

2013 SECOND PLACE

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LYCEUM

A traveling fellowship in Architecture

JURY



STUDENTS



90% INVISIBLE

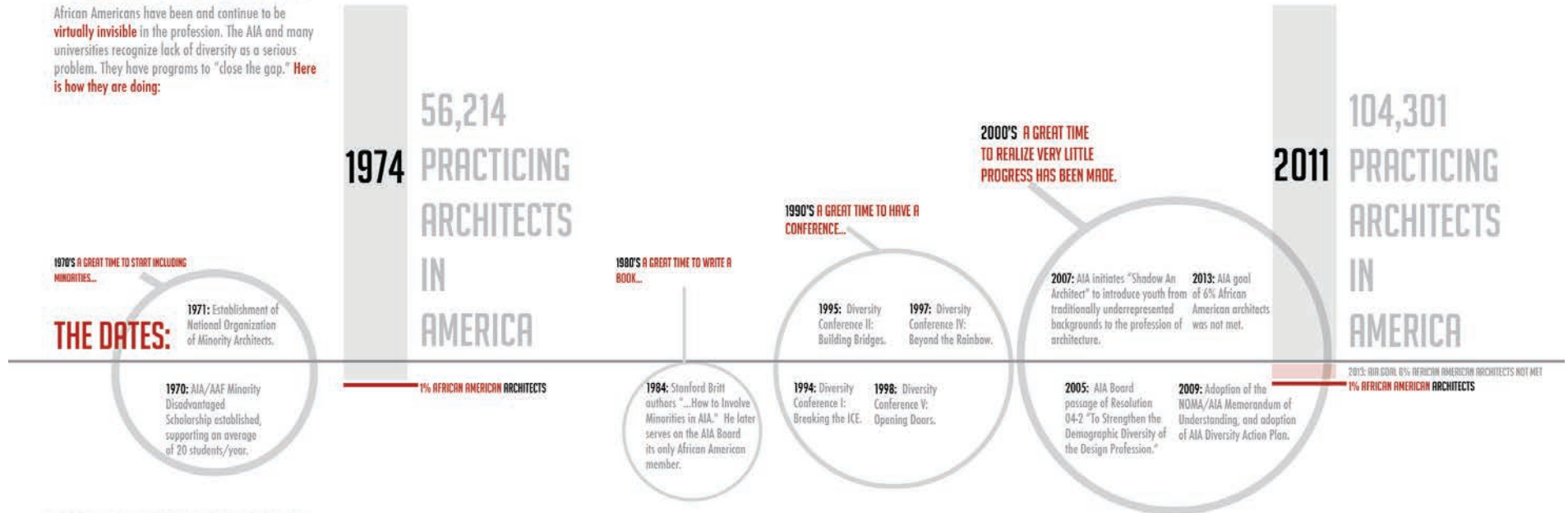
"OTHER 90%"



STRUCTURAL RACISM IS INVISIBLE. WE CAN SEE IT
ONLY IN THE ABSENCE OF DIVERSITY. **ARCHITECTURE**
SCHOOLS, THIS **LYCEUM** JURY, AND THE PROFESSION
OF ARCHITECTURE EXEMPLIFY THIS LACK OF
DIVERSITY. TO **UNDERSTAND** AND ADDRESS ISSUES
FOR THE OTHER 90% OUR PROFESSION NEEDS TO
INCORPORATE THE **“OTHER 90%”**

THE FACTS

African Americans have been and continue to be **virtually invisible** in the profession. The AIA and many universities recognize lack of diversity as a serious problem. They have programs to "close the gap." **Here is how they are doing:**

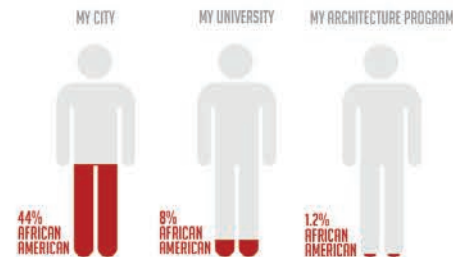
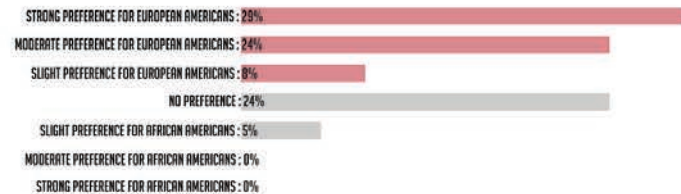


STRUCTURAL RACISM IS:

A system in which public policies, institutional practices, and cultural representations perpetuate racial inequality. Lack of diversity generates paternalistic designs that do not consider differences. These projects often exasperate problems.

