



SAH Data Project Report

Architectural History in the United States:

*Findings and Trends
in Higher Education*

SOCIETY OF
ARCHITECTURAL
HISTORIANS

Students who plan to earn an architectural history-related graduate degree reported much lower interest in tenure-track teaching as an ideal career when compared to people who are currently enrolled as graduate students.



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*Findings and Trends
in Higher Education*

SOCIETY OF
ARCHITECTURAL
HISTORIANS

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Preface

When The Andrew W. Mellon Foundation made a grant to the Society of Architectural Historians in late 2018 to collect and interpret data on the status of the field of architectural history in U.S. higher education, we had no idea how important the findings of this project would be. Organized in 2019, the project aimed to collect data largely through three major surveys that gathered statistics and opinions from students, faculty, and institutions starting in February 2020. A parallel effort assembled data focused on doctoral dissertations and architectural history books from 2003 to 2018.

Then the world changed. Starting in mid-March 2020, the SAH Data Project competed for scarce time from our survey respondents as institutions and businesses worldwide shut down due to the COVID-19 pandemic and pivoted to collaborative virtual work and information-sharing models. In June 2020 worldwide outrage over the killings of George Floyd, Breonna Taylor, and other people of color brought about a societal “turn,” which refocused attention from hoping for a more just, equitable, and inclusive world to actually creating that world.

Although the SAH Data Project focused from the start on issues of equity and social justice in our field of study, we now look at the vast amount of data collected during the project with new eyes. We at SAH are incredibly grateful to The Andrew W. Mellon Foundation for supporting this research project so that the leadership of SAH will have hard data at their fingertips to support the organization’s current and future directions. Those directions will be developed through the SAH Inclusion, Diversity, Equity,

Accountability, and Sustainability (IDEAS) Committee, which first met in spring 2021; through the SAH Strategic Planning Committee, which began its work in summer 2021; and the SAH Bylaws Review Committee, which will begin in fall 2021. No other SAH Board or long-range planning committee has ever had the benefit of so much hard data and interpretive commentary on which to base future plans.

This SAH Data Project report and the timing of its release are gifts of both information and tools. It will help SAH leadership and members map out a diverse, equitable, and inclusive organization that will be able to better serve those who share a passion for the history of the built environment writ large. Far from being a report that will sit on a shelf, the SAH Data Project findings are part of a living document that SAH, individuals, and institutions of higher education will benefit from and will revisit time and again for years to come. This report brings together data showing change over time in our field in the United States, the focus of the Mellon Foundation’s philanthropy, which lays bare both SAH’s many legacies as well as promising areas of growth that will hasten change and refocus the organization’s priorities. As former Mellon Foundation Vice President Mariët Westermann said when we started this project, “If you can’t measure it, you can’t address it.” We are delighted to be able to measure many historic aspects of the profession and to address the current challenges in the field locally and internationally to build an equitable and socially just future with conviction.

Introduction

Pauline Saliga, Executive Director, Society of Architectural Historians
and Sandy Isenstadt, Professor, Department of Art History, University
of Delaware, and Co-Principal Investigators for the SAH Data Project

Several years ago, a handful of architectural historians, including Dianne Harris, then Senior Program Officer at the Mellon Foundation and a past President of SAH, came together to discuss how the academic field of architectural history was faring.

Was it, like many other humanities disciplines, dwindling through shrinking enrollments and shuttered departments?

Were its core concerns regarding the formation and history of the built environment vanishing or were they being pursued and disseminated beyond the college campus, in venues such as online journals, blog posts, and podcasts? Were its ongoing insights regarding the spatial and material dimensions of societies both past and present on the wane? The assembled colleagues were rich in anecdotes but had little data to support their hunches.

These questions engaged officers at the Mellon Foundation, who agreed they were serious enough to warrant thorough investigation. They asked Dr. Harris to approach SAH to explore the feasibility of an empirical approach, to gather data to try to flesh out some answers. As the conversation developed, the primary objectives of such a study emerged: to determine whether, where, and how the discipline

might be thriving or faltering; to ask how the field has changed over time; to weigh whether new programs, such as Architectural Studies or Interdisciplinary Studies, have taken on the responsibility to educate students in institutions of higher learning about the built world they inhabit. These issues came to be gathered under the single rubric of “health,” with SAH assenting to lead a study to ascertain the health of the field.

With these parameters in mind, SAH Executive Director Pauline Saliga drafted a grant proposal and invited then SAH President Sandy Isenstadt to serve as co-Principal Investigator (co-PI). In addition to outlining in detail the mechanics of a data-gathering study, the proposal authors reasoned that an understanding of the built environment, from its technological underpinnings to its political formation, as both a finite resource and as a crystallization of social relations, was foundational to an educated and engaged citizenry. Thus, the study would ask whether higher education in the United States possessed a healthy means of engendering this understanding. Whatever answers might be forthcoming would have the potential to shape future SAH initiatives and to guide subsequent support from grant-making agencies.

In December 2018, SAH was awarded a grant from the Mellon Foundation to conduct a 24-month data-gathering project to assess the health of the fields of architectural, landscape, and urban history at institutions of higher education in the United States. Due to the timing of the COVID-19 pandemic, it grew to a 33-month project.

The co-PIs recruited Abigail Van Slyck as Chair of the SAH Data Project Advisory Committee, a past President of SAH, Dayton Professor Emerita at Connecticut College, and an award-winning architectural historian in her own right. Together, they hired the SAH Data Project Researcher, Sarah M. Dreller, who holds a doctorate in architectural history from the University of Illinois at Chicago and who collaborated with the team to implement the project. The team also engaged Assistant SAH Data Project Researcher Catherine Boland Erkkila, an architectural historian who earned her doctorate at Rutgers University, to classify data about architectural history dissertations and books and who later served as copy editor of this report. The team also appointed and worked closely with an SAH Data Project Advisory Committee, which met quarterly throughout the process to assure the project's breadth and relevance.

From the start, questions of social justice were central to this study. Based on the convictions both of its leadership and membership, SAH had been advancing such issues on multiple fronts, including an array of Affiliate Groups dedicated to specific concerns such as minority representation; initiatives of the SAH American Architecture and Landscape Field Trip Program to augment access for underserved students to urban heritage sites; and the SAH IDEAS Initiative with its goal of disassembling SAH's systems and practices and reassembling the organization as a diverse, equitable, and inclusive learned professional association. With the goal of appraising the presence and potency of such values across the full range of respondents, the surveys were designed to collect relevant demographic data, such as race/ethnicity, gender identity, and different abilities, as well as to capture personal experiences through open-ended narrative questions.

The SAH Data Project has been, from the start, a deeply collaborative project. We owe thanks to many.

First, we thank The Andrew W. Mellon Foundation for kindling and supporting this project and for its benevolent flexibility with deadlines in the wake of the COVID-19 pandemic. We are grateful as well to numerous groups and individuals whom we consulted at various points during this project: all the SAH Data Project Advisory Committee members who spoke with us during several days of one-on-one interviews conducted at the 2019 SAH conference in Providence, Rhode Island; the same Advisory Committee who offered wise counsel for more than two years; participants in a great many in-person and virtual workshops who provided valuable feedback on draft findings and data visualizations; and many others who took the time to offer recommendations to help refine and advance this effort.

This report could not have come at a more opportune time as it clearly shows us where interventions in our field are most needed. The data reveal actionable items such as establishing more initiatives designed to mentor architectural historians of color and to develop pipeline programs designed to create educational opportunities for pre-collegiate students interested in the history of place.

Readers will discover many trends and insights in the findings that follow. Some will confirm anecdotes and common presumptions; some will confound or contradict them; some will offer no resolution and may even muddy perspectives further. But rather than causing anxiety, we see these as places where additional data gathering is warranted and where open conversations might reveal the underlying reasons for such results. We invite all readers to join us in unlocking the wealth of data contained in this report and to respond to it with insights and initiatives that guide SAH toward a robust, inclusive, and effective future.

Critical Considerations of the Field:

SAH's Data Collection Efforts, Then and Now

Abigail A. Van Slyck, Chair, SAH Data Project Advisory Committee,
Dayton Professor Emerita, Connecticut College

The questions at the heart of this study are simply put. How is the discipline of architectural history faring in institutions of higher education in the United States? In what ways is the field thriving? In what ways is it struggling? How has the field changed in the past thirty years?

Answering these questions is arguably more pressing today than at any time in recent memory, given the current complexity of the discipline's intellectual and institutional landscape. Part of that complexity derives from the fact that the very definition of what constitutes architectural history has been expanding. A rich and varied endeavor, it touches on the history of the built environment at all scales—conventionally characterized as interiors, buildings, landscapes, and

cities—as well as the study of cultural landscapes that are not consciously designed, but rather assembled through the actions of a range of people. One consequence of this intellectual richness is that architectural historians working in academia in the United States are now housed in a wide variety of program and department types and within a broad range of institutional settings.

Recognizing the discipline's expanded purview, the SAH Data Project gathered institutional data from an array of American colleges and universities while also asking faculty and students to reflect on their experiences within, and their aspirations for, the field. (Although the project uses a capacious definition of architectural history, it remains tightly focused on institutions of higher education in the United States. The study includes neither architectural history faculty and students pursuing their scholarship in other countries nor architectural historians currently working outside the academy.)

The project's analytical framework rests on five leading indicators of disciplinary health, comparable perhaps to vital signs taken during a medical examination. These include:

Architectural History Student Enrollment, Institutional Support, and Student Debt Load.

A thriving discipline reaches students at all levels of undergraduate and graduate education, including those who opt to focus their studies on architectural history, as well as those concentrating in a different field who may take one or two architectural history courses. Likewise, faculty and students in a thriving discipline enjoy robust institutional support for their academic endeavors in the form of funding packages, research support, and professional development opportunities.

Equity Concerns and Barriers to Access.

A thriving discipline is one that constantly strives toward equity, valuing the full participation of students and faculty who are as varied in terms of race, ethnicity, gender, sexuality, class, and physical ability as the country at large. Given the tenacity of white privilege in the United States, a discipline working assiduously to meet that goal must identify and confront the barriers to access that undermine all forms of equity and particularly those inflected by race.

Creating and Sharing Knowledge.

A thriving discipline is characterized by the production of new knowledge across all areas of the field. In the case of architectural history, this includes studies that, collectively, engage every period of history and every part of the world and that apply a wide range of theories and methods. A thriving discipline also shares that knowledge throughout the academy: in challenging classes, via specialist publications, and through interdisciplinary conversations with scholars in related fields.

The Architectural History Professoriate and the Tenure-Track Job Market.

A thriving discipline is one in which its practitioners can find steady employment that allows them to engage with the field in ways that they find meaningful and, in turn, that society finds worthwhile to support.

Resonance and Public Engagement.

A thriving discipline finds an audience beyond the academy, either by engaging issues of concern to a wider public or by sharing scholarly insights in a range of public fora.

If this is a particularly opportune moment to look closely at the state of architectural history in higher education in the United States, it also means that SAH is particularly well positioned to undertake the review. Significantly, SAH is located outside the academy and has no vested interest in any of the particular program types examined in the report. At the same time, SAH's membership, collectively, has scholarly expertise and lived experience with every corner of the field, every program situation, and every institutional type. SAH's annual conference, publications, programs, and activities are the principal venues in which architectural historians of all stripes exchange ideas and work together to shape the field.

Indeed, this is not the first time SAH has provided opportunities to review the field. In 1988, SAH and the Center for Advanced Study in the Visual Arts co-sponsored a symposium on the Architectural Historian in America, which resulted in a collection of historiographical essays published in 1990 in honor of the Society's 50th anniversary. In the first sentence of that volume's first essay, Elisabeth Blair MacDougall noted that "the beginning of professional architectural history in America is usually dated in the 1880s, when courses were first introduced in the early schools of architecture and in some college art history curricula," acknowledging the extent to which architectural historians' institutional affiliations were integral to the recognition of the field as a discipline.¹ Some of the essays that followed examined the impact of the architectural historian's institutional location on their scholarly output. None of the essays, however, examined the current state of architectural history in higher education, although Peter Kaufman and Paula Gabbard offered an appendix listing all of the doctoral dissertations on architectural and planning history completed in the United States between 1898 and 1972. Their analysis of this list revealed that a full 66% of the 370 dissertations in architectural history had been produced at just seven private universities located in the northeast: Harvard, New York

University, Columbia, Yale, Princeton, Johns Hopkins, and University of Pennsylvania; in their view, this state of affairs simply "confirm[ed] much conventional wisdom about American higher education."² Noting that fully two-thirds of the 412 dissertations had been completed since 1960 and that more dissertations were completed in the single year 1971 than before 1940, they characterized the trend in glowing terms, as "the steady mushroom growth of the discipline of architectural history."³

A decade after the 1990 volume of essays was released, the beginning of a new millennium offered another moment for SAH to review developments in the field, this time in the form of a special double issue of the *Journal of the Society of Architectural Historians* (JSAH). In contrast to earlier reviews that had been exclusively historiographical in focus, editor Eve Blau invited contributors to focus on the "significant transformation" of the field in the previous thirty years. Equally important, she devoted the first of the special issue's three parts to "the principal institutional structures in which architectural history operates"—the academy, to be sure, but also museums, historic sites, and cultural agencies (key among them ones involved with historic preservation), as well as publishing.⁴ Essays on the academy charted the rise of doctoral programs in American schools of architecture, noted with some dismay the disjunction between architectural history and its parent field, art history, and argued for historic preservation's potential to enrich collaborations between historians and designers.⁵ These shifting institutional sands were also raised in essays about the rise of architectural theory, among them Mark Jarzombek's reflections on the ways in which "the scholarly protocols of the humanities" were making architectural history "ever more remote from the concerns of architectural practice," a situation that challenged contemporary scholars "to deal with the problem of how to interrelate the differing and increasingly contradictory locations of architectural history."⁶

If these considerations of the field called out the special challenges confronting architectural history as it sought to maintain its place within the academy, subsequent commentaries, particularly those written after the economic downturn of 2008, acknowledged a situation in which a broader crisis in higher education compounded the problems facing the field.

In 2015, for instance, two years before she joined The Andrew W. Mellon Foundation as a Senior Program Officer, SAH past President Dianne Harris marked the fifth anniversary of JSAH Online with a brief essay on the future of architectural history, highlighting structural changes that had overturned the status quo in the U.S. academy. Not only was funding for research travel in jeopardy, but the discipline—with its “educational influence mostly confined to departments of art history and to professional schools offering environmental design degrees”—seemed vulnerable in more fundamental ways. Curricular shifts, she noted, had diminished the role of architectural history courses in some architecture schools, while art history departments and others in the humanities were seeing dropping numbers, as students increasingly avoided “almost any major that does not apparently lead to instant employment in a highly remunerative career.” Harris remained sanguine about the future of the field, as she imagined architectural historians “reconfiguring ourselves less as members of a department or college and more as citizens/scholars of the university at large,” in order to find and engage new audiences and ultimately to achieve “increased levels of public understanding about the significance and value of the built environment as it structures everyday life.”⁷

If anything, the challenges Harris identified have intensified in recent years, as institutions of higher education grapple with a number of compounding factors, not least of which are demographic changes resulting in smaller numbers of high school graduates, although the size of what has often been called a “demographic cliff” varies by region. Fewer of those young people are opting to attend college at all,

swayed by a public discourse that defines the value of higher education solely in monetary terms and sees a college degree—with its specter of crippling student debt—as a poor return on investment. In many institutions, the ethical commitment to enroll a robust and diverse student body has meant more resources devoted to financial aid budgets, sometimes to the point of undercutting tuition revenue and hobbling a school’s fiscal health. Struggling to make ends meet, colleges and universities have turned to a range of strategies for reducing costs—cutting the number of faculty and staff they employ and in both realms turning to part-time and adjunct labor to shrink their outlay on salaries and benefits. Doctoral programs have been slow to respond to these new realities, continuing to prepare students narrowly for university teaching jobs, which (according to current estimates) only one in eight will secure. As one recent article in *The Chronicle of Higher Education* put it, “the PhD simply isn’t working right now.”⁸ And, that was before the global pandemic upended everything.

In the face of these challenges, a chorus of voices has sought to shift the terms of the debate, emphasizing the civic and democratic purposes of higher education.⁹ The SAH Data Project grew out of the recognition—shared by SAH and the Mellon Foundation—that architectural history can play an important role in this vision of higher education. Indeed, it builds upon the Mellon’s Architecture and Urban Humanities initiative and its recognition that

“spatial relations and the way any society organizes finite cultural and material resources in the formation and maintenance of the built environment are constituent dimensions of political life and, as such, are foundational to a democratic citizenry’s ability to function and make informed decisions about the public realm.”¹⁰

In launching the SAH Data Project, SAH signaled its commitment to understanding the present state of the field in order to help architectural historians examine the part we can play in sustaining an equitable and robust democracy.

To address this context, the SAH Data Project took a different approach to assessing the state of the field, using several survey instruments (described in the methodology section) to examine in some detail the range of institutional situations in which architectural historians teach. (It is worth noting that other professional societies have a long history of data-based analysis of the field. The American Historical Association regularly generates such reports, often using data collected by the U.S. Department of Education or more recently on LinkedIn.) For the SAH Data Project, it was important to cast a wide net, one that extended well beyond private universities in the northeast (the institutions that featured prominently in the Kaufman and Gabbard appendix of 1990) to include public universities, liberal arts colleges, art schools, and community colleges in every region of the country. The surveys were also designed to elicit information from both administrators, who shared long-term trends about issues like enrollments and departmental demographics, as well as from faculty at all ranks, including contingent faculty, and students at all levels. Within the universe represented by the 265 faculty respondents who identified the program of study in which they teach, only 14% taught exclusively in art history programs, with only 15% teaching exclusively in professional design programs. In contrast, 71% indicated that they teach in more than one type of program. In short, the survey data provides insights into a wide range of institutional settings.

As a result, the project assembled a greater amount of information than has ever been collected before about the variety of institutional settings in which architectural history—broadly defined to include architecture, landscape architecture, urban planning, and the cultural landscape—is taught,

who is teaching, what they are teaching, how they are teaching, and how many students they are reaching. At the same time, the surveys also included questions designed to understand how architectural historians understand their scholarly careers beyond the classroom: their research interests, the venues in which they share their research, their larger career goals, and the types of institutional support they receive. Having elicited responses from scholars who received their doctorates in every decade from the 1970s to the 2010s, the surveys have also provided opportunities to track how different generations of architectural historians frame their aspirations for the discipline. Thanks to the number of respondents who were willing to share demographic data about themselves, it has also been possible to correlate attitudes toward and experiences within the discipline with gender, race and ethnicity, disability, and other aspects of social location. Among other things, this data points to clear, serious, and consistent barriers to access for those who are first-generation college students and for those with disabilities, while also revealing that the important labor of teaching courses with global content falls disproportionately on the shoulders of international faculty. In other words, our approach has made it possible to ask hard questions about the ways in which white privilege functions within the discipline, while also suggesting areas where institutional change is needed most.

Given the timing of the surveys, which launched in early March 2020, there is a risk that the SAH Data Project has captured a data-rich picture of a world that no longer exists. The pandemic has forced institutions of higher education to undertake drastic, and in some cases, permanent change. Yet, as students, faculty members, and administrators engage in the work of forging the future—for themselves and for their institutions—they will benefit from a deep understanding about what was and what was not working in the recent past. In that spirit, the SAH Data Project presents its findings.

¹ Elisabeth Blair McDougall, “Before 1870: Founding Fathers and Amateur Historians,” in *The Architectural Historian in America*, ed. Elisabeth Blair McDougall (Washington: National Gallery of Art, 1990), 15.

² Peter Kaufman and Paula Gabbard, “Appendix: American Doctoral Dissertations in Architectural and Planning History, 1898–1972,” in *The Architectural Historian in America*, ed. McDougall, 289.

³ Kaufman and Gabbard, “American Doctoral Dissertations,” in *The Architectural Historian in America*, ed. McDougall, 288.

⁴ Eve Blau, “Introduction, Architectural History 1999/2000: A Special Issue of *JSAH*,” *JSAH* 58:3 (September 1999), 279.

⁵ Stanford Anderson, “Architectural History in Schools of Architecture,” *JSAH* 58:3 (September 1999), 282–290; Alina A. Payne, “Architectural History and the History of Art: A Suspended Dialogue,” *JSAH* 58:3 (September 1999), 292–299; and Daniel Bluestone, “Academics in Tennis Shoes: Historic Preservation and the Academy,” *JSAH* 58:3 (September 1999), 300–307.

⁶ Mark Jarzombek, “The Disciplinary Dislocations of (Architectural) History,” *JSAH* 58:3 (September 1999), 489–490.

⁷ Dianne Harris, “Field Note: Architectural History’s Future,” *JSAH* 74: 2 (June 2015), 150–151.

⁸ Leonard Cassuto and Robert A. Weisbuch, “The PhD Isn’t Working,” *The Chronicle of Higher Education* 67:9 (January 8, 2021), 30.

⁹ The American Association of Colleges and Universities launched its LEAP (Liberal Education and America’s Promise) initiative in 2005 (before the economic downturn) to advocate for the role of liberal education in a democracy, a theme that the organization continues to sound in *What Liberal Education Looks Like: What It Is, Who It’s For, and Where It Happens* (Washington, D.C.: AAC&U, 2020). See also Michael S. Roth, *Beyond the University: Why Liberal Education Matters* (New Haven: Yale University Press, 2014).

¹⁰ Pauline Saliga and Sandy Isenstadt, “The SAH 2019 Study on the State of the Field of Architectural History,” October 26, 2018.

SAH Data Project Key Findings

Architectural history enrollment and degree completion trends over the past decade are very mixed. General education enrollments and completed doctoral degrees have increased while completion of architectural history-related undergraduate and master's degrees are down.

[read more: Architectural History Student Enrollment, Institutional Support, and Student Debt Load]

Across all institution types, the ten-year enrollment trends for students who self-identify as women are down and for students who self-identify with at least one non-white U.S. Census racial/ethnic demographic group are effectively flat.

[read more: Architectural History Student Enrollment, Institutional Support, and Student Debt Load]

The vast majority of programs where architectural history is taught offer some form of introductory architectural history course or set of courses with a broad temporal and geographic scope and with content that includes global/non-Eurocentric traditions. In general, enrollment in these courses is trending slightly upward.

[read more: Resonance and Public Engagement: Social Justice-Themed Architectural History Courses, Research, and Publications]

Current doctoral students reported incurring less student debt before enrolling in their doctoral programs than current master's degree students expect to incur during their studies.

[read more: Architectural History Student Enrollment, Institutional Support, and Student Debt Load]

Three-quarters of faculty and students reported that they had had some type of meaningful encounter with architectural history before college and that the most common "pipeline" encounter type for both groups by far was touring buildings/historical societies/museums. Almost everyone said they had taken their first architectural history-focused college course as an undergraduate rather than as a graduate student. This clear alignment across multiple generations of architectural history pre-college experiences suggests a positive correlation between firsthand experience with historic architecture pre-college and subsequent disciplinary interest.

[read more: Equity Concerns and Barriers to Access: The Architectural History Pre-College Pipeline]

Almost none of the faculty and student survey respondents reported encountering architectural history in a meaningful way through K-12 curricular or extracurricular educational experiences.

[read more: Equity Concerns and Barriers to Access: The Architectural History Pre-College Pipeline]

First-generation college students and some people who identify with at least one non-white U.S. Census racial/ethnic demographic group reported especially low rates of encountering architectural history in a meaningful way before college.

[read more: Equity Concerns and Barriers to Access: The Architectural History Pre-College Pipeline]

Data gathered directly from faculty and students, as well as from completed doctoral dissertations and published books, revealed no consistent patterns in the geographical, chronological, or thematic focus of architectural history scholarship.

