associate professor,
University at Buffalo*

[Experience at SA+P]

Host beginning-of-year orientations that include “what to expect” sessions (Shannon is setting this up for graduate in the fall.)*

Set up curricula for incoming EOP students that helps them to prepare for studio. RJ established this several years ago. This program seems to be working much better than the prior model in which students were ‘thrown in’ and expected to sink or swim. **

Reinstitute the minority mentorship program in which Schomburg recipients work with students in the first year. Shannon is planning this to being in fall 2011. *

Continue ARC 211 Diversity and Design—a general education course (American Pluralism cognate) available to all students in the university. Has run since 2002 **

Continue incorporation of non-western and underrepresented traditions in Introduction to Architecture and the architectural history sequence (Ayad, Stratigakos, Steiner) **

Use class activities (where appropriate) to help underserved populations**

*Planned for fall 2011

** Ongoing

*M. Beth Tauke, associate dean and associate professor,
University at Buffalo*

[Experience at SA+P]

Examine critique practices, and evaluate the ways that critiques and other evaluation processes might affect students from underrepresented groups.

Investigate learning styles and evaluate ways that the curricula are responsive to multiple learning styles.

Incorporate additional social and cultural content into the curricula, especially into studio and history courses.

Launch Architecture and Education course in collaboration with the Buffalo Architecture Foundation and the Buffalo Public Schools to develop architecture related curricula for schools on the east side that need enrichment. *

Form NOMA chapter—is there an equivalent in Planning? *

Establish safe way to voice concerns.

Establish curricular plans for those who need to work full time or who have childcare responsibilities.

*Planned for fall 2011

** Ongoing

*M. Beth Tauke, associate dean and associate professor,
University at Buffalo*

[Post-Graduation]

Mentoring from practitioners---example: resume/portfolio building and mock interviews to prepare for jobs – alums could contribute to this.

*Planned for fall 2011

** Ongoing

*M. Beth Tauke, associate dean and associate professor,
University at Buffalo*

[Faculty]

Develop strategies to recruit outstanding underrepresented faculty with an attendant mentoring system to help new faculty to succeed.

Hire TAs that reflect the demographic of the school population to ensure that role models are available for all students.**

Ensure that faculty and TAs receive diversity instruction.

*Planned for fall 2011

** Ongoing

*M. Beth Tauke, associate dean and associate professor,
University at Buffalo*

[SA+P School Initiatives]

Ensure that underrepresented planners and architects are part of the school lecture series, and that topics about diversity are addressed in the lecture series. *

*Planned for fall 2011

** Ongoing

*M. Beth Tauke, associate dean and associate professor,
University at Buffalo*

[UB School of Architecture]

Architect Barbie—Despina Stratigakos and Kelly Hayes McAlonie have spearheaded this effort, and, as a result, UB is recognized as a program that fosters women in architecture. **

Universal Design Education Online: I am the editor of this extensive website which has several sections devoted to social justice and diversity in design. **

NEA HBCU Project – Beth Tauke is the PI of a project involving 7 of 8 HBCU schools with architecture programs. She writes: “The goal is to work with each school to figure out ways to incorporate inclusive design and social justice issues into their curricula. I see the HBCU schools positioned to become leaders in these areas among architecture schools nationwide. We have a lot of contact with the faculty, administrators, and students in the schools and could target these students for our graduate programs.” **

*Planned for fall 2011

** Ongoing

*M. Beth Tauke, associate dean and associate professor,
University at Buffalo*



University at Buffalo
The State University of New York

[thank you]



NCARB

Planning
Accreditation
Board



- +M. Beth Tauke *Best Practices and additional suggestions*
- +Brijhette Farmer *Data Representation/Design, Literature Search*
- +R.J. Multari *BSArch and BAED Data*
- +Donna Rogalski *Planning Data*