STRUCTURAL RACISM FOSTERS INTERNALIZED RACISM, WHICH IS:

A set of beliefs and prejudices, about the inferiority of African Americans. When my fellow students in studio took the "project implicit" race automatic preference survey it became clear that my studio has an inherent bias in favor of European Americans



339 YEARS

If diversity continued to increase at my school at the current rate it would only take **339 years** for African Americans to be represented proportionately to the demographics of the city that hosts the university.

WHO GETS TO STUDY ARCHITECTURE?

African Americans continue **to be underrepresented** in architecture. Despite the best efforts of many well-intended people, **nothing seems to have changed** in the past 40 years. We need to fundamentally examine and evaluate how we select and educate architects to see if **structural racism is built into the systems of architectural education.**

HOW IT IS SUPPOSED TO WORK:



1) WORK HARD IN HIGH SCHOOL



2) TAKE THE SAT



OR THE ACT



3) CHOOSE A GOOD PROGRAM



4) INVEST IN YOUR EDUCATION



5) IDP: LEARN IN AN OFFICE

THE AMERICAN REALITY:

Avg GPA:
Asian students avg: 3.26
White students avg: 3.09
Hispanic students avg: 2.84
Black students avg: 2.69

SAT Combined:
All students avg: 1011
White students avg: 1063
Black students avg: 853

ACT Combined:
All students avg: 21.1
White students avg: 22.4
Black students avg: 17

In the USA there is:
1 professional PHD program
58 professional BArch programs
95 professional MArch programs

Tuition and fees:
For the 2010-11 academic year, annual prices for undergraduate tuition, room, and board were estimated to be **\$13,564 at public institutions.**

17,500 architecture firms grossed billings of \$26.0 billion 2011.

HOW IT WORKS AT MY SCHOOL:

Avg high school GPA for incoming architecture students:
3.55-4.00

Avg incoming architecture student SAT Combined:
1190-1300

Avg incoming architecture student ACT Combined:
27-30

My school there is:
1 professional MArch program

Tuition and fees:
\$10,784 in-state, \$25,816 out-of-state. Avg financial aid package: **\$8,358**, Avg of financial need met: 68%

96% Co-op placement. Students who are accepted have a good shot of getting most of their IDP done.

WHAT IS THE CAUSE OF THE PROBLEM?

1: African Americans tend to grow up in more stressful environments: increased levels of stress hormones physically affect a child's ability to take on tasks like sitting still, dealing with authority, and concentrating on boring tasks.

2: African American children are six times more likely to get asthma. Asthma is the number one cause of school absenteeism.

1: Apprehension is enough to ensure poor performance: "stereotypes threat" the fear that poor performance on a standardized test will confirm negative stereotypes actually causes minorities to perform less well. However, "Value affirmation exercises" exercises designed to make the test takers think about why they are valuable, shrinks the performance gap by 40%

2: Education, wealth and type of schooling only marginally affect the gap test scores. However, African American children who are adopted into white households test significantly higher than their contemporaries. This shows that cultural reference built into the tests are more accessible white students

1: Over 50% of African American architecture students choose to go to Historically Black College and Universities (HBCU). These are environments where students are less likely to face the everyday prejudices and stereotypes they would face in white dominated schools.