[read more: Creating and Sharing Knowledge: Architectural History Expertise]

Data regarding the number of faculty teaching architectural history, both per institution and relative to faculty's non-architectural history peers, indicate a slight increase from 2009 to 2019 in most cases. During this same period the percentage of architectural history faculty who identify as women has seen a noticeable increase and the percentage of architectural history faculty who identify with at least one non-white U.S. Census racial/ethnic demographic group has increased slightly.

[read more: The Architectural History Professoriate and the Tenure-Track Job Market]

Students who plan to earn an architectural history-related graduate degree reported much lower interest in tenure-track teaching as an ideal career when compared to people who are currently enrolled as graduate students.

[read more: The Architectural History Professoriate and the Tenure-Track Job Market]

There is a notable gap between what institutions and faculty reported about architectural history course offerings with social justice themes and what students reported about taking such courses. This suggests the existence of a significant generational difference in perception about what constitutes a social justice-related architectural history course.

[read more: Resonance and Public Engagement: Social Justice-Themed Architectural History Courses, Research, and Publications]

Summary of Data Gathering and Analysis Methodology

Initial data-gathering objectives

The SAH Data Project's data-gathering process began with a series of extended listening sessions conducted by the project researcher individually with all twelve Advisory Committee members. The goal was to collect initial qualitative data about how the project could define the idea of a "thriving field" for architectural history in U.S. institutions of higher education. Following these conversations, the Advisory Committee met to discuss and collaboratively refine the key ideas they had articulated earlier with the project researcher. During this workshop, the group also developed a preliminary list of elements that define a thriving field, a list that, in turn, served as the project's first set of data-gathering objectives.

Outreach and public engagement

While the team worked with the Advisory Committee to develop definitions and objectives to guide the project, they also created outreach tools and engagement programming to increase transparency and encourage public contribution. These included: a project logo and consistent identity/style; a website with a full listing of all team and Advisory Committee members; a regular blog to explain the project's data-gathering process and provide behind-the-scenes insights; an occasional e-newsletter to keep stakeholders and other constituents informed; arrangements for the project researcher to speak at related scholarly society conferences; coordinated outreach with partner organizations such as features in their e-newsletters; and a social media strategy to support engagement.

Iterative and collaborative workflows with various constituent groups: sharpening data-gathering objectives

As outreach plans were solidified and executed, the team continued to refine the project's initial data-gathering objectives with special attention to equity concerns. In addition to incorporating multiple rounds of guidance from the Advisory Committee and feedback that resulted from the team's social media outreach, the project also hosted its first stakeholder meeting with a group of architectural history undergraduates and graduate students representing a wide range of personal and institutional experiences. During this two-day meeting, project team members listened as students described how they became interested in architectural history, what they value about their studies, what kinds of challenges they have encountered, and the ways in which data could help make the field more equitable. The team then revised the data-gathering objectives again to ensure that student priorities were addressed.

Existing and new data sources

When the project's core data-gathering objectives became clearer, the team searched for existing data sources that might help illuminate the developing questions. SAH's publicly accessible lists of completed dissertations and published books were identified as essential to establishing expertise trends while SAH's archive of job postings provided a baseline for gathering information about the job market. Beyond these resources, the team did not find consistent data about trends in architectural history in U.S. institutions of higher education that could be confidently separated from data about the study of art history or architecture. Recognizing the value of reliable data concerning trends in architectural history, the team decided to pursue much of the project's data-gathering via a web-based survey methodology. It was also determined that the project needed information not only from faculty and students about their individual experiences but also from program administrators and department chairs about enrollments, course offerings, faculty demographics, and other institution-level issues.

Iterative and collaborative workflows with various constituent groups: developing survey instruments

Like the process used to develop the initial data-gathering objectives, the project team and the Advisory Committee also worked together to draft and progressively refine the survey instruments. Although the questions for the three constituent groups overlapped at times, the team ultimately decided that preparing separate customized surveys for institutional representatives, faculty, and students would streamline respondents' survey-taking experience. Proposed questions and answer options were assessed thoroughly to minimize bias as much as possible. The final versions of the survey instruments were tested by the Advisory Committee and then by stakeholders who had not played an active role in the survey development process and were therefore more representative of the project's typical anticipated respondent. Final insights provided by this process were integrated into the survey instruments and checked again by the team as a whole before launch.

Survey launch and pandemic-responsive outreach

The project's three major surveys launched in February 2020, three weeks before the World Health Organization classified the COVID-19 crisis as a global pandemic. The surveys were originally scheduled to close in May 2020 but, after the pandemic began, the project team extended the survey windows through mid-August. None of the survey links were restricted in any way; all links were posted online and available to anyone who self-identified as an administrator, faculty member, or student associated with architectural history in a U.S. institution of higher education. The team also shortened the survey for institutional representatives to make it more efficient to complete and added a range of outreach programming, the most effective of which were personal appeal letters from the Advisory Committee, SAH's Executive Director, members of SAH's Board of Directors, and leaders of SAH's newly-formed Affiliate Groups. To compensate for canceling planned in-person engagement and support opportunities, the team encouraged survey responses by adding extra blog posts describing the project's pandemic response and a series of twelve "drop-in" Zoom help sessions with the project researcher. As data about the pandemic revealed the disproportionate impact COVID-19 was having on people who identify with non-white U.S. Census racial/ethnic demographic groups, team members gave extra attention to personally reaching out to organizations and individuals in the architectural community who represent those groups.

COVID-19 Questionnaire

In a parallel effort, the team also quickly developed a short questionnaire inviting architectural historians and architectural history-related professionals from the U.S. and abroad to share how COVID-19 had impacted their work thus far. The “Snapshot Questionnaire: Your COVID-19 Pandemic Experience” garnered 406 responses and, given the situation’s immediacy, these data were shared on the project’s process blog soon after the questionnaire closed.

Response rates and questions that did not work

Response proceeded initially as expected when the surveys launched; however, the number of responses dropped dramatically after the pandemic began. Response rates recovered slightly by early summer. The surveys closed in mid-August with an overall response that was lower than originally hoped but better than what was feared when the pandemic began. Totals are as follows:

Institutional Survey	Faculty Survey	Student Survey
129	367	323

The team estimates an approximately 10% response rate based on the number of people SAH reached out to regularly about the project while the surveys were open.

For the Institutional, Faculty, and Student Surveys, all but the first question were optional. This yielded question response rates that varied considerably from question to question and provided feedback about patterns of response for research themes and individual question types. Themes and question types that elicited the most robust response were incorporated into the report’s five indicators as much as possible. More details can be found about those in the introductions to each of the five indicators of a thriving field.

Question response rate data also reveal some patterns among themes and question types that received the lowest number of responses. For instance, respondents indicated some hesitation about sharing personal demographic information. While understandable, demographic data were so limited at times that the team was unable to disaggregate analyses as thoroughly as originally hoped. In this case, all of the information was presented and labeled as above or below the minimum response rate for analysis. Additionally, the survey's open-ended questions tended to receive dramatically fewer responses than quantitative questions. The team's decision in this case was to highlight open-ended responses when they were relevant to questions with more robust response rates and then to provide open-ended responses together as a full-text appendix to this report.

Like any other survey-based research effort, the SAH Data Project saw a handful of questions on the surveys that received a reasonable number of responses but simply did not work for other reasons. For instance, data about tenure-track job seeking tended to disproportionately emphasize the experiences of people who had secured a tenure-track job over those who have left the job market or have never sought a tenure-track job at all. Another example was seen in the quantitative data about respondents' family caregiving responsibilities and care-related employment benefits, which did not capture the full spectrum of caregiving arrangements and challenges.

Summary of data-gathering methodology for existing data sources

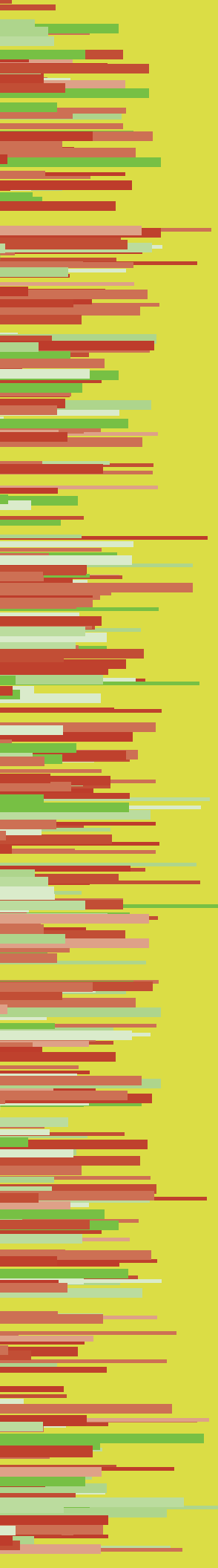
In addition to gathering new data via online surveys, the team also developed parts of two datasets based on existing data sources. For the project's expertise dataset, the team categorized specific sections of SAH's lists of completed dissertations and published books using the same matrix of expertise scope answer options included in the faculty and student survey instruments. To identify relevant expertise scopes for each dissertation or book, the team relied primarily on abstracts written by authors and/or provided by publishers. For the project's job market dataset, the team used the list of completed dissertations to determine how many people earned doctoral degrees in U.S. institutions of higher education during specific years and then used SAH's archive of job postings for the same years to establish a corresponding baseline number of tenure-track job opportunities. Everyone who gathered data from non-survey sources holds a doctorate in architectural history and has extensive experience developing and applying metadata and/or distinguishing tenure-track job openings from other types of career opportunities.

Iterative and collaborative workflows with various constituent groups: conducting data analysis

The analysis phase followed the pattern of iteration and collaboration established during the first half of the project. Informed by the Advisory Committee listening sessions about the idea of a thriving field as well as equity concerns, the team searched for ways to use the most robust datasets to develop an initial set of findings. They then refined the project's analytical scope together with the Advisory Committee, expanding findings to encompass all relevant datasets and delving into more granular levels of disaggregation as needed. This work formed the basis for the final part of the analysis, during which the team hosted six in-depth workshops to solicit expert critical feedback from as many different kinds of stakeholders as possible. The team also presented draft findings to SAH's Board of Directors and staff to gather their insights about the most useful types of data and forms of presentation. The findings were revised again to incorporate all of this guidance and reviewed in concert with the Advisory Committee before being finalized. Since contributors during the analysis phase demonstrated a wide range of data literacy, the team developed a system for making draft findings more accessible by presenting them in both text and visual forms.

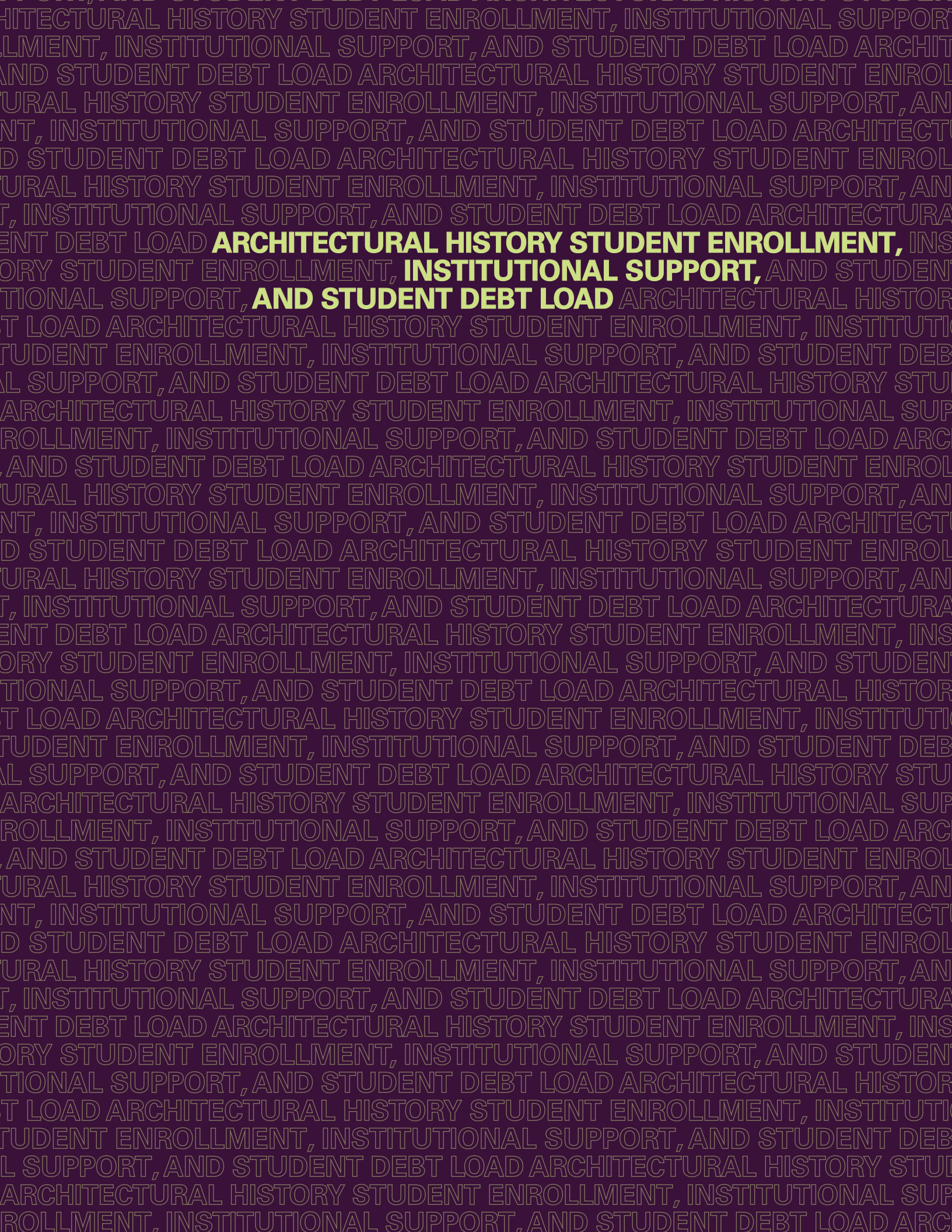
Final data analysis presentation

The team's emphasis on data literacy continued into the report planning and preparation phase through the use of basic chart types, strategic descriptive labeling, and concise findings narratives. The report also offers readers a summary of the project's key findings as an additional discovery aid.



Findings and Trends:

Five Indicators of the Health of the Field



ARCHITECTURAL HISTORY STUDENT ENROLLMENT, INSTITUTIONAL SUPPORT, AND STUDENT DEBT LOAD

Architectural History Student Enrollment, --- Institutional Support, and Student Debt Load ---

This section of the SAH Data Project's report focuses on trends and current data about architectural history students.

What types of people are studying architectural history today and how has that changed?

Where have they been enrolled?

Which architectural history-related degrees have they pursued?

How are they paying for their education?

To what extent are their institutions supporting them?

The project's leadership has viewed strong enrollments as an essential component of a thriving field from the earliest moments and, as such, identifying trends has been among the very highest priorities. Students who served as stakeholders or otherwise contributed to the project routinely highlighted the cost of an architectural history-related education as a key issue for the team's student research agenda.

The data used in the project's enrollment trend analyses are drawn from the Institutional Survey. Although these trends consider completed doctoral degrees, much of the data and the team's work analyzing them also emphasized undergraduates and master's degree students. One reason for this is because architectural history is a required subject for a large cohort of non-majors; NAAB's architecture

school accreditation policies expect undergraduates and master's degree students who want careers in the design professions to be familiar with architectural history fundamentals. Another reason was the fact that people who complete degrees in architectural history or related programs of study, especially at the master's level, have clear non-academic career options available to them in the cultural resources management.

While some of the snapshot data about funding were also from the Institutional Survey, most of those analyses were based primarily on information current students contributed about their financial experiences via the SAH Data Project's Student Survey. Just as enrollment and degree completion data pertaining to all levels of architectural history-related studies were considered in the Institutional Survey, students ranging from pre-professional design programs at community colleges to advanced doctoral candidates were encouraged to respond to the Student Survey.

Additionally, anecdotal evidence from students during the first months of the project described funding support disparities, especially between public- and private-sector institutions, that disproportionately help some students over others. In response, the project team resolved to take particular care gathering funding support data and then disaggregating what institutions and students reported in every way the data enabled. Moreover, the divergence illuminated between patterns of funding support and financial experiences for master's and doctoral students was so dramatic that the research team took the additional step of further disaggregating their data rather than retaining a single aggregated graduate student category. This kind of doubled disaggregation is not seen elsewhere in the report because, as the charts in this section

demonstrate, the datasets often become too granular to be statistically meaningful. Still, the team believed that describing the heterogeneity of the field's student financial landscape—even partially—was important enough to justify the complications this data-driven decision created.

Finally, disaggregating data is absolutely crucial in identifying underlying structural problems and taking meaningful action to minimize barriers to access and equity. As such, the project team disaggregated the institutional support and student debt datasets by demographic category as much as possible. However, an average of 7% of respondents who answered these questions did not also answer the demographic questions; in some instances that percentage was as high as 15%. This resulted in 24 missing demographic datapoints and, in turn, reduced the ability to disaggregate the data as thoroughly as the team had hoped. For those demographic groups in which response rates were below the project's minimum of 10, responses were first aggregated to guarantee their voices were included in the analysis and then also presented as disaggregated information to ensure full transparency.

The reasons people do not provide demographic data on surveys are wide-ranging and complicated. This is certainly not an issue that is exclusive to the SAH Data Project, nor is it one with an easy solution. The project team believes that any and all attention that SAH's decision-makers can give to increasing demographic question response rates on future surveys, especially in the category of race/ethnicity, will be well worth the effort.

Findings and Trends

In general, architectural history enrollment and degree completion trends over the past decade are very mixed. General education enrollments and completed doctoral degrees have increased while completion of architectural history-related undergraduate and master's degrees are down. The most notable trend overall is the drop in completed master's degrees, which fell to varying extents across all surveyed institution types. This reflects general trends in humanities disciplines despite the fact that architectural history master's degree students have had non-academic career options available to them in cultural resources management for a long time. Another notable trend is the increase in doctoral degrees across all surveyed institution types during a period in which the perception of a worsening job market for people with doctoral degrees has spread.

Disaggregating the enrollment and degree completion trends shows some significant differences between public- and private-sector institutions. In particular, public institutions' enrollments increased significantly in the general education category while their degree completion was down significantly in the master's degree category. Private-sector institutions, by contrast, reported enrollments down significantly for general education courses over the past decade and degree completion up significantly for doctoral degrees.

Across all institution types, the ten-year enrollment trends for students who self-identify as women are down and for students who self-identify with at least one non-white U.S. Census racial/ethnic demographic group are effectively flat.

Institutional Survey respondents reported offering very different funding support options to potential master's and doctoral degree students. Overall, potential master's degree students are less likely to be offered some type of funding support; among those offered most often are partial tuition stipends and research assistantships. Potential doctoral degree students, on the other hand, were not only much more likely to be offered funding support but also more likely to be offered a wider range of support types, such as annual stipends, full tuition coverage, and teaching assistantships.

When the funding support data are disaggregated by institution type, public-sector institutions are the least likely to offer funding support to potential graduate students. However, especially for potential master's degree students, those public-sector institutions that offered support did so within a wider range of support types.

Private-sector institutions are most likely to offer funding support to potential graduate students but much of that support is concentrated on doctoral degree students.

● **Current students pursuing architectural history-**

related master's and doctoral degrees reported very different funding support and financial experiences. In general, the patterns seen among student respondents' answers are similar to what Institutional Survey respondents reported, especially in terms of partial/narrow options for master's degree students and more complete/diverse options for doctoral degree students.

● **Aggregated data indicates that current master's**

degree students are much more likely to need loans to pay for their graduate education and are also more likely to use personal/family funds or take a part-time job that is not related to teaching or research. Doctoral degree students are much more likely to pay for their graduate education with funding types that do not need to be repaid and/or with teaching assignments.

● **When current master's degree student data are**

disaggregated for how they are paying for their education, the largest discrepancies are seen in the category of funding types that do not need to be repaid. The demographic groups that reported the highest number of stipends, grants, and fellowships are people who: self-identify as women; self-identify as white; are studying at private-sector institutions; and are not enrolled in professional design programs.

● **When current doctoral degree student data are**

disaggregated for how they are paying for their education, the data show large discrepancies and an inverse relationship between the category of funding types that do not need to be repaid and the category of teaching/research assistantships (with faculty guidance). In particular, people who self-identify as men and people who are studying at private-sector institutions are paying for their education with more stipends, grants, and fellowships and fewer assistantships.

● **Current master's and doctoral degree students**

also reported different experiences with student debt. A larger percentage of current doctoral students reported finishing their undergraduate education without debt as compared to what current master's degree students indicated about their undergraduate experiences. Similarly, current doctoral degree students also finished their master's degrees with less student debt than current master's degree students estimate for themselves. Together, these two findings suggest a potential correlation between incurring little/no debt as undergraduates or master's degree students and subsequent enrollment in doctoral programs. Additional study is necessary to illuminate the nature of that correlation; however, future researchers are advised to consider structural barriers to access that discourage students who need to take loans as undergraduates or master's degree students from eventually enrolling in doctoral programs.

Most current doctoral degree students anticipate finishing their degree without needing large loans to pay for their doctoral studies. This may be related to the fact these students tend to have relatively high levels of funding support available; however, future researchers are advised to consider structural barriers to access that discourage students who need loans from enrolling in doctoral programs.

Significant discrepancies arise when student debt data for both current master's degree and doctoral degree students are disaggregated. In particular, current master's degree students enrolled at private-sector institutions estimate incurring significantly more debt than their public-sector peers and this pattern is confirmed by data reported by current doctoral degree students about their actual master's degree-related student debt.

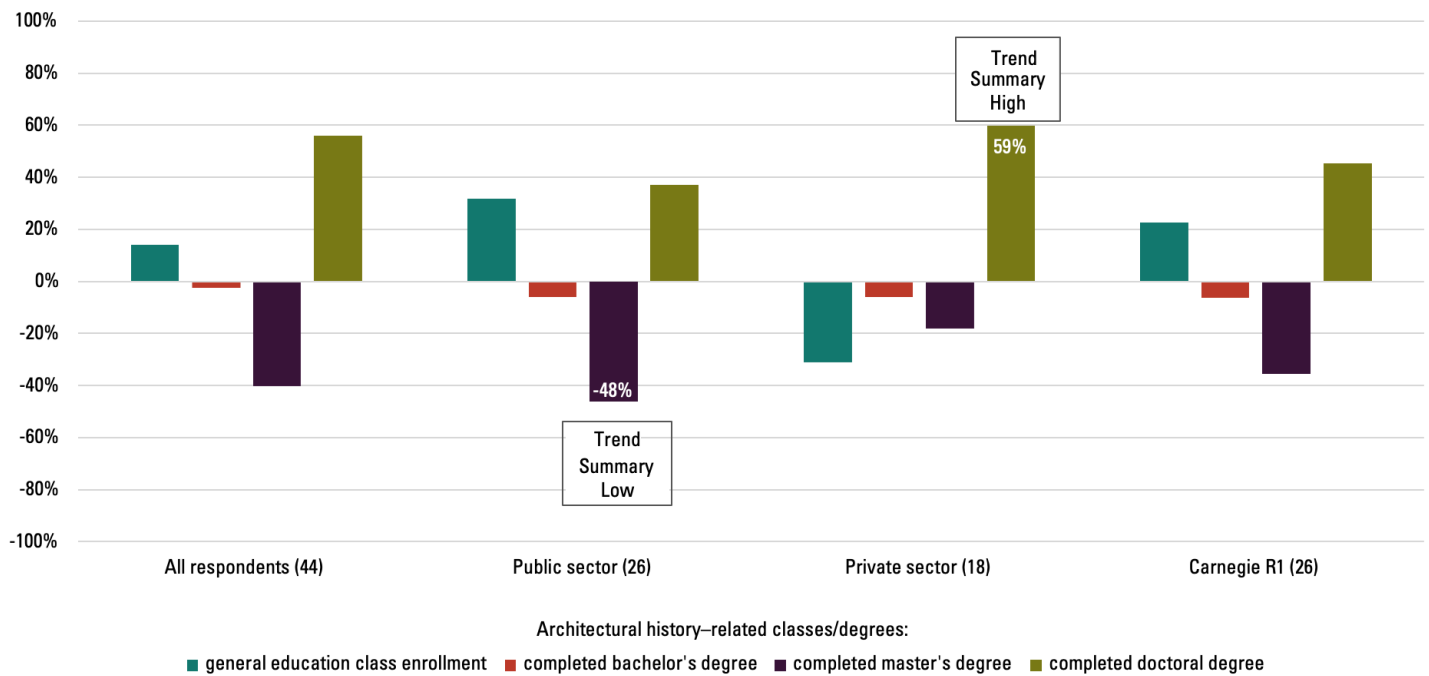
Regarding gender, the disaggregated doctoral degree students' student debt data indicate that people who self-identify as women reported incurring more debt for their master's degree and estimate incurring more debt for their doctoral degree than their peers who self-identify as men.

Current doctoral degree students enrolled at private-sector institutions estimate going into less debt than their public-sector peers. This is likely related to the fact that these students are paying for their education with more stipends, grants, and fellowships.

The project did not receive enough responses from current doctoral degree students enrolled in professional design programs to formulate findings or trends about funding support or student debt data.

The amount of data gathered via the SAH Data Project's Student Survey did not enable full demographic disaggregation about funding support and student debt, especially regarding race/ethnicity where disaggregation is absolutely crucial to identifying underlying structural problems and taking meaningful action to minimize barriers to access and equity. Future researchers are strongly urged to give special attention to increasing response rates among these and other missing student demographic groups in order to enable a more complete picture of the architectural history financial experience landscape.

Enrollment Trend Summary: Architectural history student enrollment/degree completion Change from 2009–10 to 2018–19



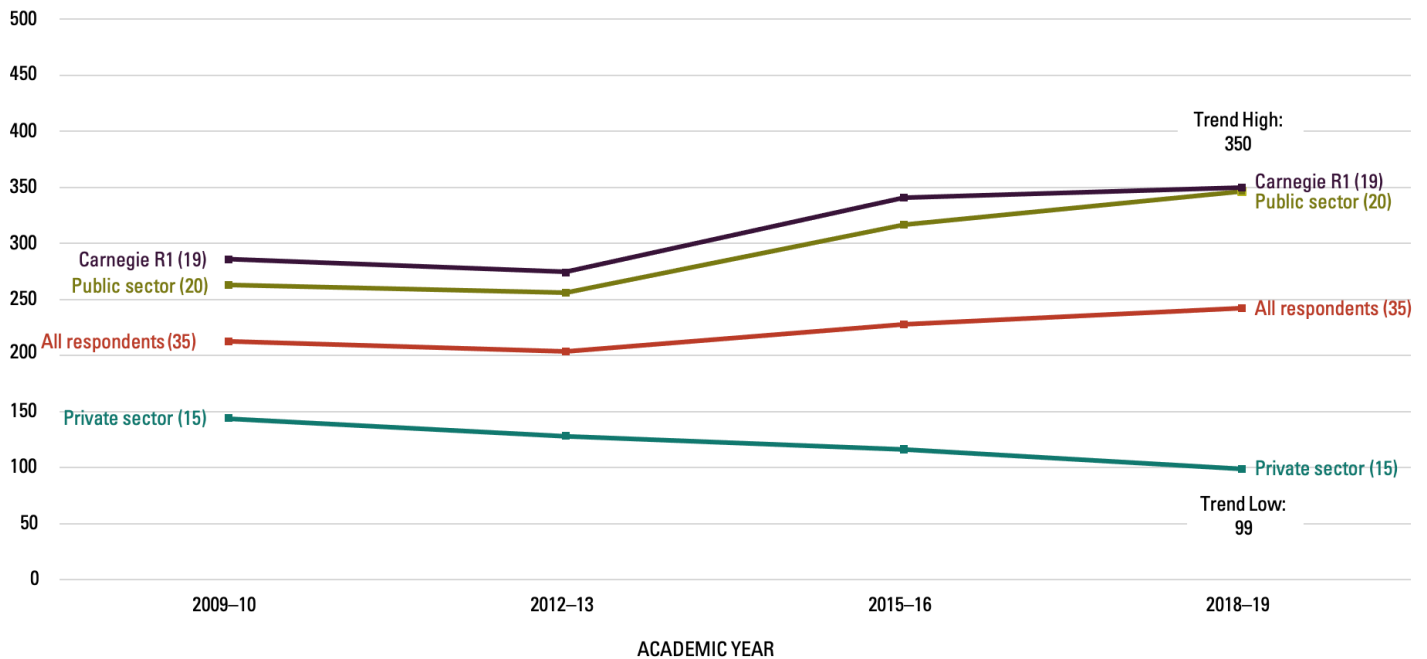
Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Enrollment Trend:

If architectural history classes are offered as general education classes at your institution, total enrollment for these classes

Average enrollment per institutional respondent



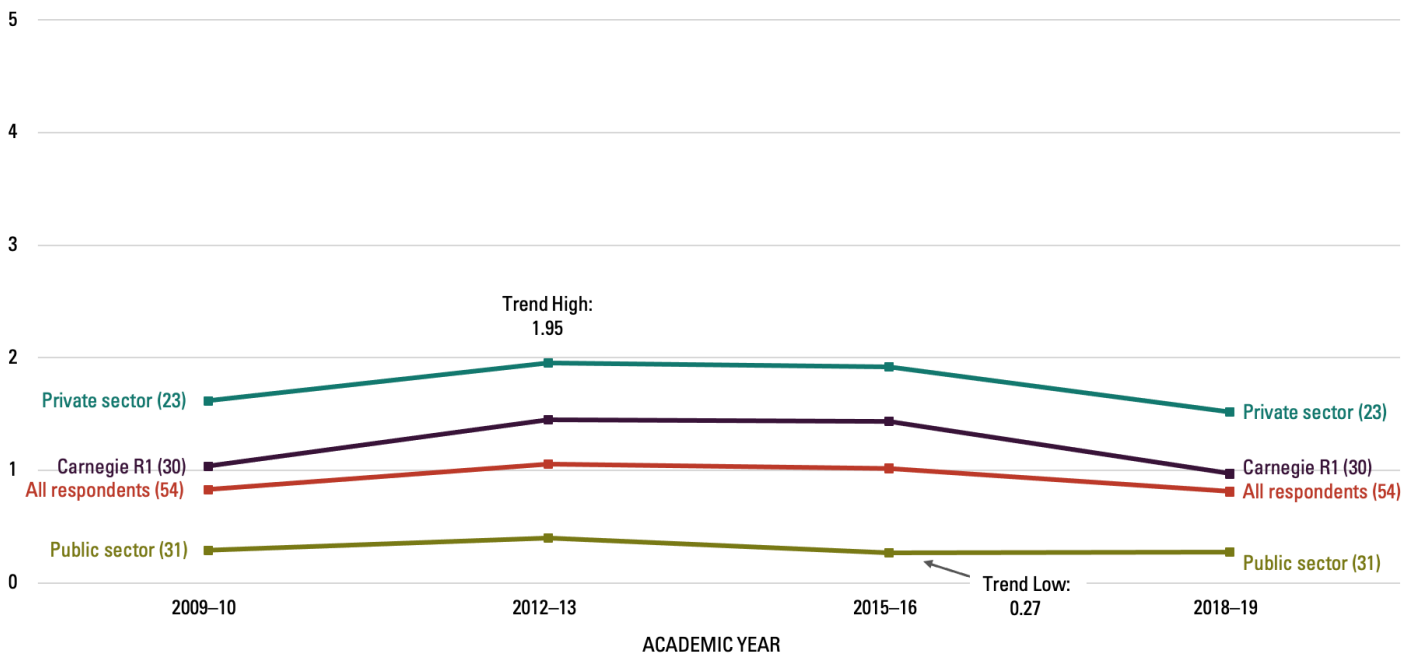
Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Enrollment Trend:

Number of undergraduate students in your program who graduated with architectural history as their major/primary concentration

Average completed undergraduate degrees per institutional respondent



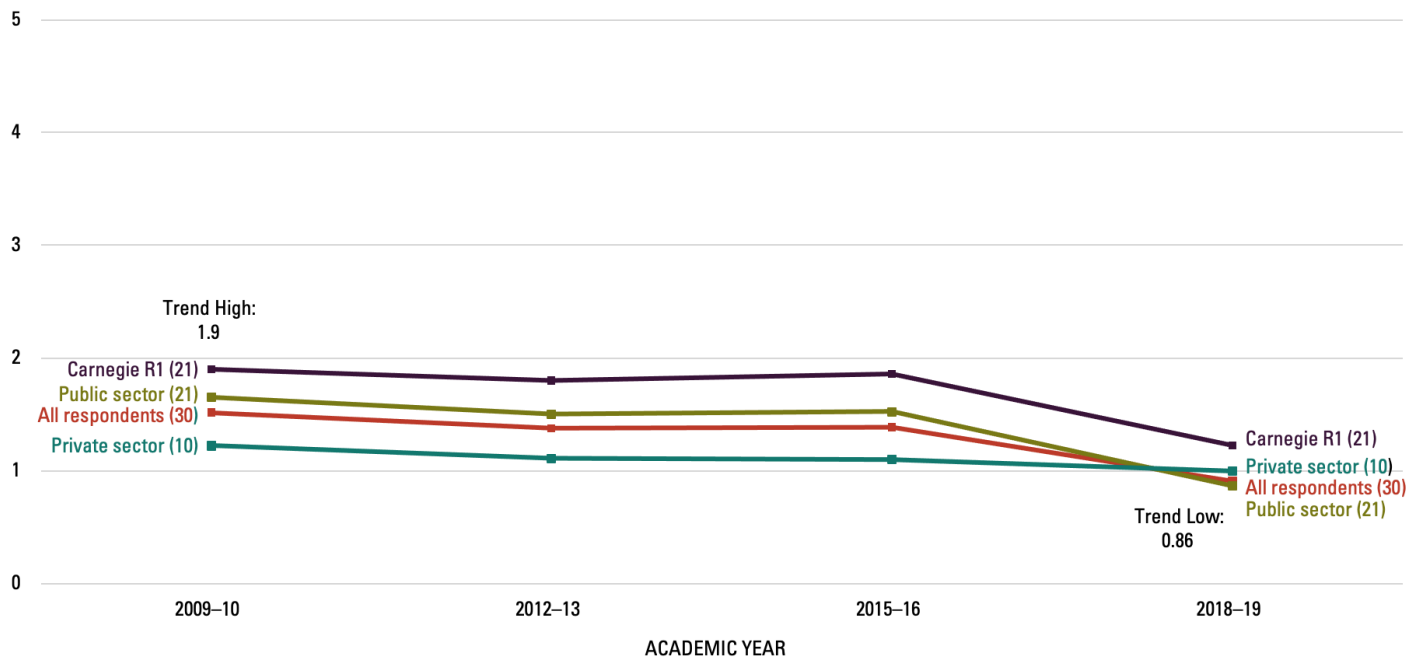
Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Enrollment Trend:

Number of graduating students who earned a master's degree with architectural history as their major/primary concentration

Average completed master's degrees per institutional respondent



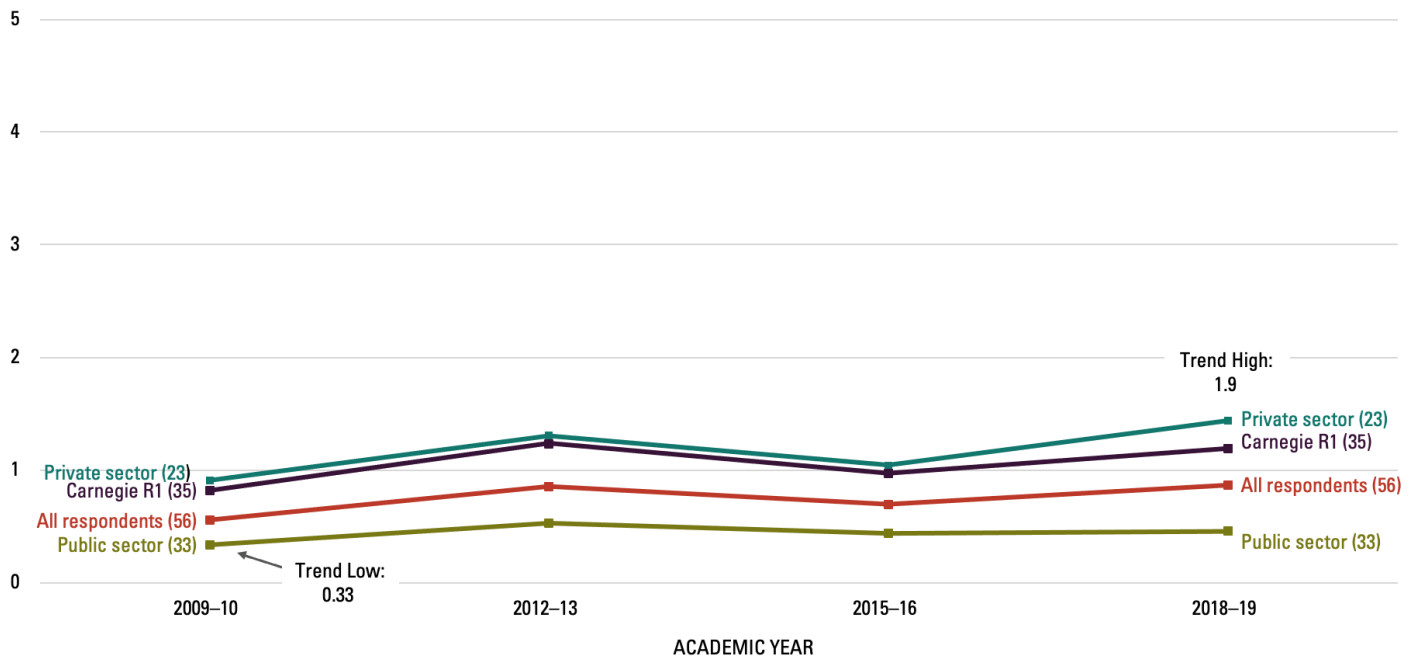
Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Enrollment Trend:

Number of graduating students who earned a master's degree with architectural history as their major/primary concentration

Average completed doctoral degrees per institutional respondent



Source: SAH Data Project Institutional Survey

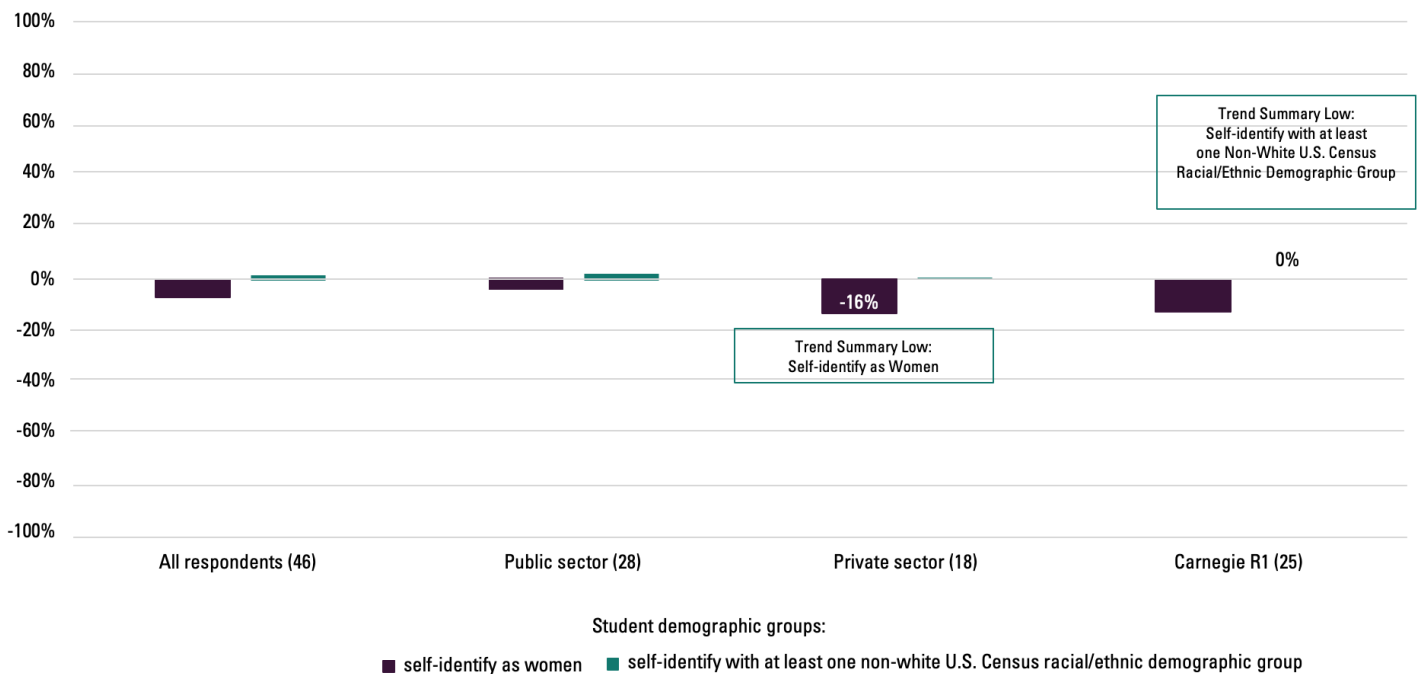
Note: Average number of respondents for each institutional category indicated in parentheses.

Enrollment Trend Summary:

Architectural history student enrollment/degree completion

Change from 2009–10 to 2018–19, demographic groups:

gender identity & race/ethnicity

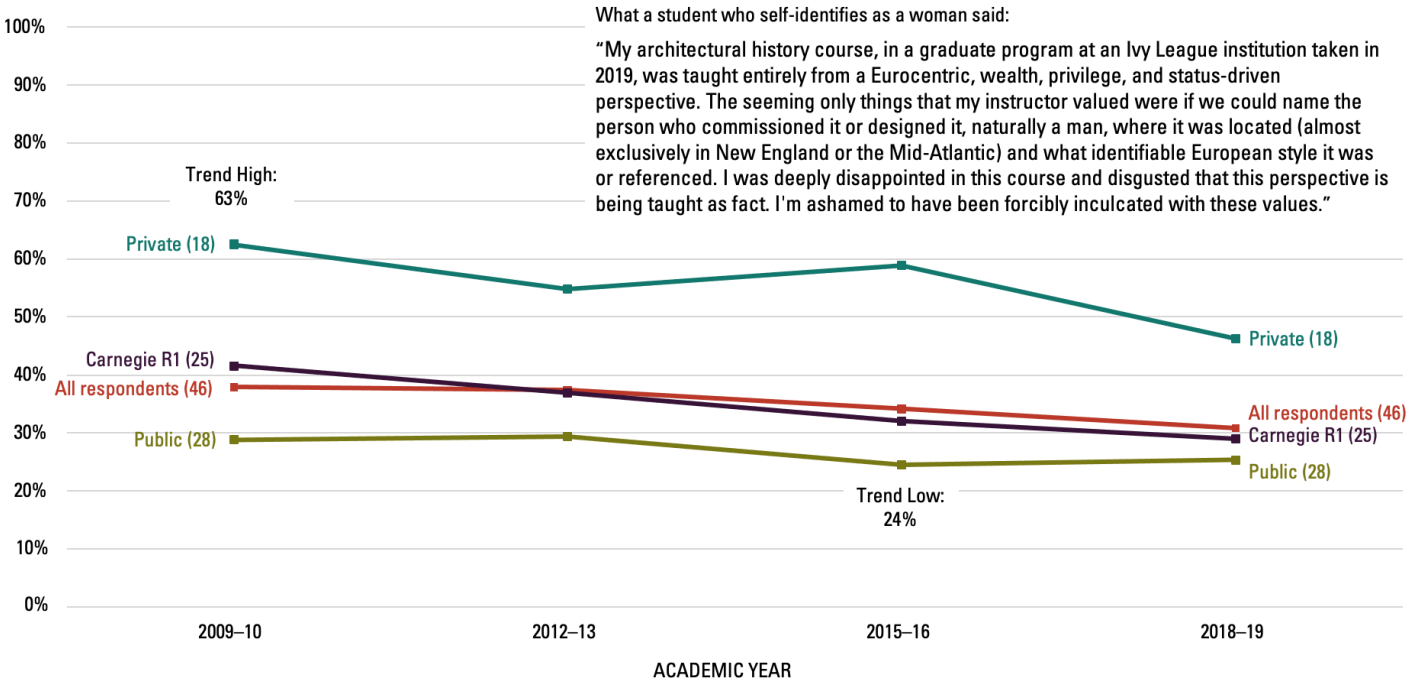


Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Enrollment Trend:

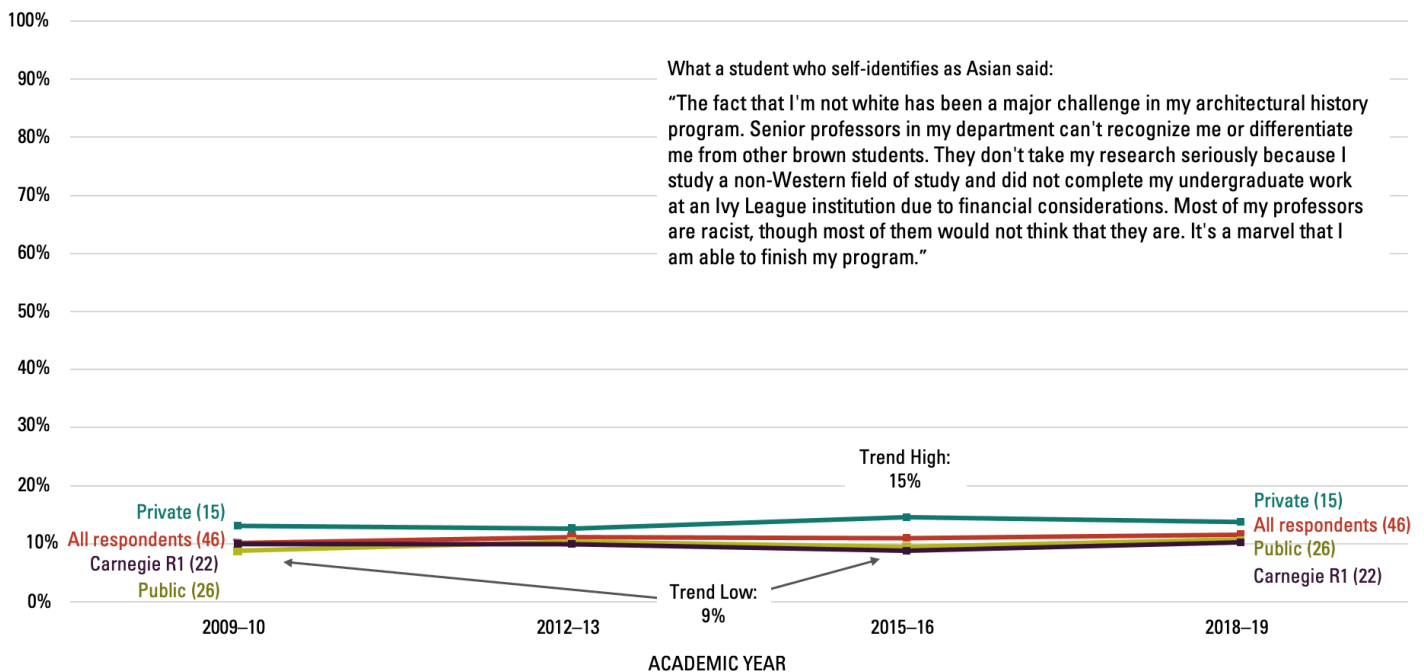
Percentage of architectural history students who identify as women



Source: SAH Data Project Institutional Survey & Student Survey
 Note: Average number of respondents for each institutional category indicated in parentheses.