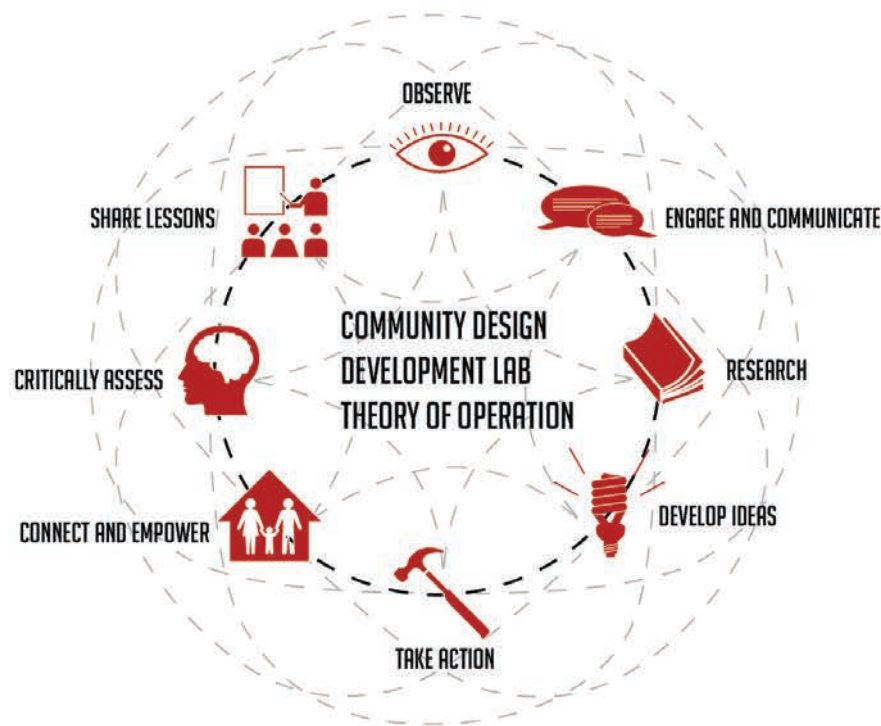
1: Most scholarships are awarded based on GPA and standardized test scores.

2: It is hard to financially justify an architecture degree. High educational cost and low salaries are typical. The mean salary for a BArch student is \$41,012. The mean salary for architects is \$96,000 (compared to engineers with a mean salary of \$103,720)

3. African Americans spend less on education. Spending 1.6% of their income on education compared to 2.1% national average.

About 24% of architects are unemployed. Internalized and interpersonal racism make it particularly hard for African American architects to find jobs. This is particularly true in the southern regions of the United States.

WE NEED TO CHANGE THE SYSTEM



A PROGRAM OF ACTION:

"We should not be talking about what we are going to do to a community... We should be talking about what we are going to do *with a community*"

1: USE MORE HOLISTIC METHODS TO MEASURE A CANDIDATES WORTH

Stop using SAT/ACT/GPA as the measure of candidates worth. Studies show that success in college is based mostly on "non-cognitive" skills such as confidence, leadership, perseverance, or the ability to maintain a positive attitude after a failure. *These skills can be developed at any age, primarily through mentorship.*

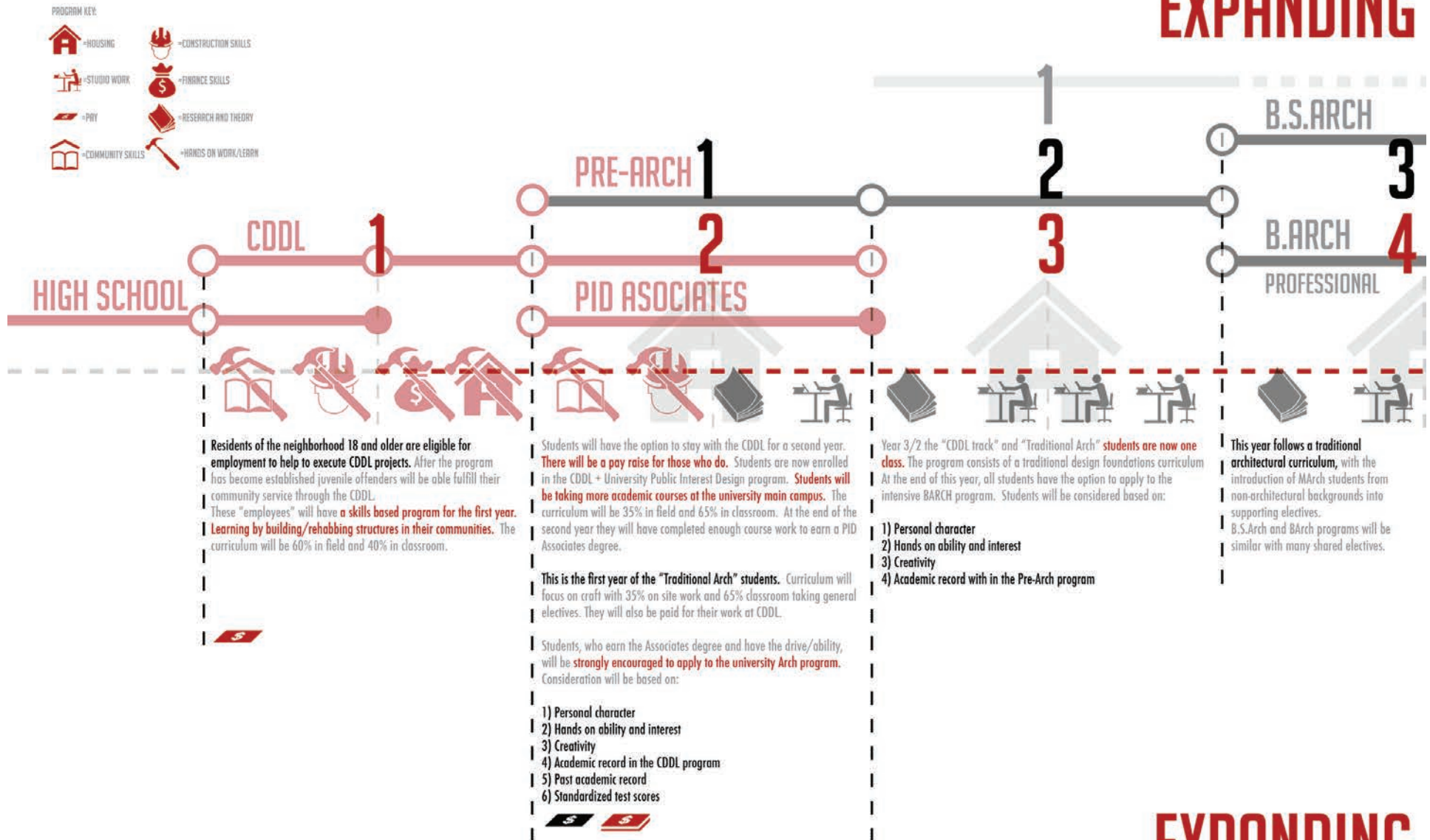
2: WIDEN THE AVENUES TOWARDS ARCHITECTURAL EDUCATION.