Enrollment Trend:

Percentage of architectural history students who identify with any of the following U.S. Census races/ethnicities: African American or Black; American Indian or Alaska Native; Asian; Latinx/Hispanic; Native Hawaiian or other Pacific Islander



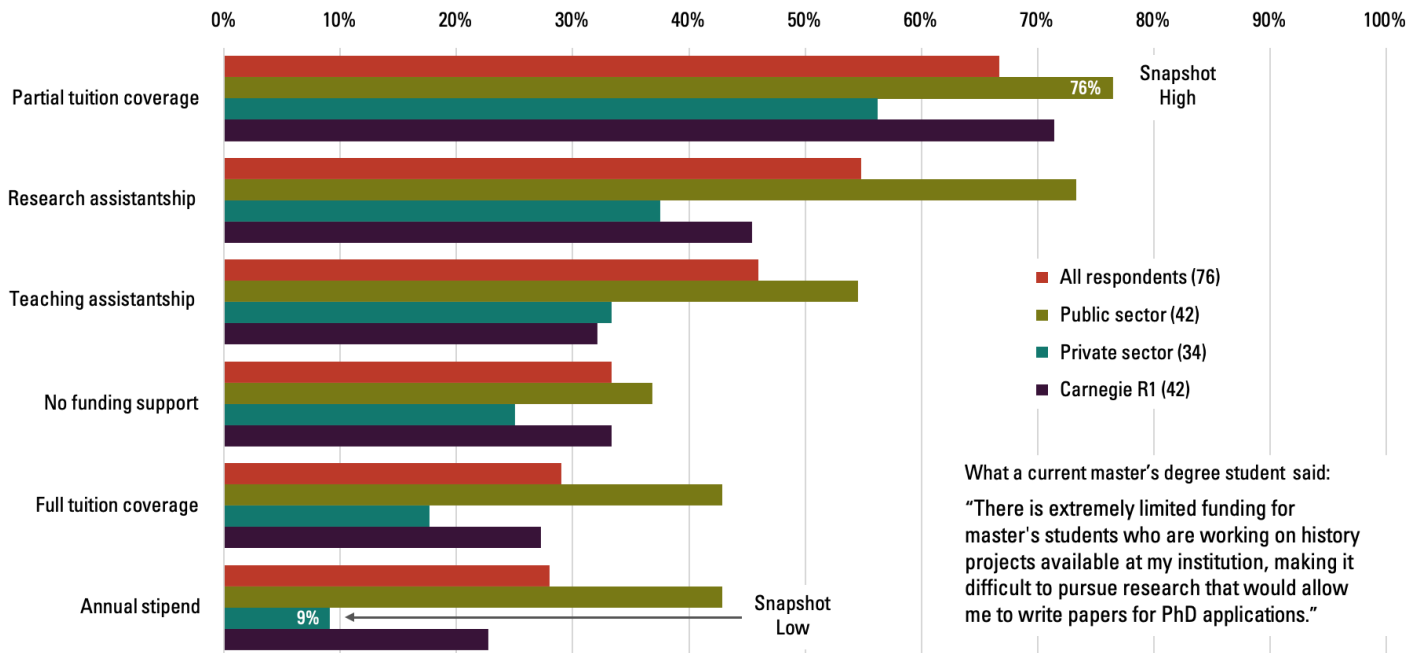
Source: SAH Data Project Institutional Survey & Student Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Institutional Support Snapshot:

What kinds of funding support does your program regularly offer to people who intend to have architectural history as their major/primary concentration?
(select all that apply)

Potential master's students



Source: SAH Data Project Institutional Survey & Student Survey

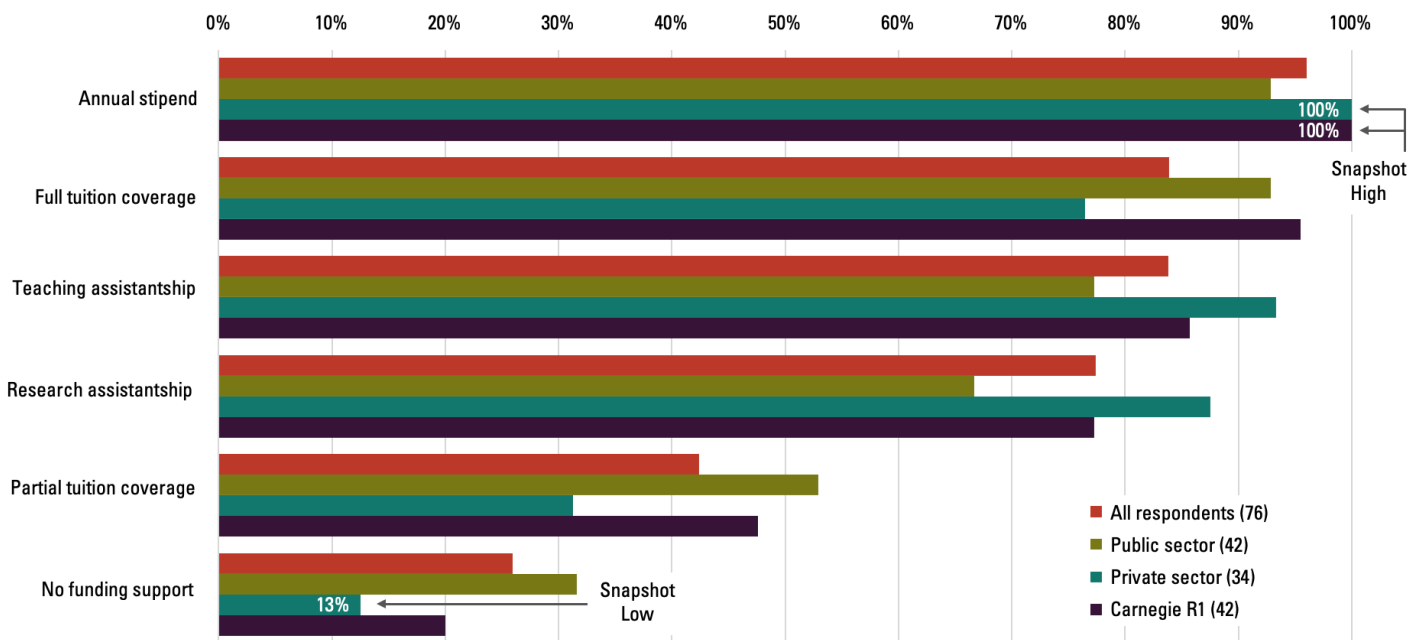
Note: Number of respondents for each respondent category indicated in parentheses.

Institutional Support Snapshot:

What kinds of funding support does your program regularly offer to people who intend to have architectural history as their major/primary concentration?

(select all that apply)

Potential doctoral students



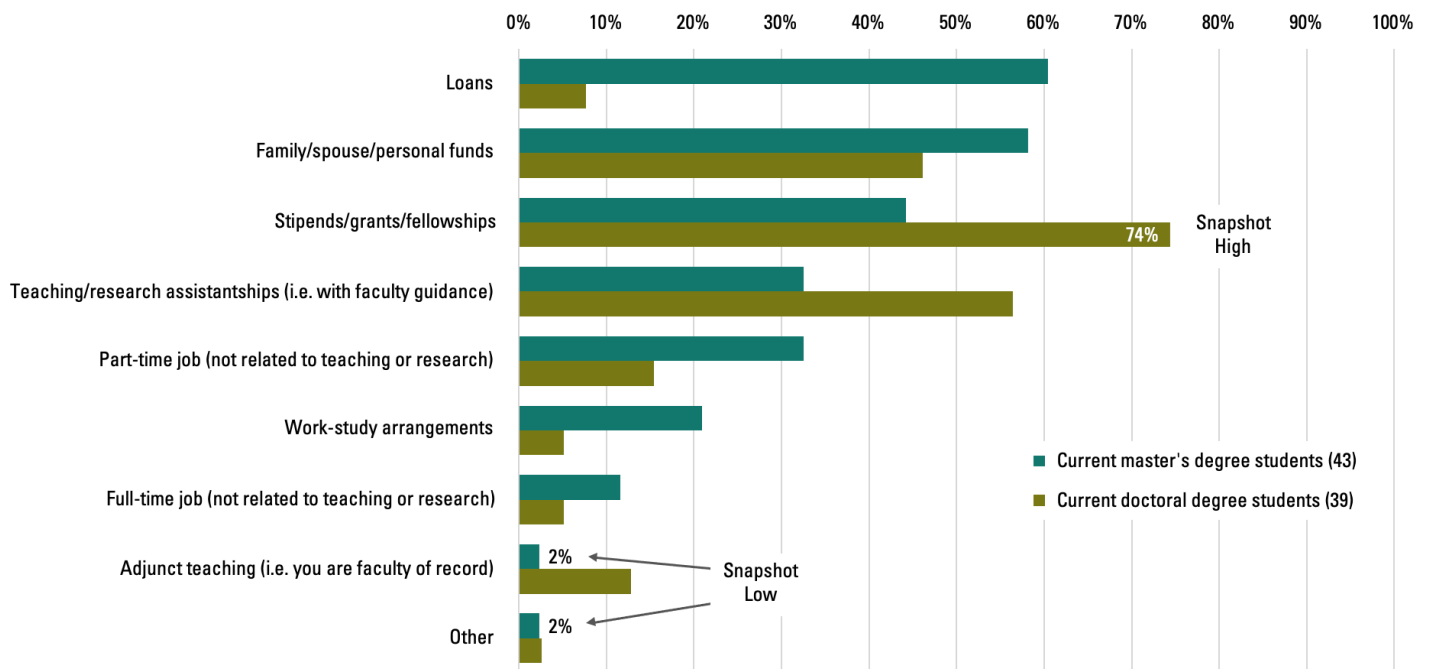
Source: SAH Data Project Institutional Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's & doctoral students



Source: SAH Data Project Student Survey

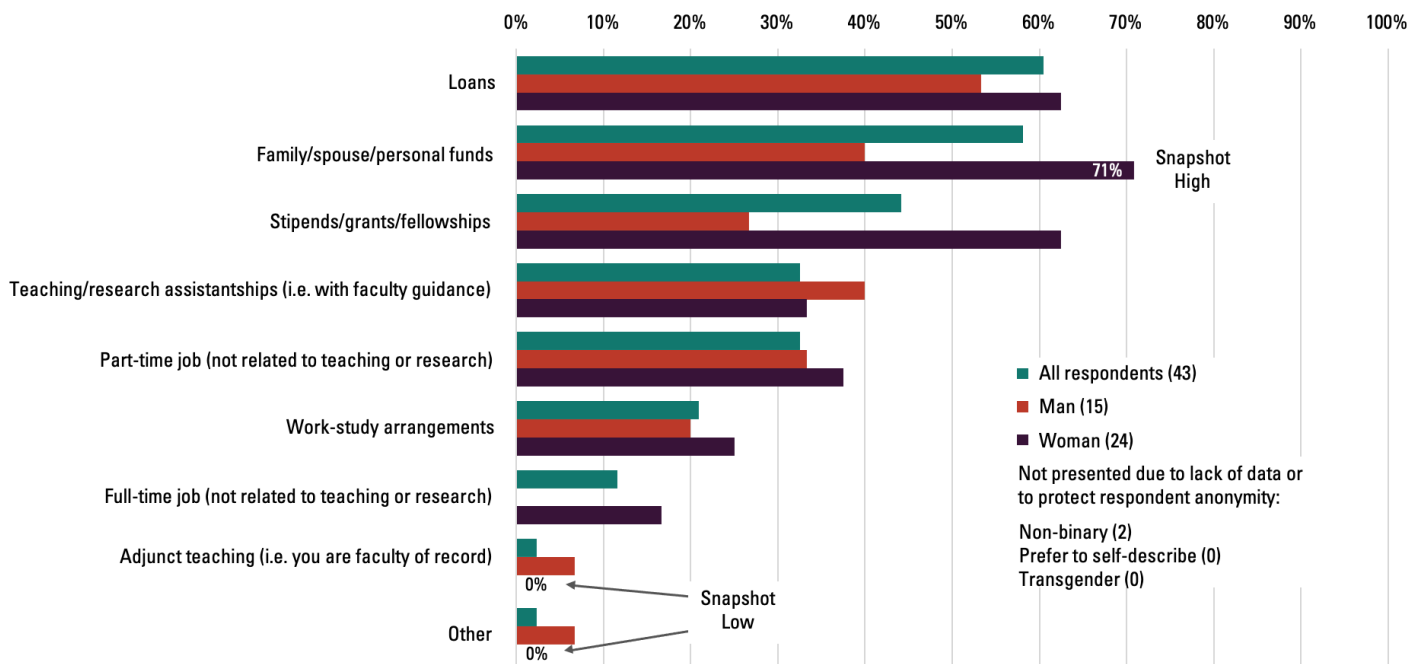
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, gender identity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

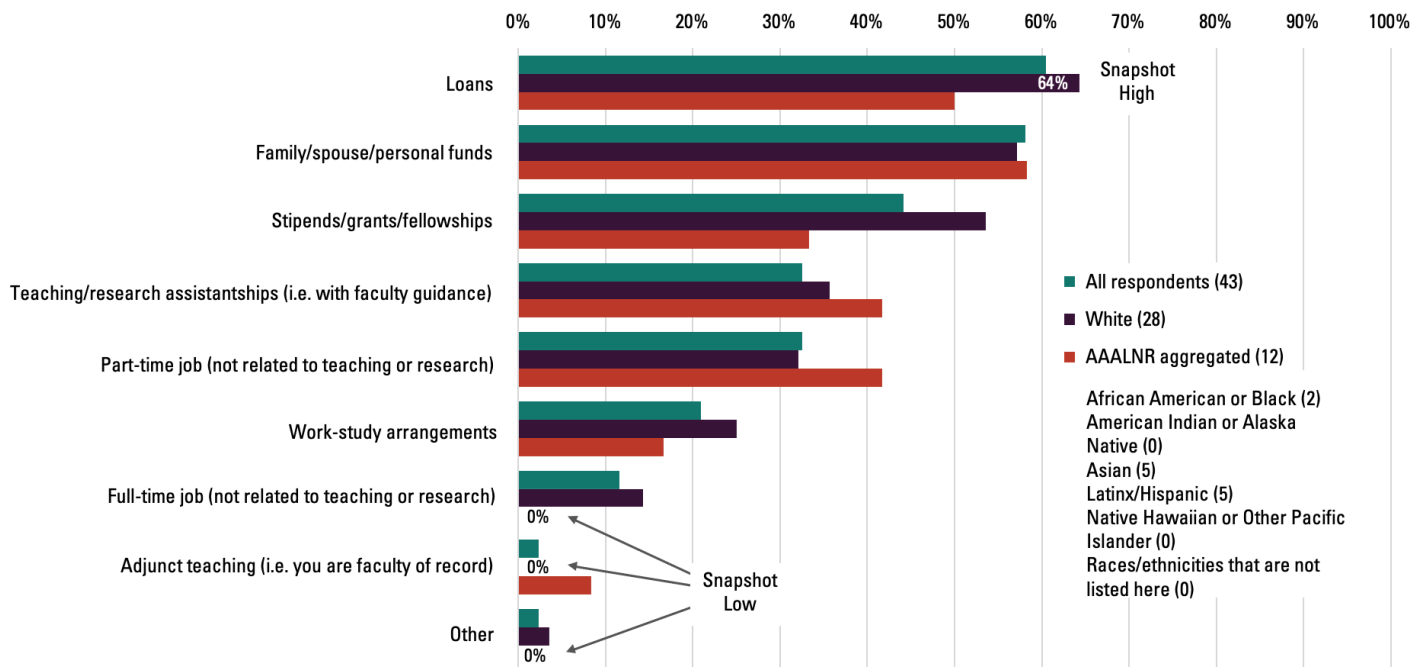
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one gender identity: 3

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, race/ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

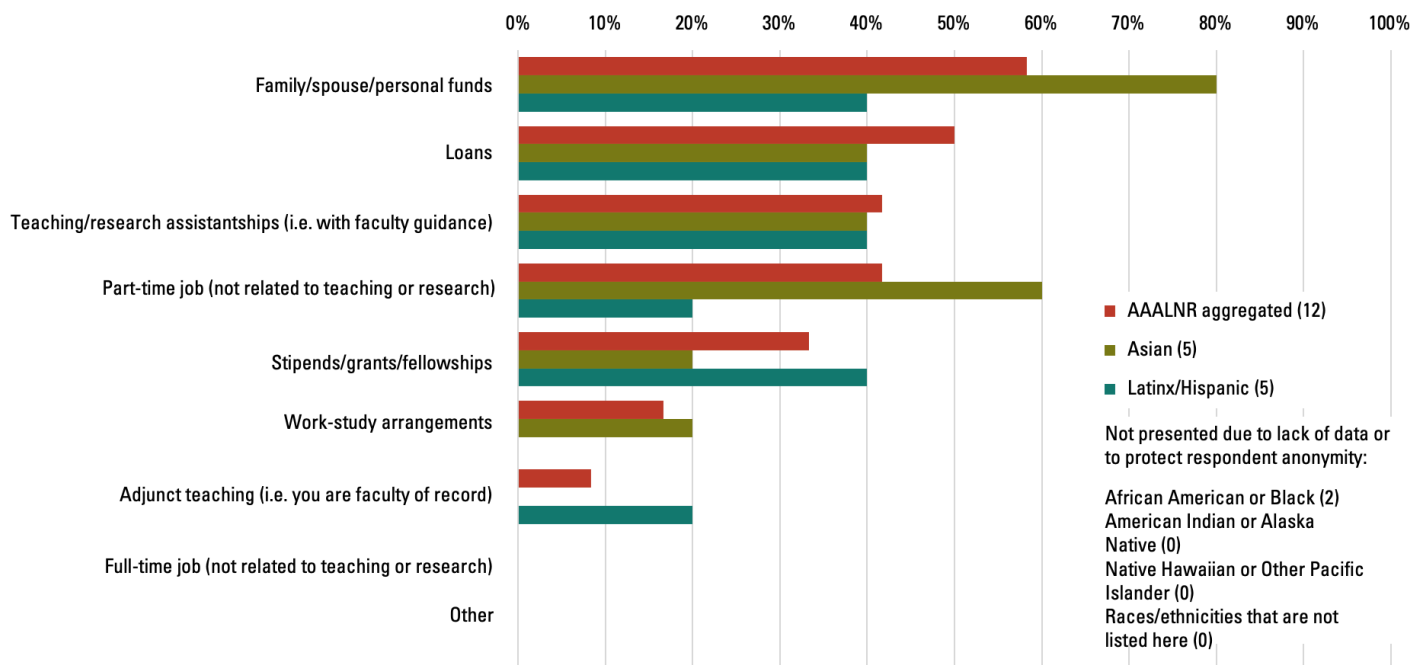
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one racial/ethnic identity: 3

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, race/ethnicity (2 of 2: AAALNR disaggregated)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

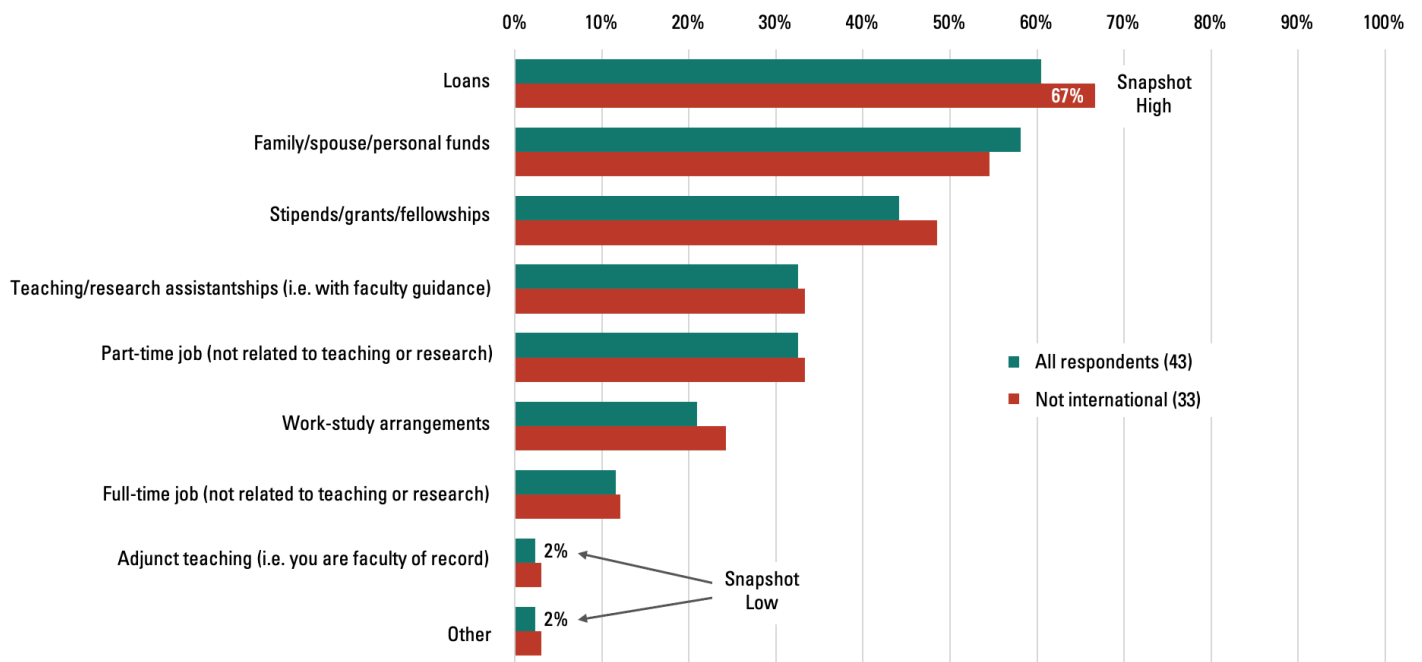
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one racial/ethnic identity: 3

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, international status
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

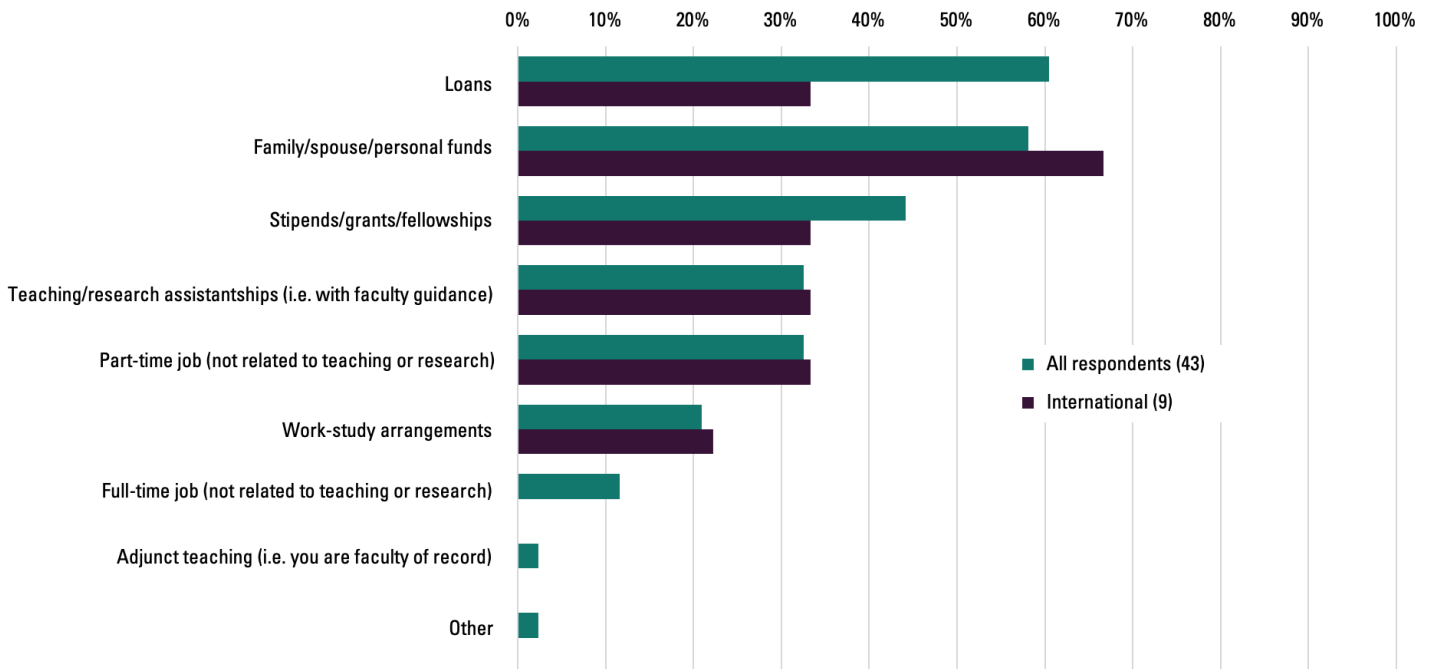
Project minimum response rate is 10 responses.

Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, international status (2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

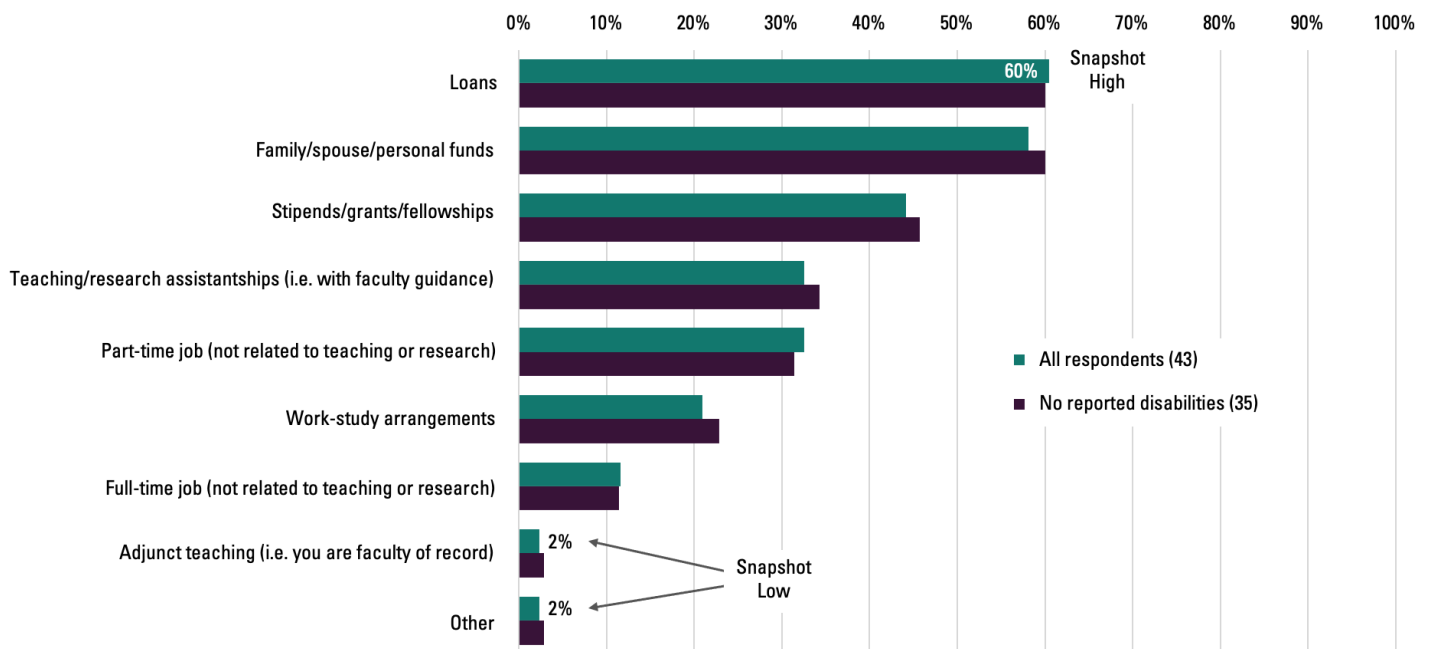
Project minimum response rate is 10 responses.

Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, disabilities that substantially limit architectural history-related studies (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

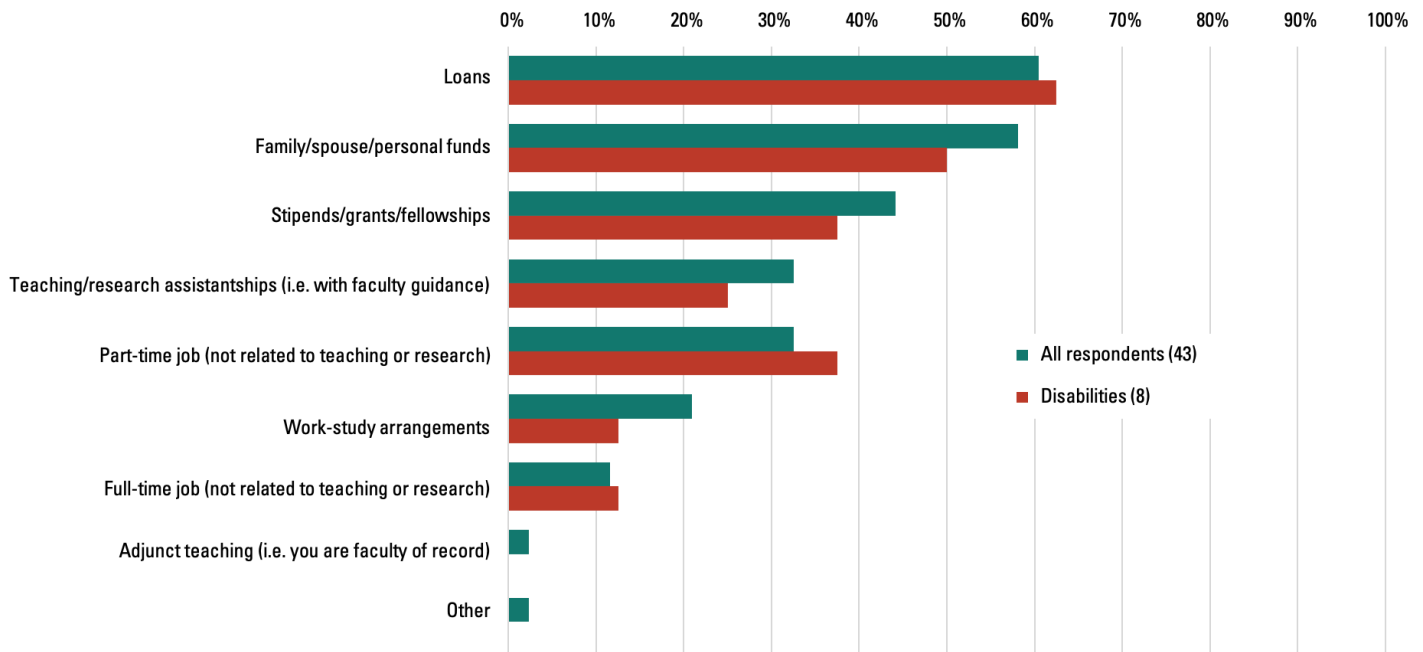
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, disabilities that substantially limit architectural history-related studies (2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

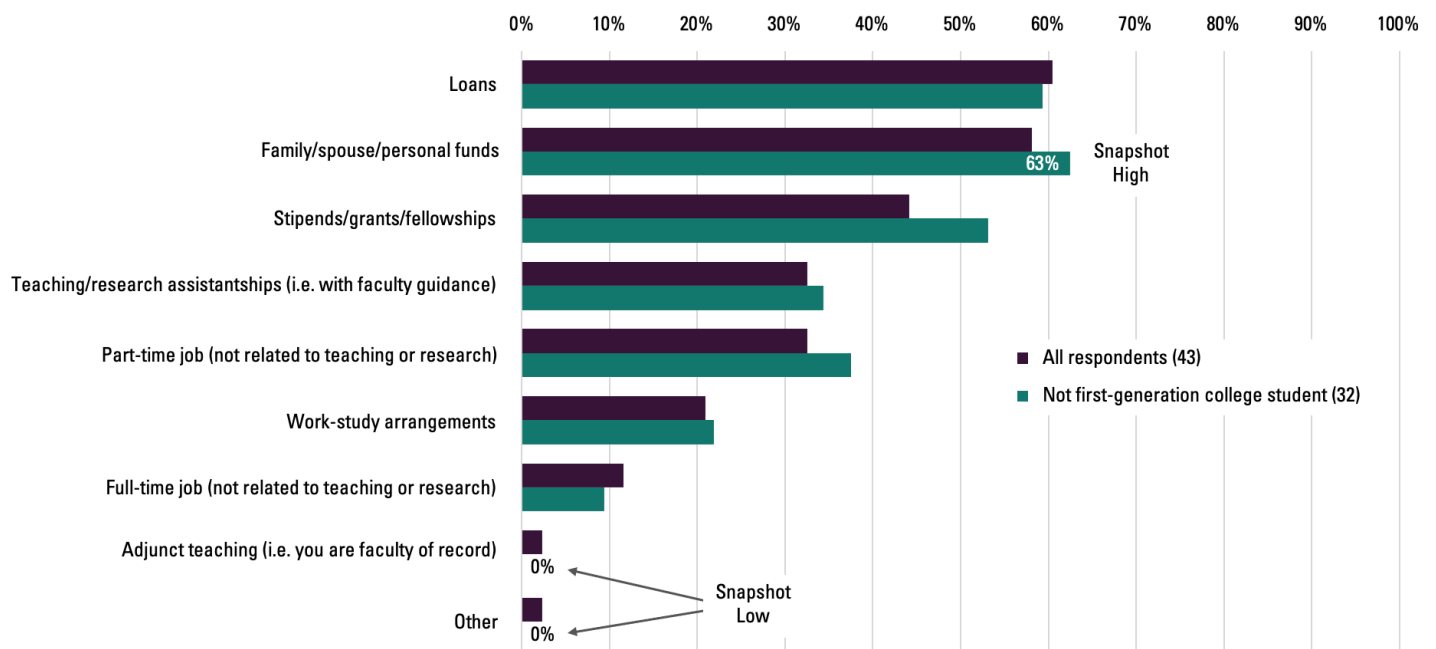
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, first-generation college student status
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

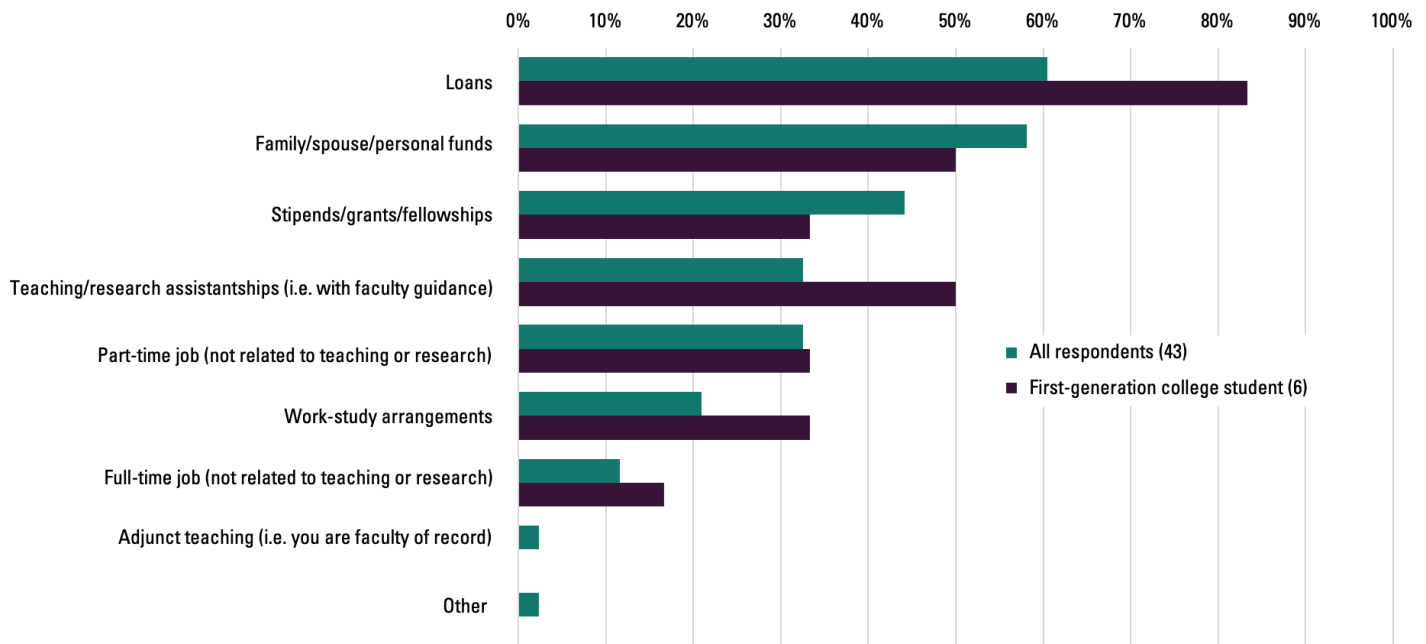
Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 5

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, first-generation college student status
(2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

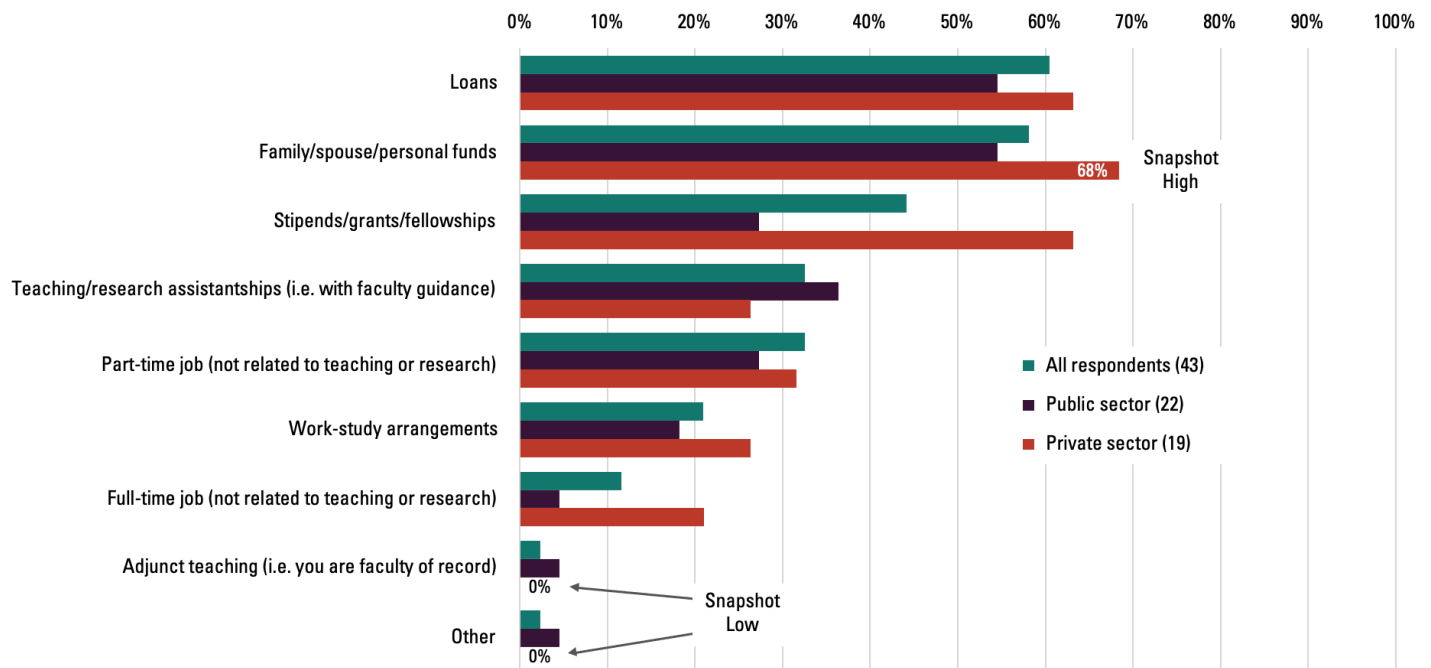
Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 5

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, institutional sector



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

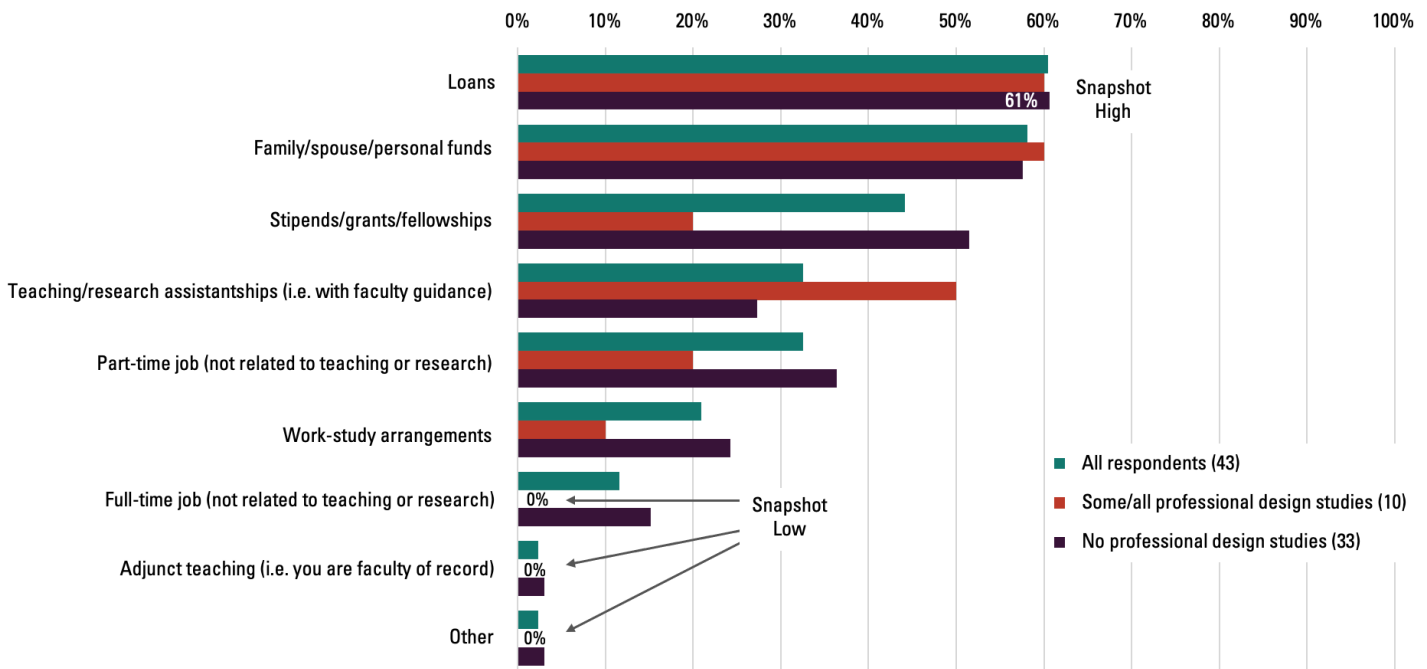
Project minimum response rate is 10 responses.

Student finances respondents who did not report institutional sector: 2

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current master's students, program of study



Source: SAH Data Project Student Survey

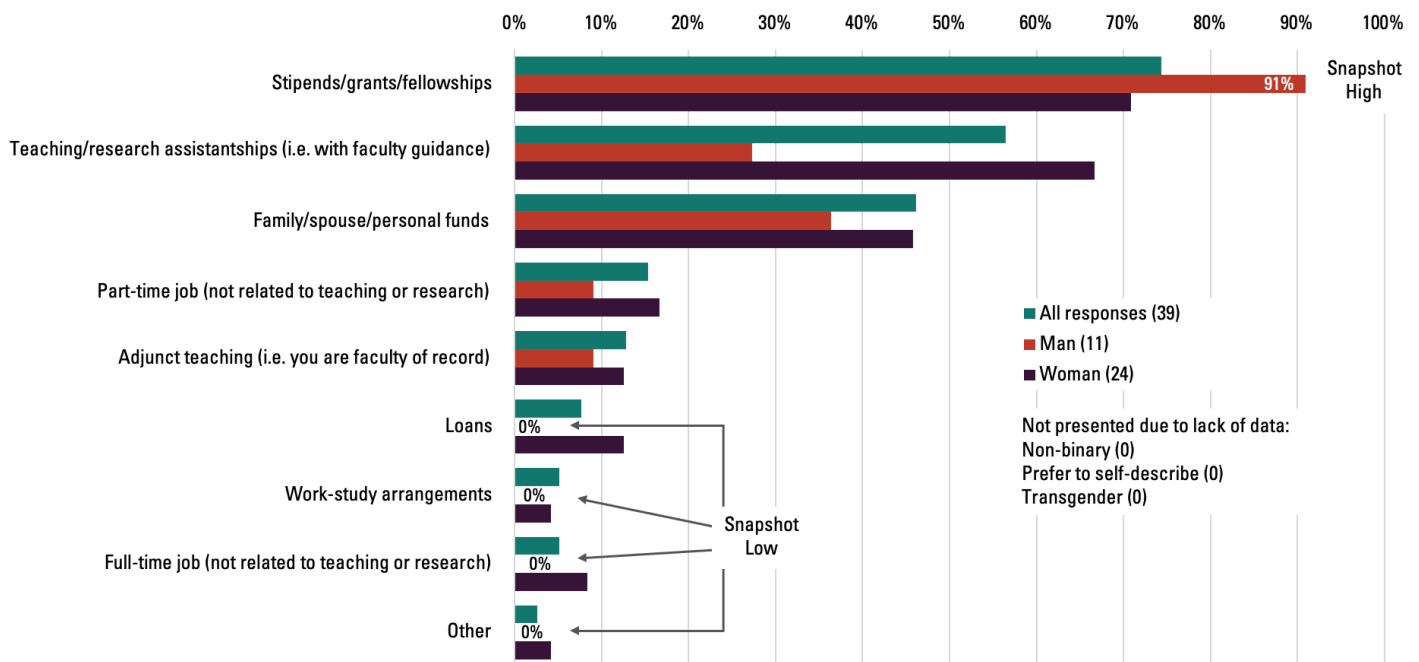
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, gender identity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

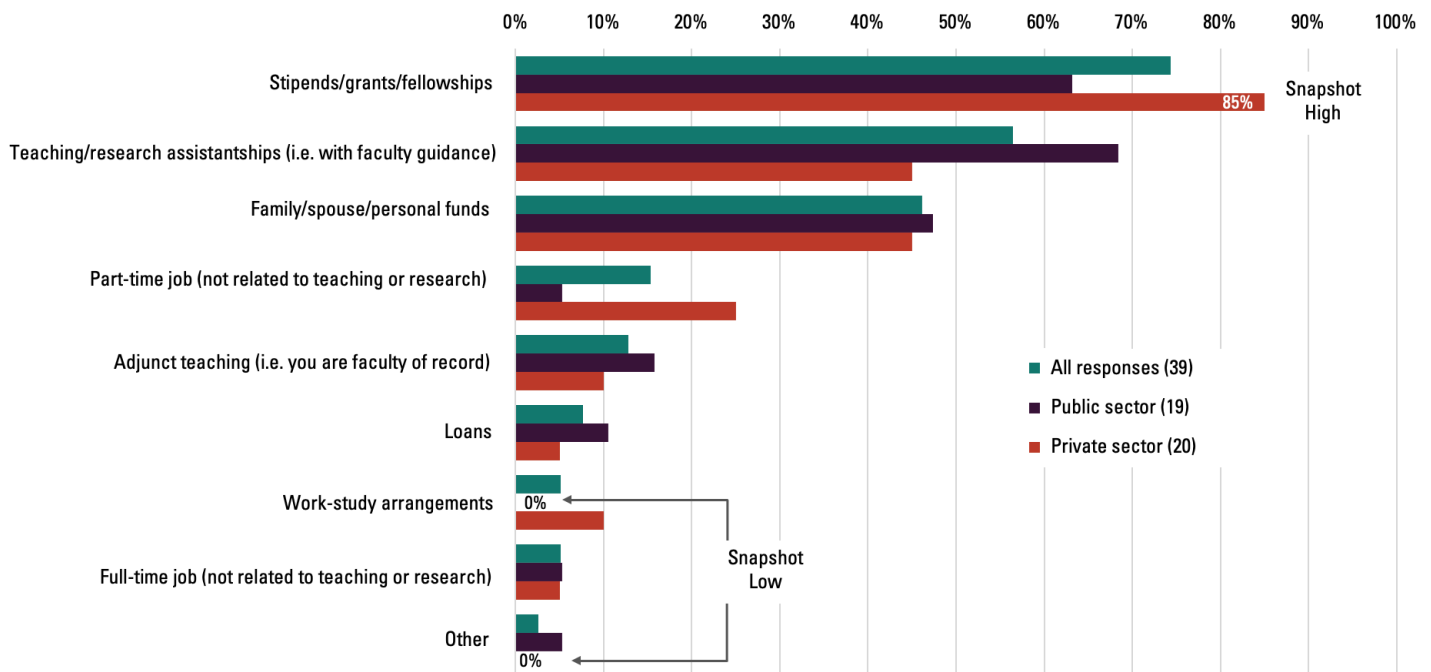
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one gender identity: 5