Set up a Community Design Development Lab (CDDL) to provide public interest design (PID) and Community Based Development (CBD) services to predominantly African American neighborhoods. Use the CDDL to recruit, prepare, and qualify students to succeed in architecture schools. The CDDL faculty is made up of professionals, university faculty and staff who will assess students' "non-cognitive" skills for entrance to the university's architectural program.

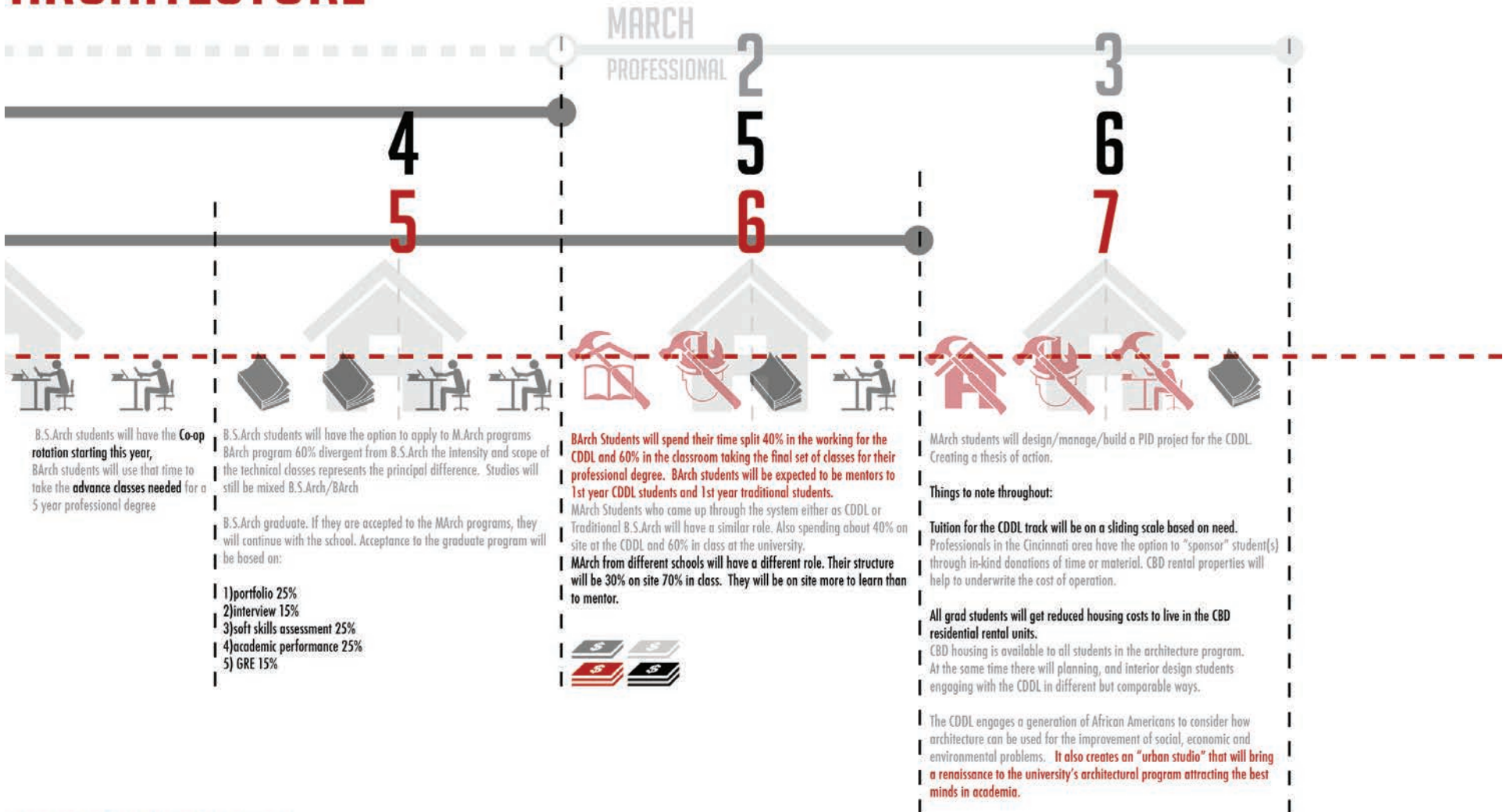
3: WIDEN THE IMPACT OF ARCHITECTURE.