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, international sector



Source: SAH Data Project Student Survey

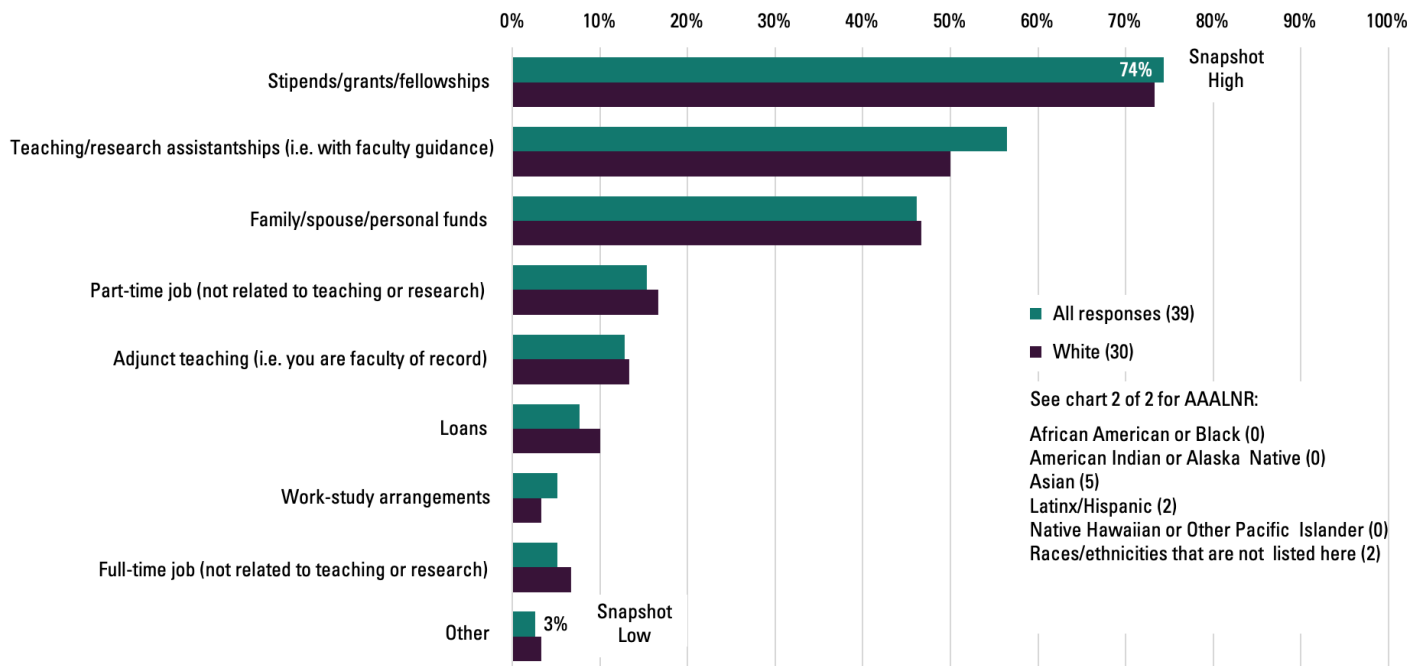
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, race/ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

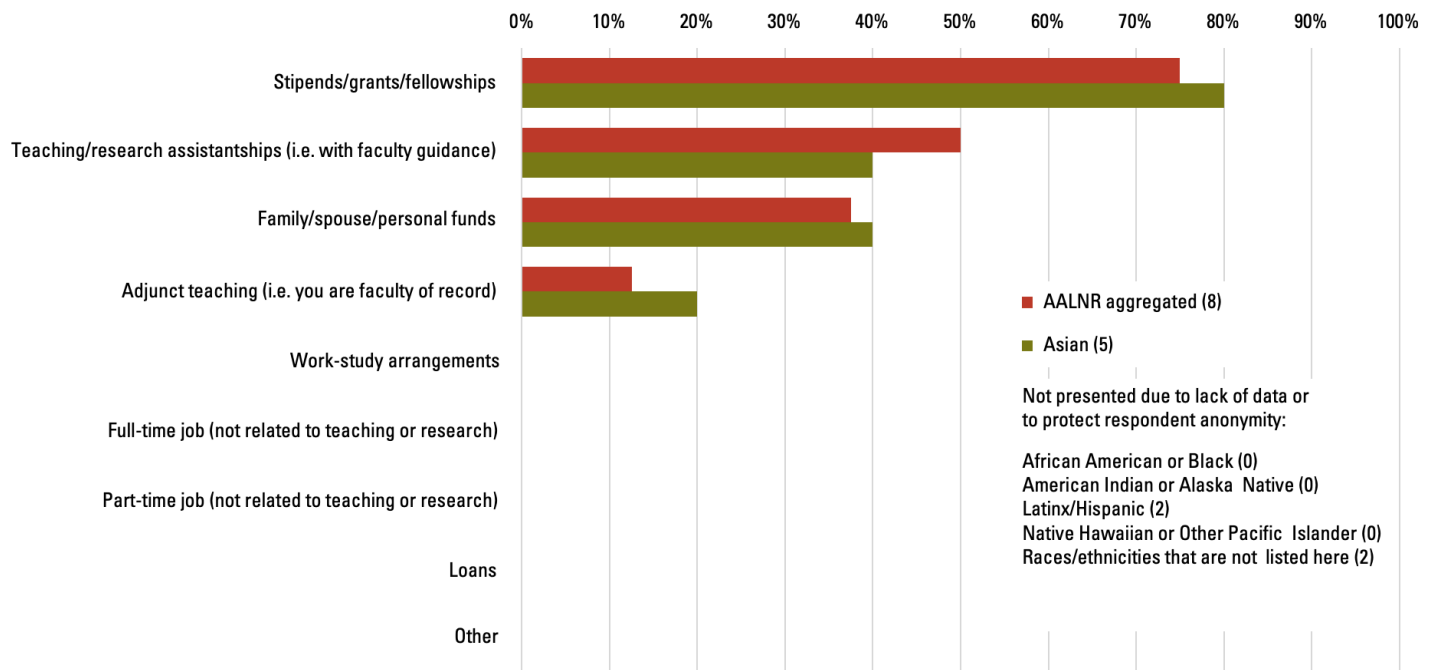
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one racial/ethnic identity: 1

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, race/ethnicity (2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

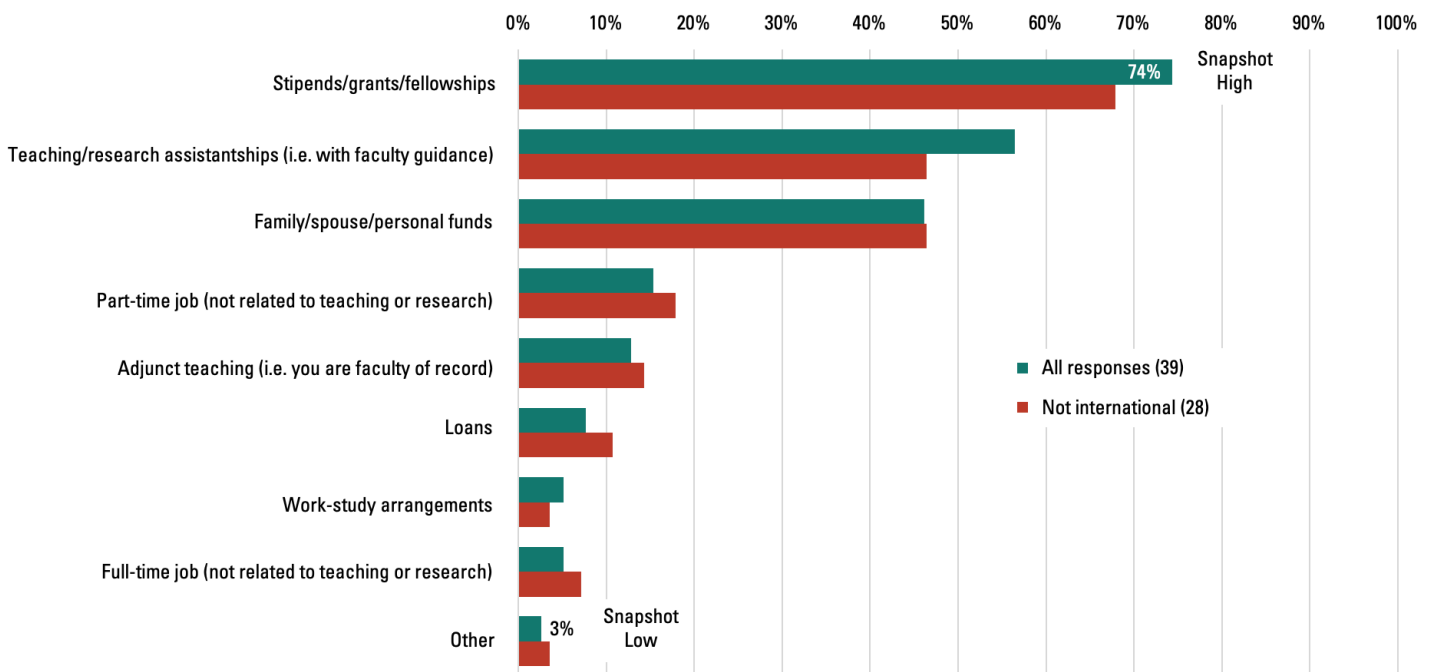
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one racial/ethnic identity: 1

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, international status (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

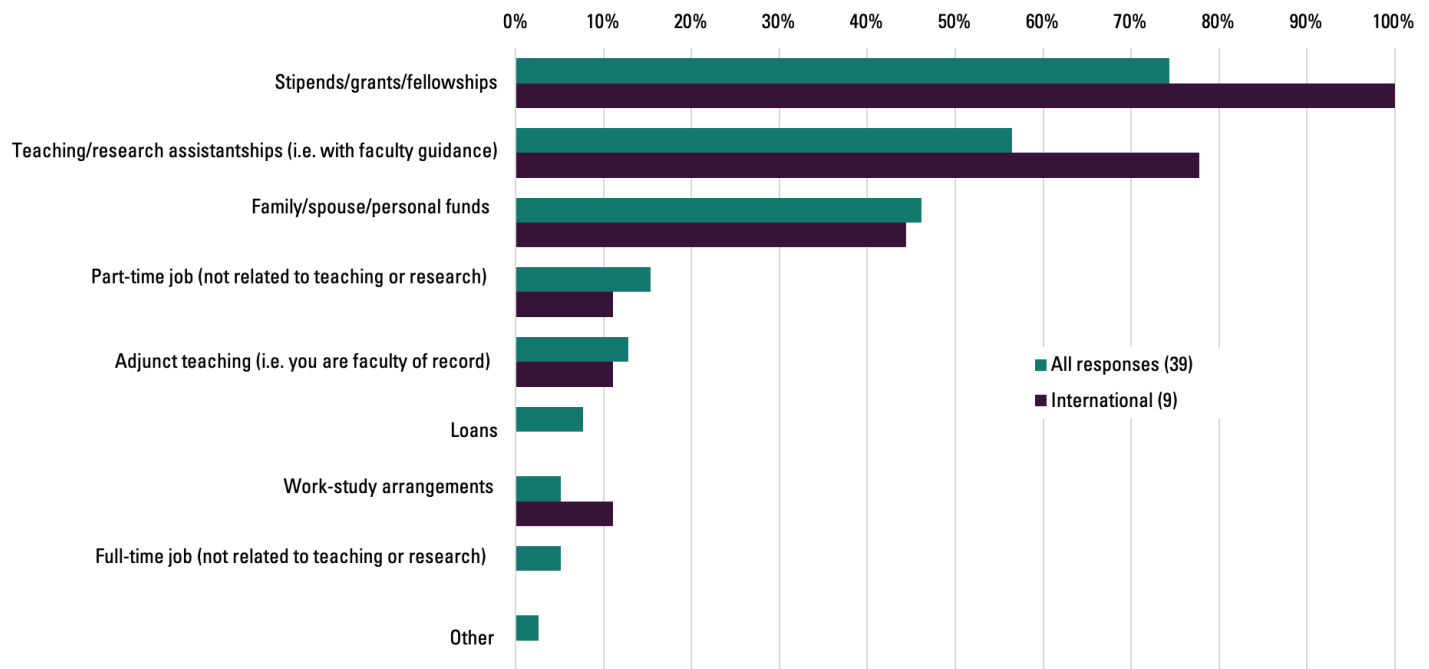
Project minimum response rate is 10 responses.

Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, international status (2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

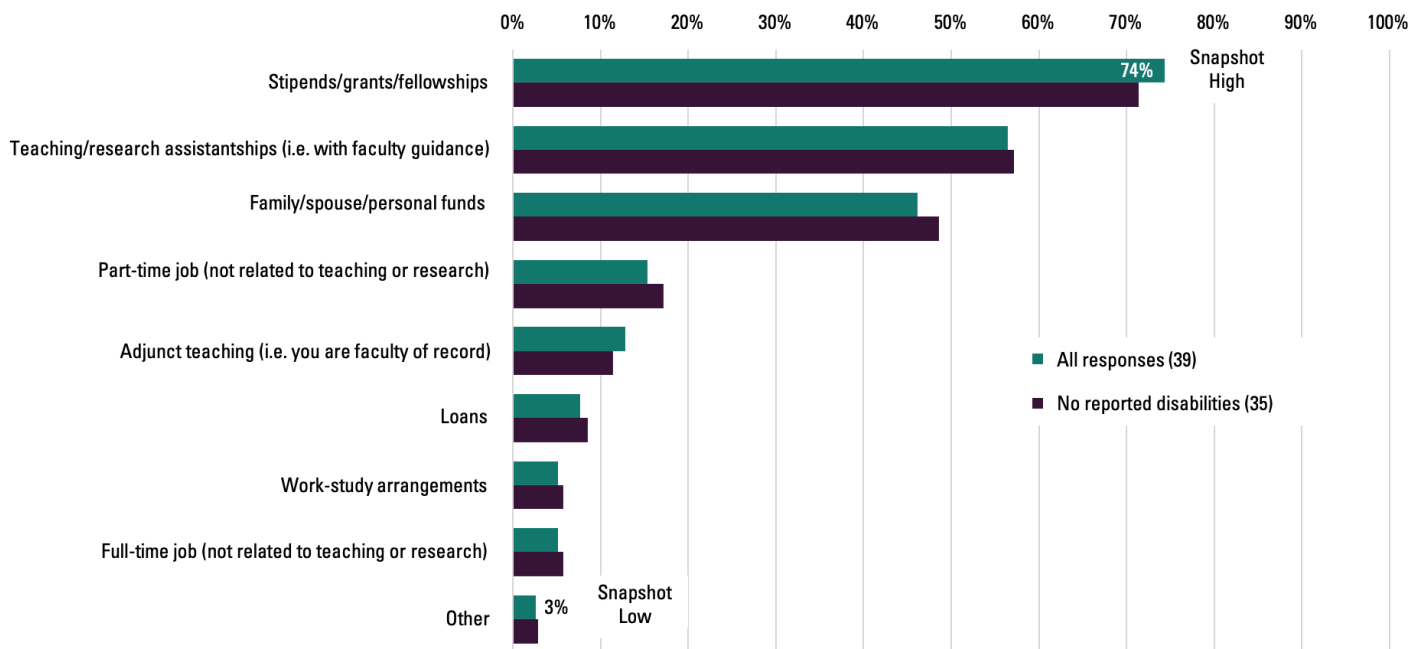
Project minimum response rate is 10 responses.

Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, disabilities that substantially limit architectural history-related studies (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

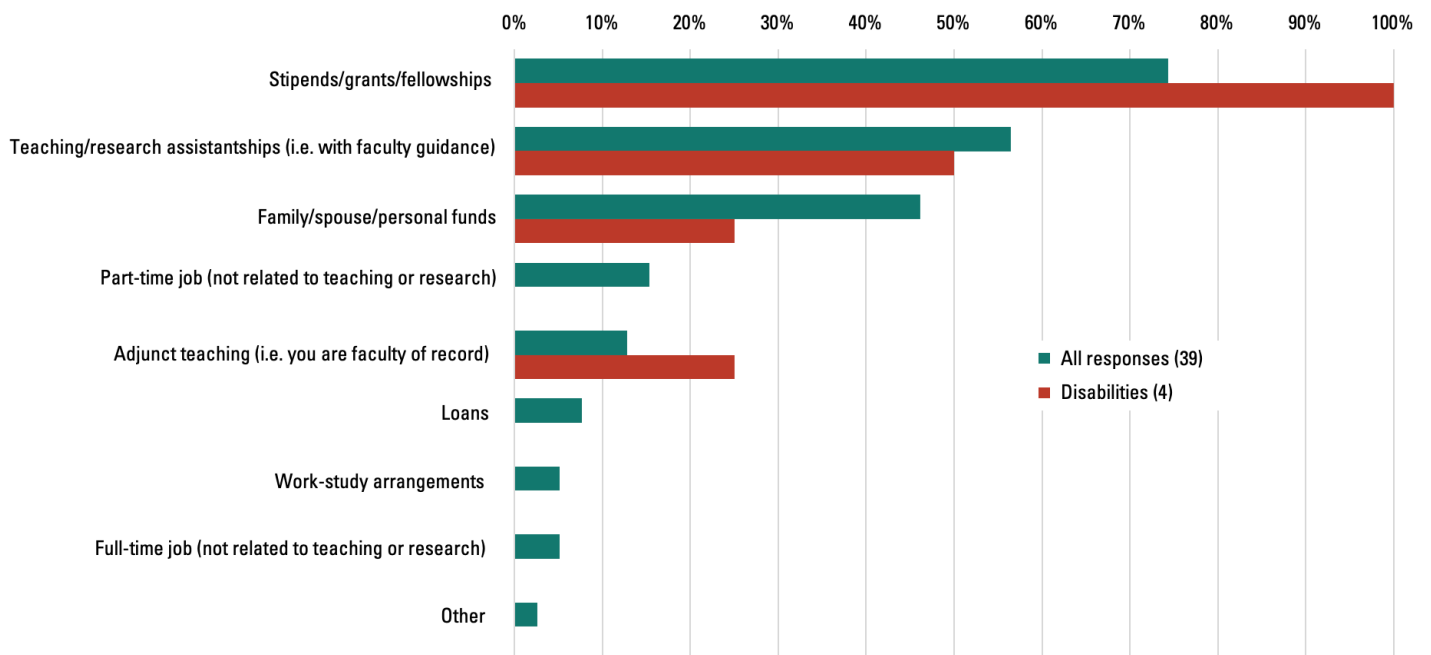
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, disabilities that substantially limit architectural history-related studies (2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

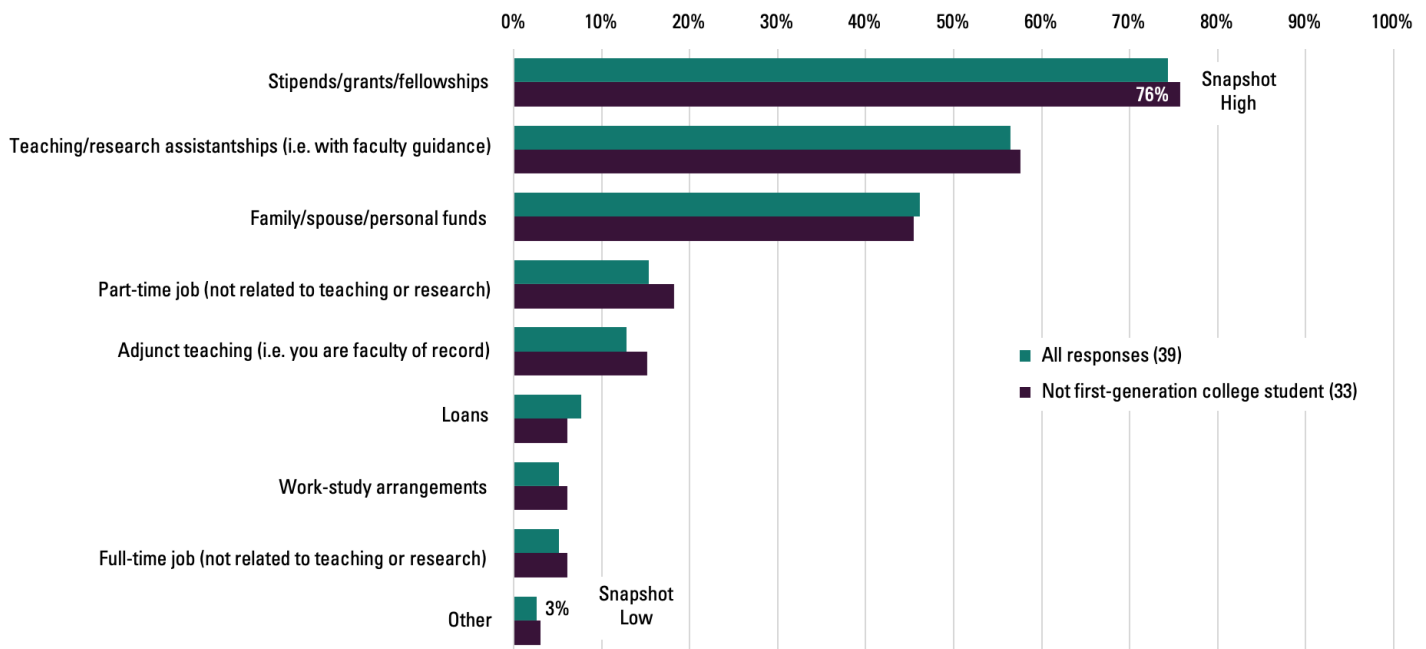
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, first-generation college student status
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