Residents of the neighborhood 18 and older will be hired to design and build the PID/CBD projects for the CDDL. *These projects will be focused on evaluation of needs and DIY improvement in disenfranchised areas.* The projects will physically improve the areas by empowering residents to use design to change their communities from the ground up. The CDDL will offer a PID academic supplement for employees and residents designed to dovetail into a series of degree paths.

EXPANDING



ARCHITECTURE



ARCHITECTS

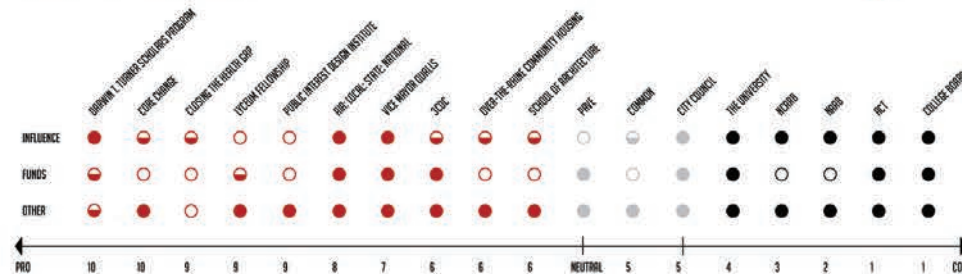
WHAT DOES THIS HAVE TO DO WITH TRAVEL ?



LOCATION



ALLIES AND OBSTACLES



Travel is fundamental to an architectural education. It is part of how we learn about design. However, it presents yet another barrier to minority students. I could tell you that by leaving my city and traveling I would develop a clearer perspective on the problem; or how by visiting some particular program or community overseas, I could learn about different ways to address our common problems. I believe this to be valid. However, I strongly believe at the end of the day, the only way anything is going to change will be when someone rolls up their sleeves and starts working. We need a passionate, intensive commitment to getting the CDDL or a similar program going to redefine how we select and teach architects.

I HAVE THAT PASSION.

I see the lack of diversity in architectural education as a solvable problem. I am beginning to understand and care about this issue in a deeply personal way. I think the implications of a truly diverse architectural program are exciting and could impact the world in unforeseen and far-reaching ways. I would use the prize to travel about 25 blocks to the west side neighborhood of Cincinnati to work on getting the program introduced, grounded, and running. The Lyceum Foundation would essentially be sponsoring me to work full time on the CDDL. The program needs to be organized to be self-sustaining financially and educationally. I would start the CDDL as a nonprofit 501c and would work to engage local resources in cohesive ways to start re-defining the way architecture schools select students and produce realistic and useful PID/CBD projects. This competition challenges us to use our education to take an active role in shaping the world for the better. I say: If we want to change the world let's start at home and change ourselves. I am willing to step up to that challenge.