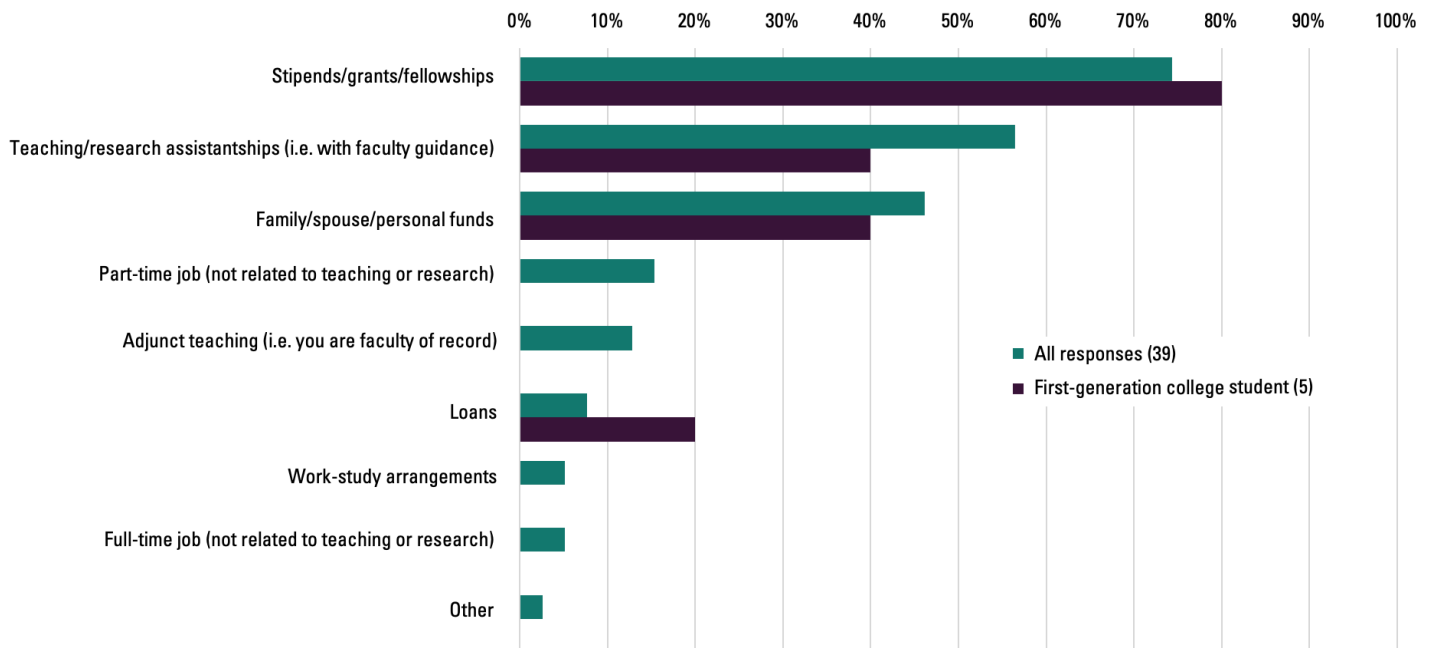
Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 1

Institutional Support Snapshot:

How are you currently paying for your college education?
(select all that apply)

Current doctoral students, first-generation college student status
(2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

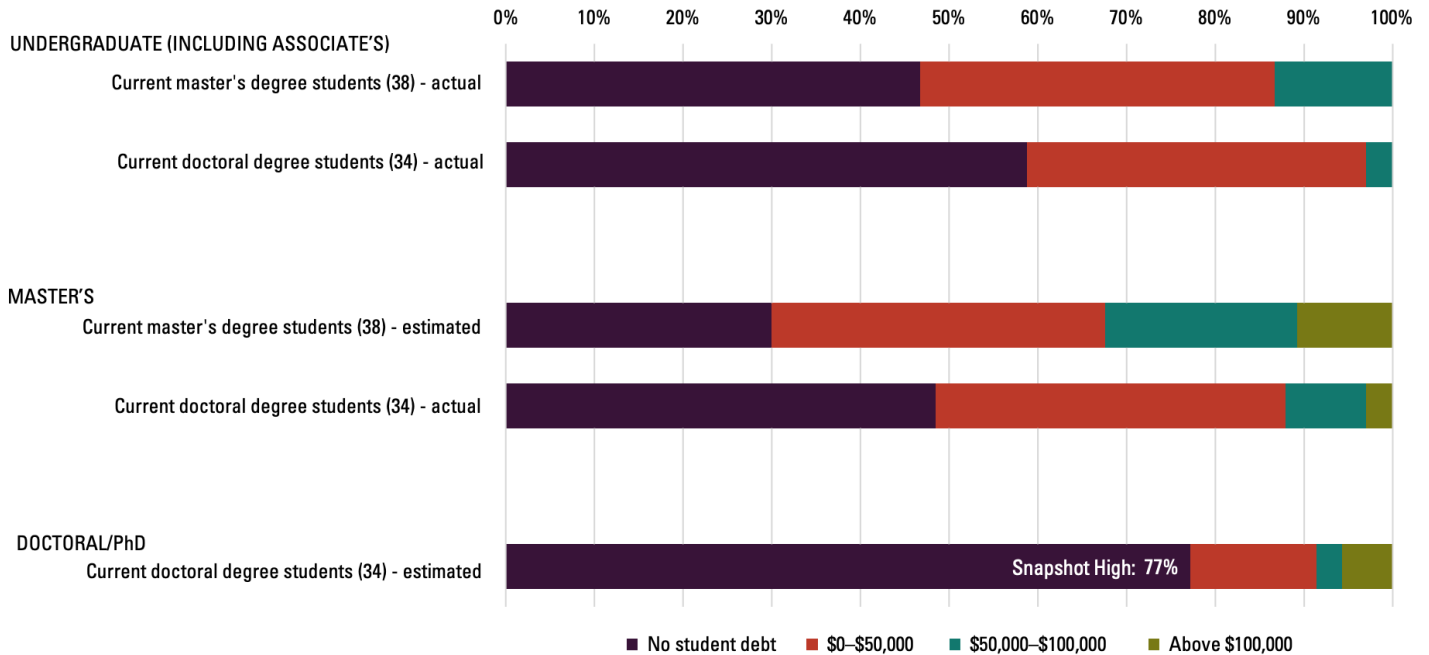
Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 1

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current master's and doctoral students



Source: SAH Data Project Student Survey

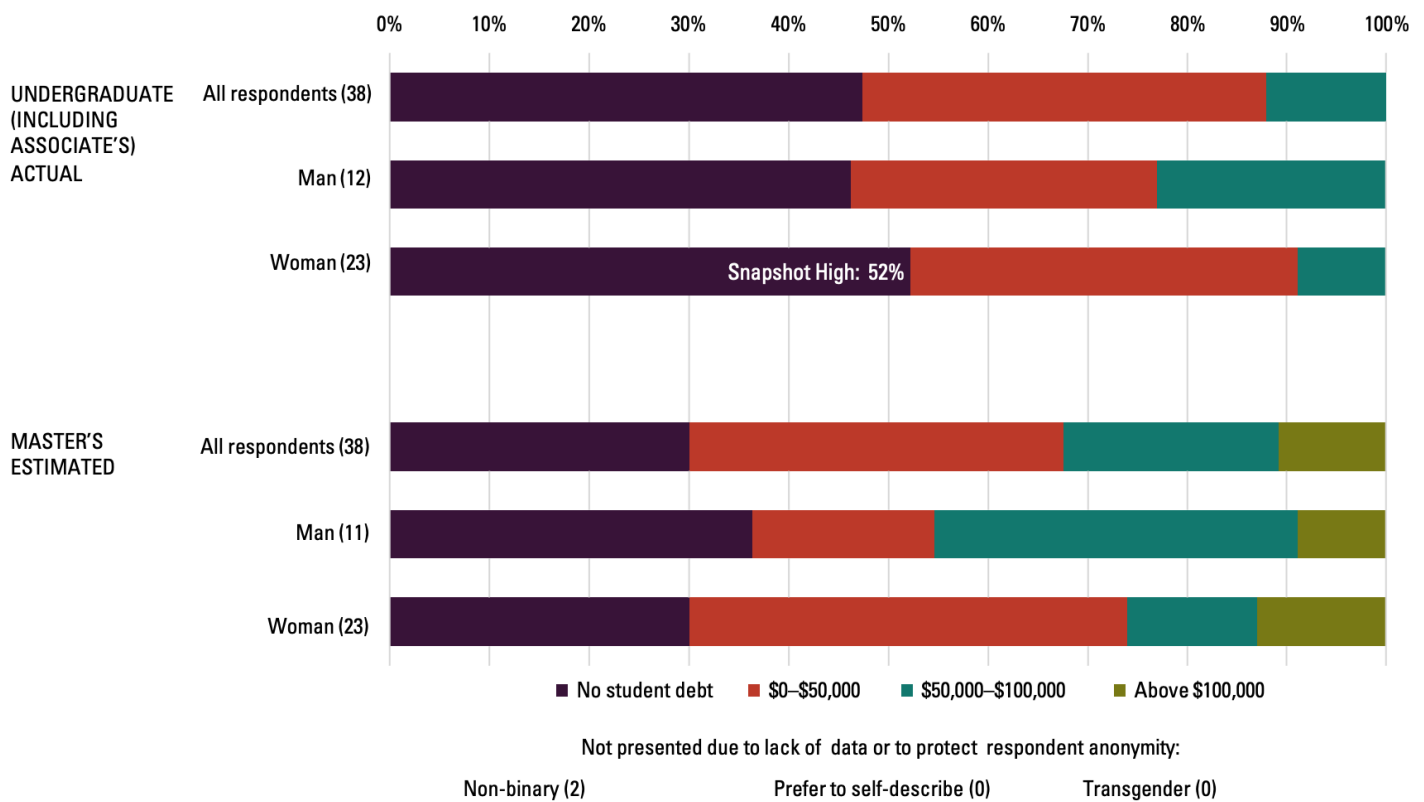
Note: Average number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current master's students, gender identity



Source: SAH Data Project Student Survey

Note: Average number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

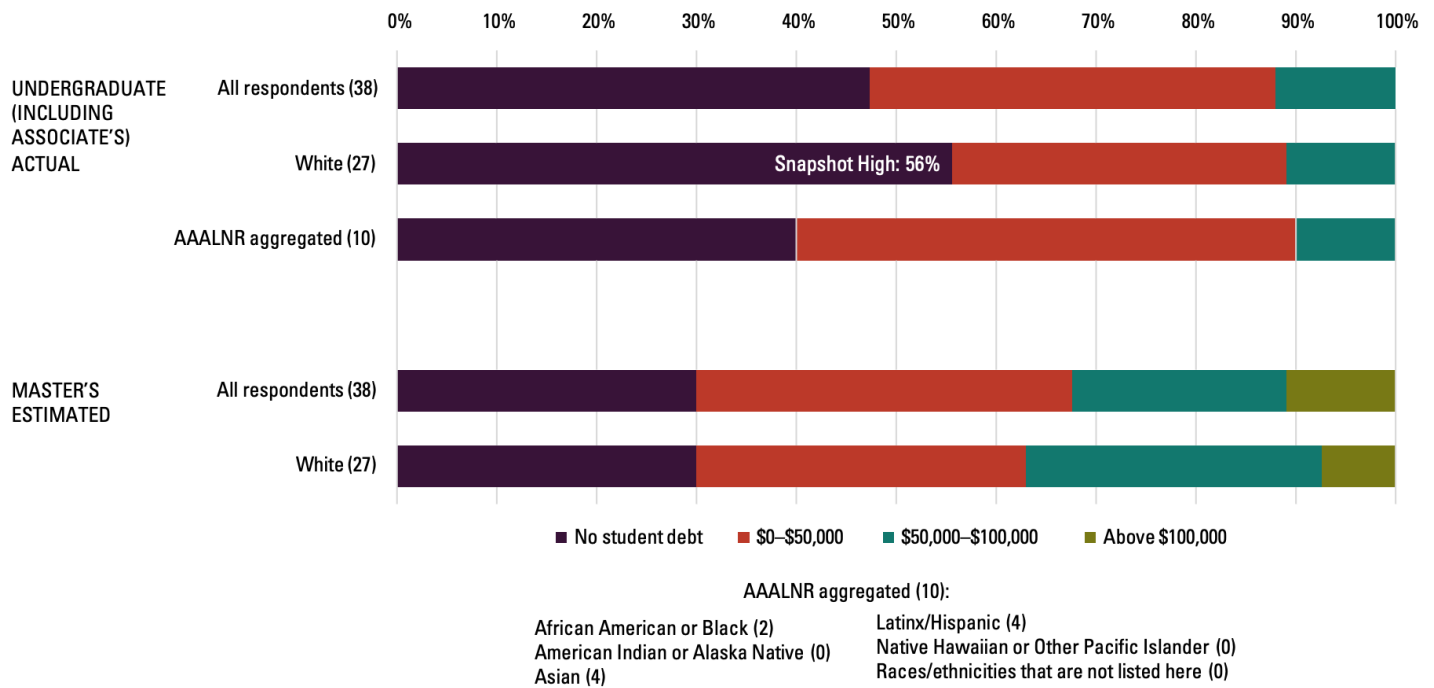
Student finances respondents who did not report at least one gender identity: 3

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

Current master's students, race/ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

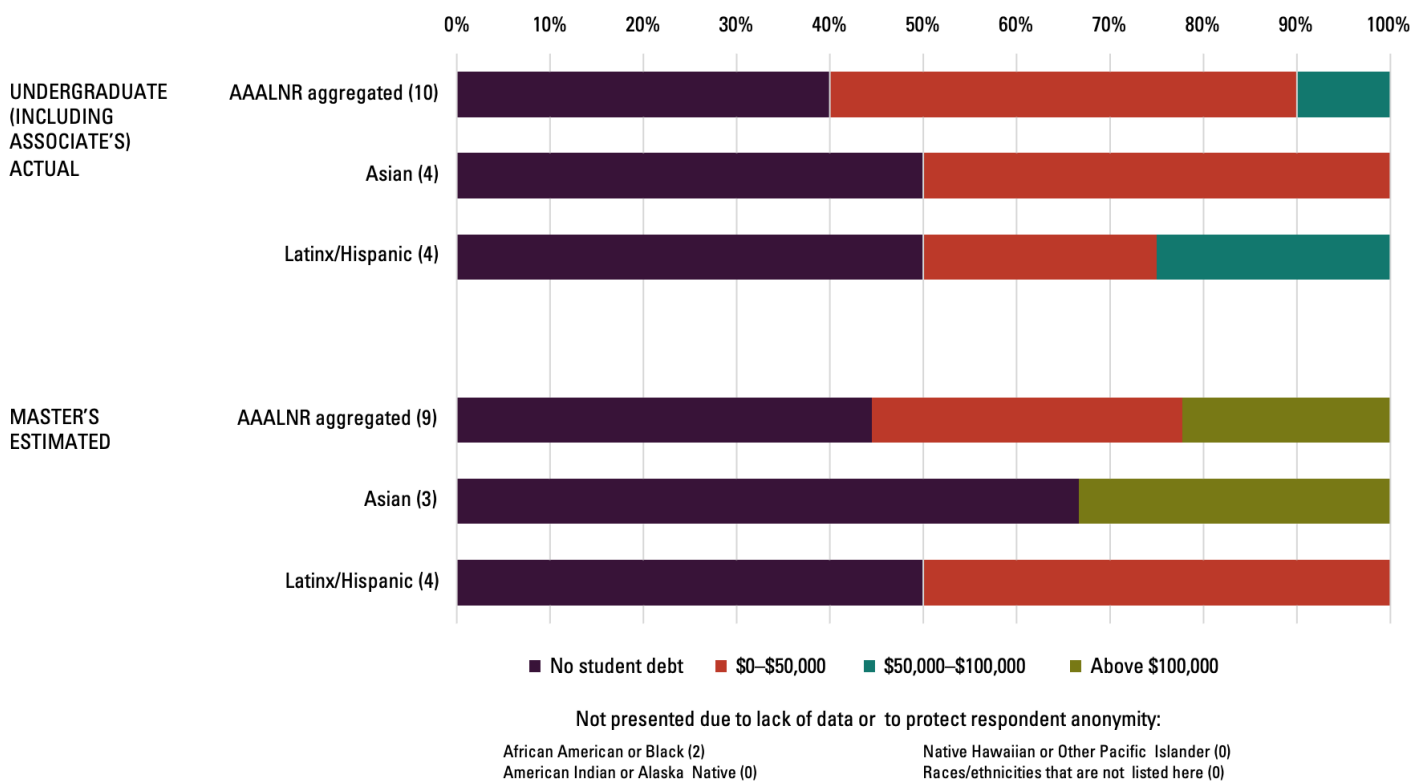
Student finances respondents who did not report at least one racial/ethnic identity: 3

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

Current master's students, race/ethnicity (2 of 2: AAALNR disaggregated)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

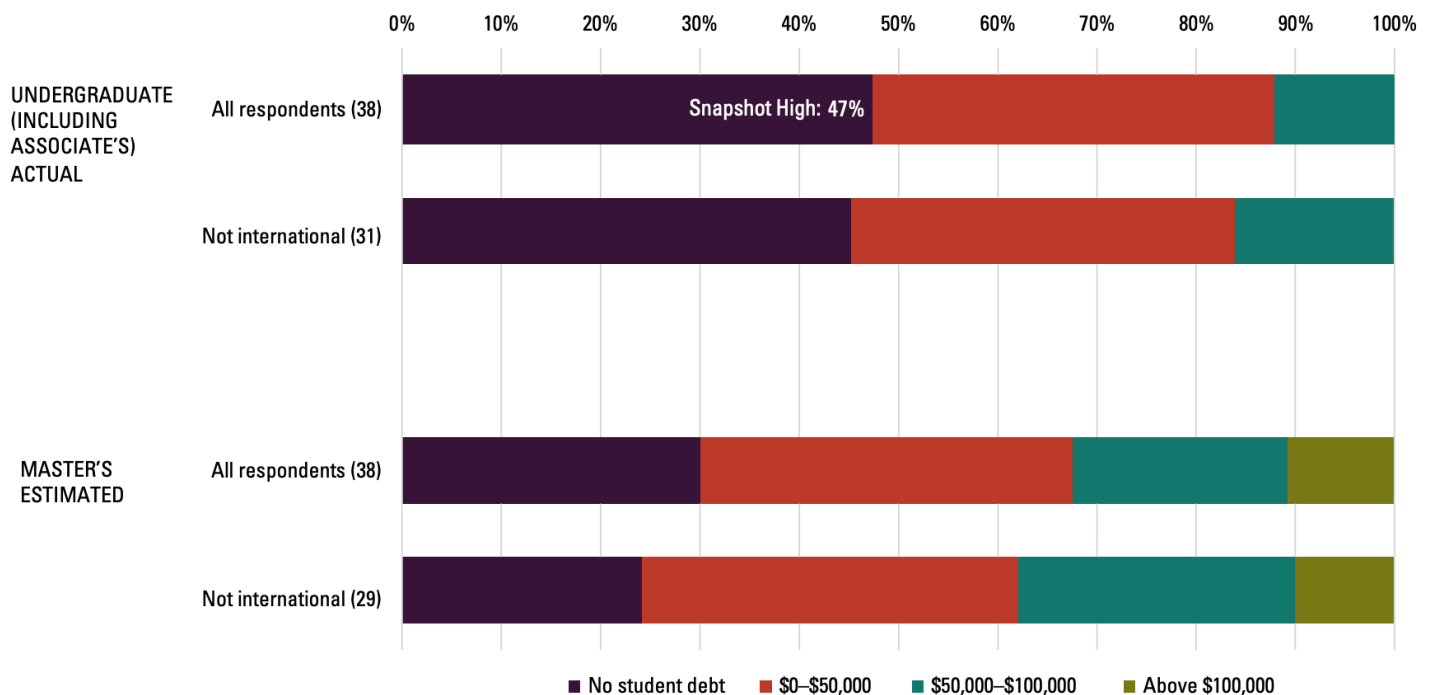
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one racial/ethnic identity: 3

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current master's students, international status
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

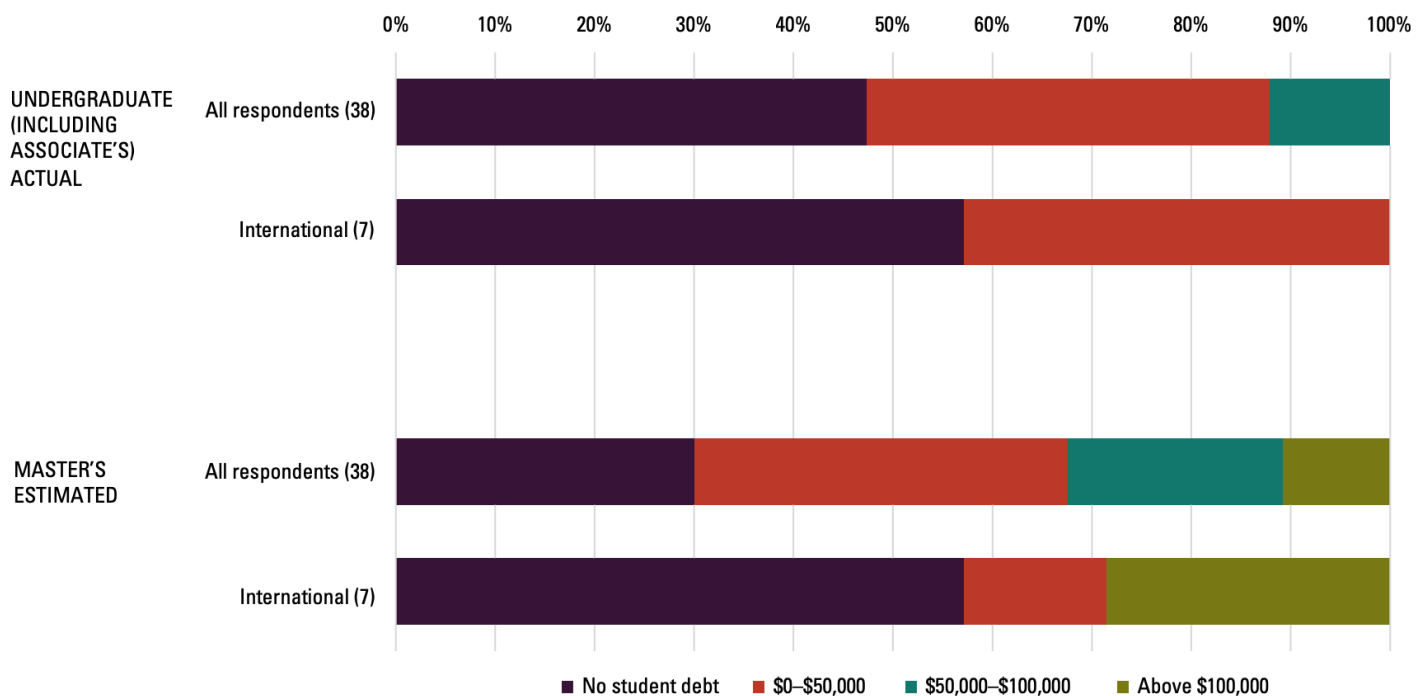
Project minimum response rate is 10 responses.

Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current master's students, international status
(2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

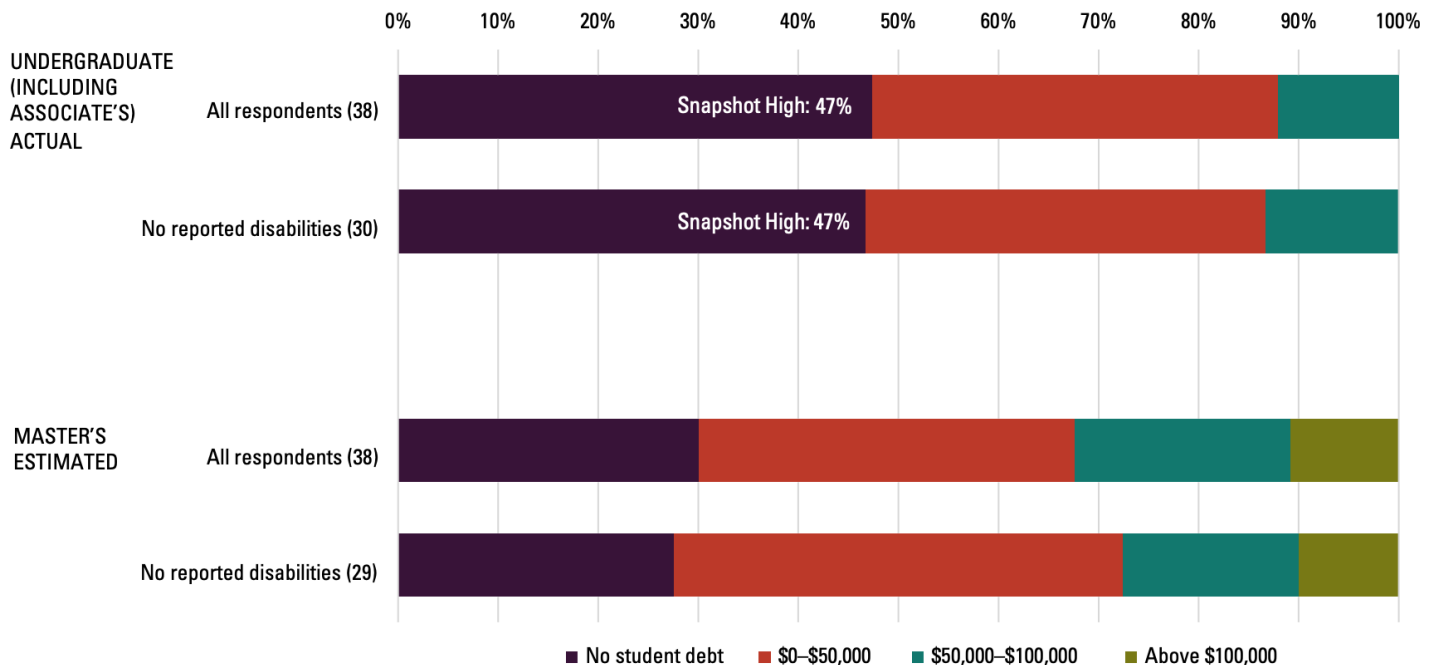
Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

**Current master's students, disabilities that substantially limit architectural
history-related studies (1 of 2: above minimum response rate)**



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

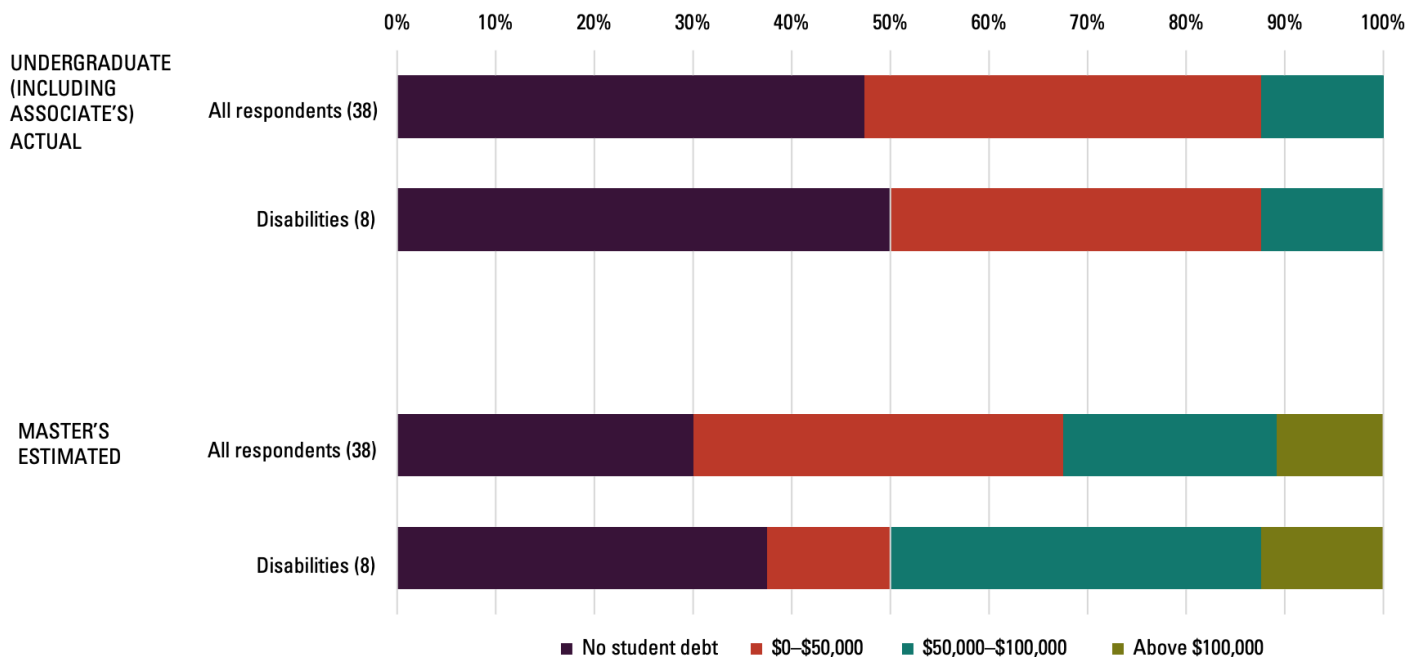
Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

**Current master's students, disabilities that substantially limit architectural
history-related studies (2 of 2: below minimum response rate)**



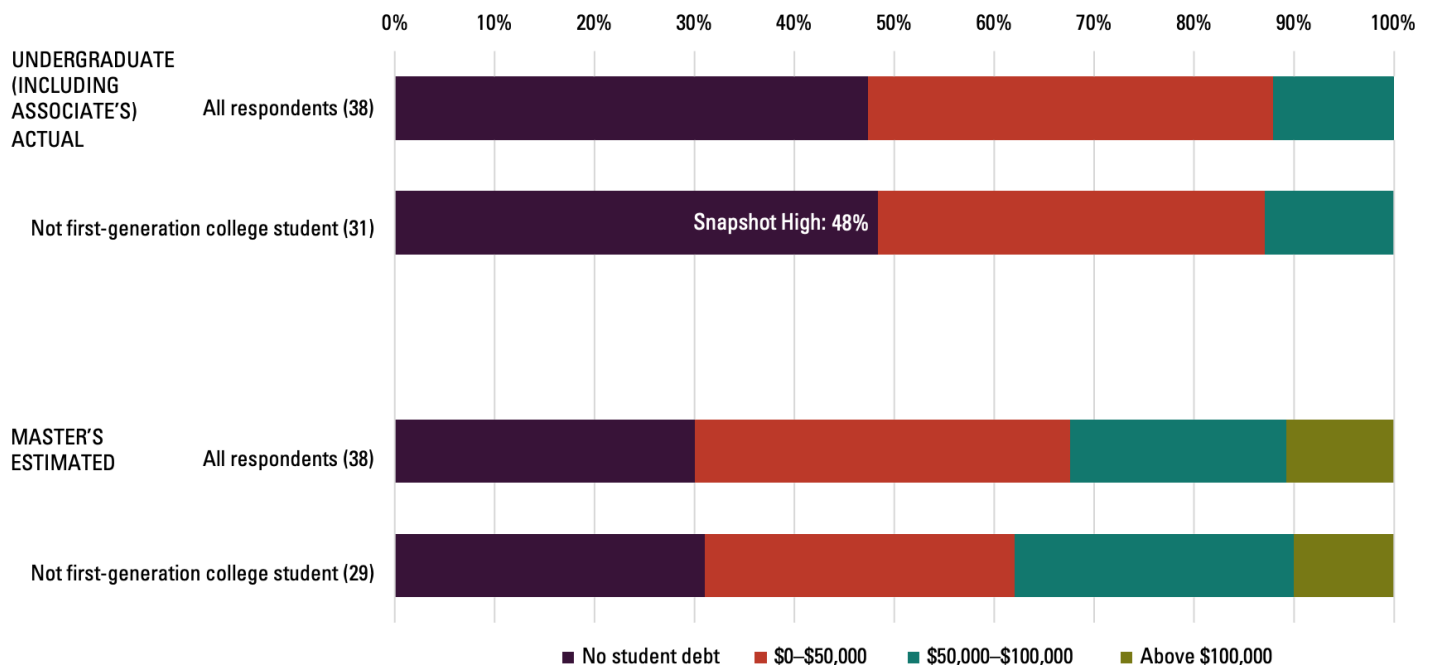
Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)
Current master's students, first-generation college student status
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

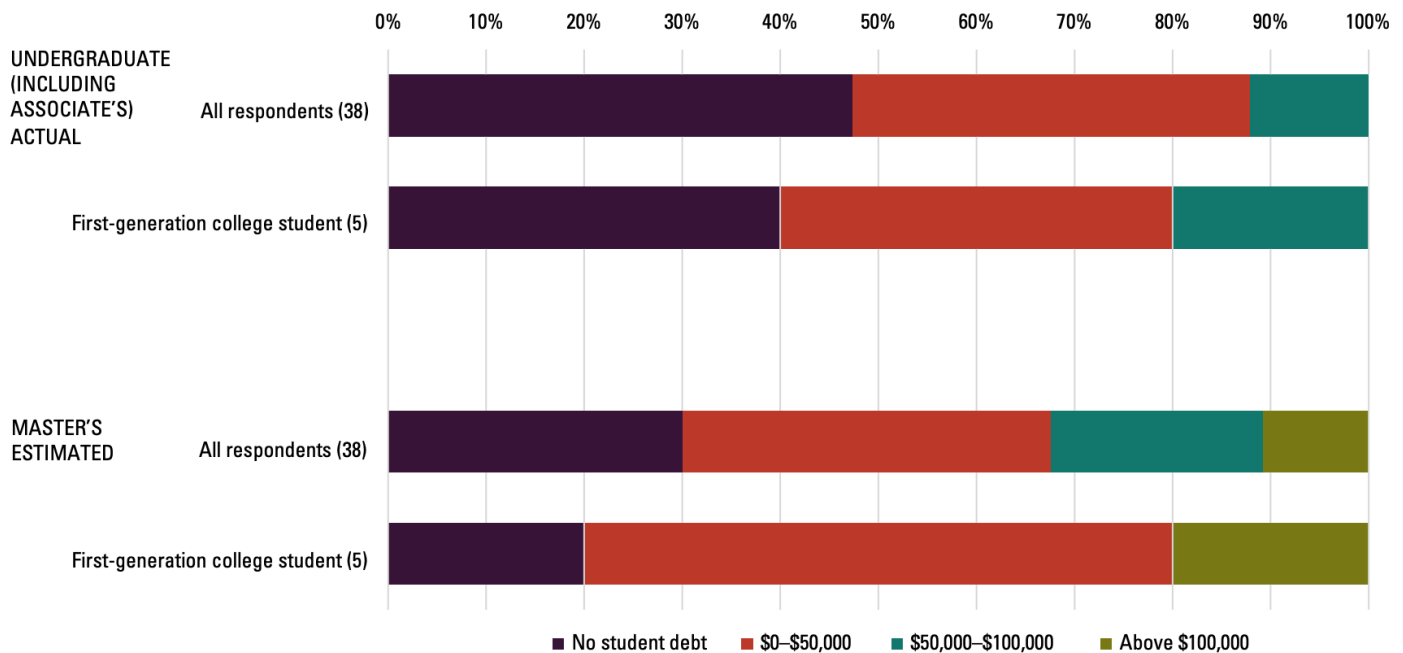
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 5

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)
Current master's students, first-generation college student status
(2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

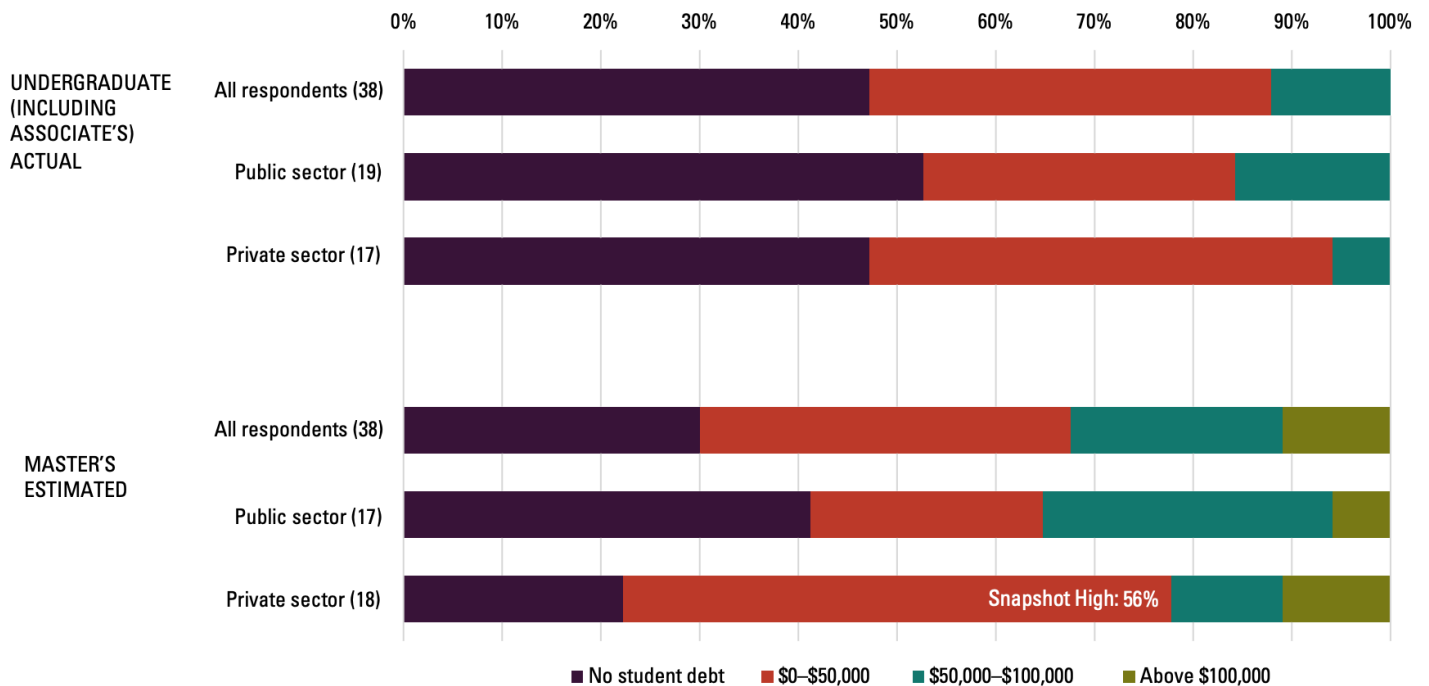
Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 5

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current master's students, institutional sector



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

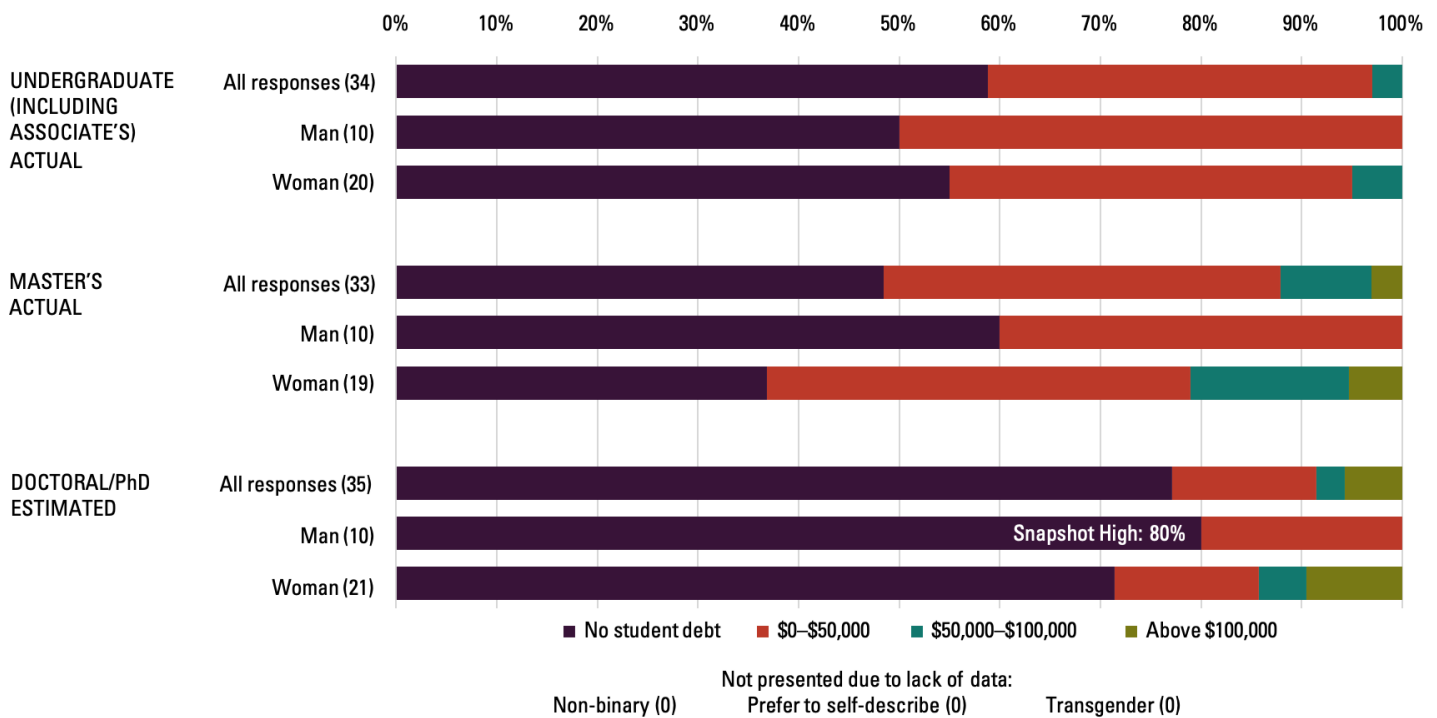
Project minimum response rate is 10 responses.

Student finances respondents who did not report institutional sector: 2

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current doctoral students, gender identity



Source: SAH Data Project Student Survey

Note: Average number of respondents for each respondent category indicated in parentheses.

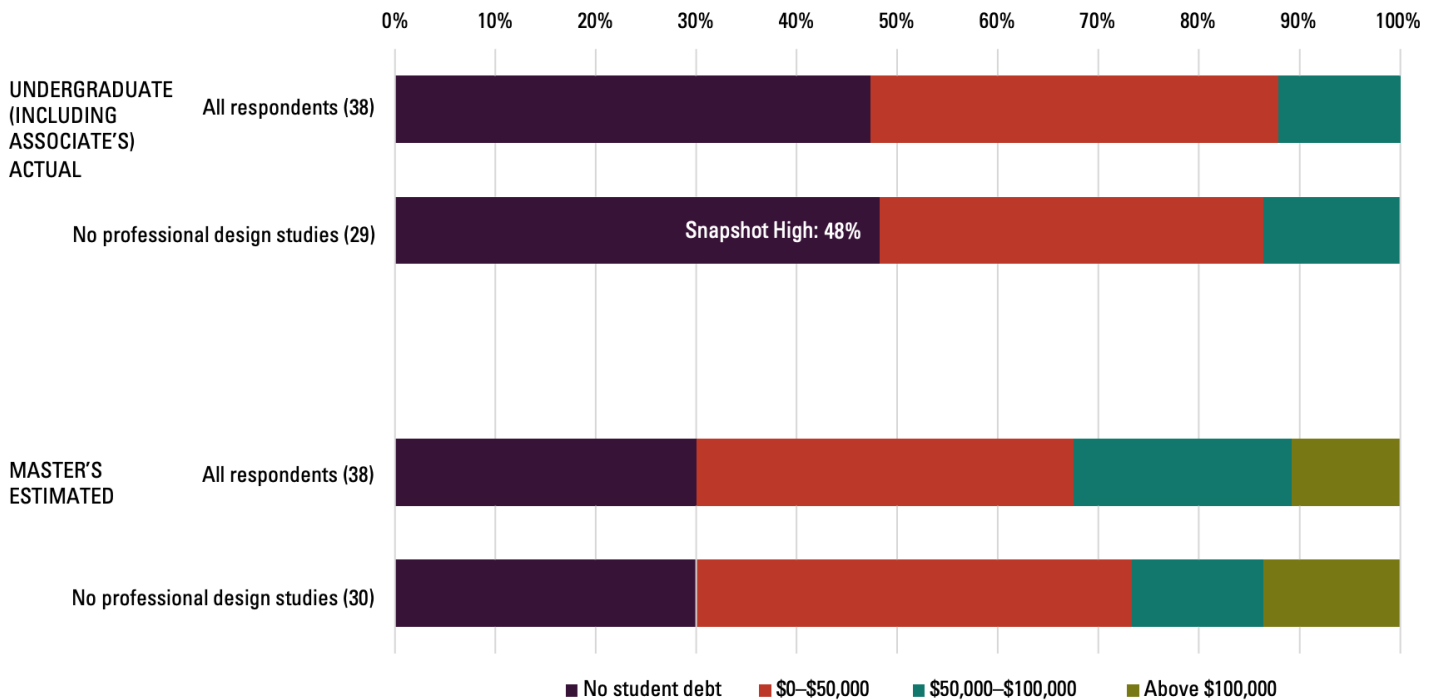
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one gender identity: 5

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current master's students, program of study
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

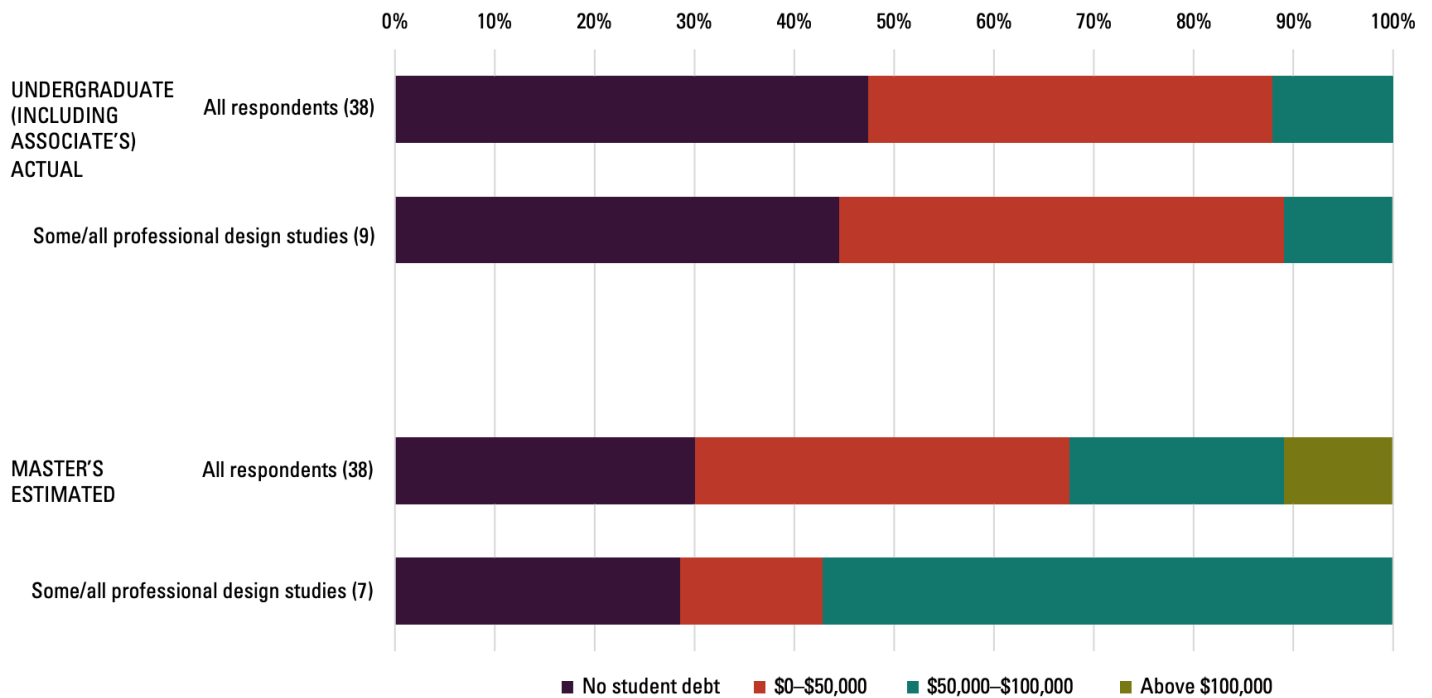
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current master's students, program of study
(2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

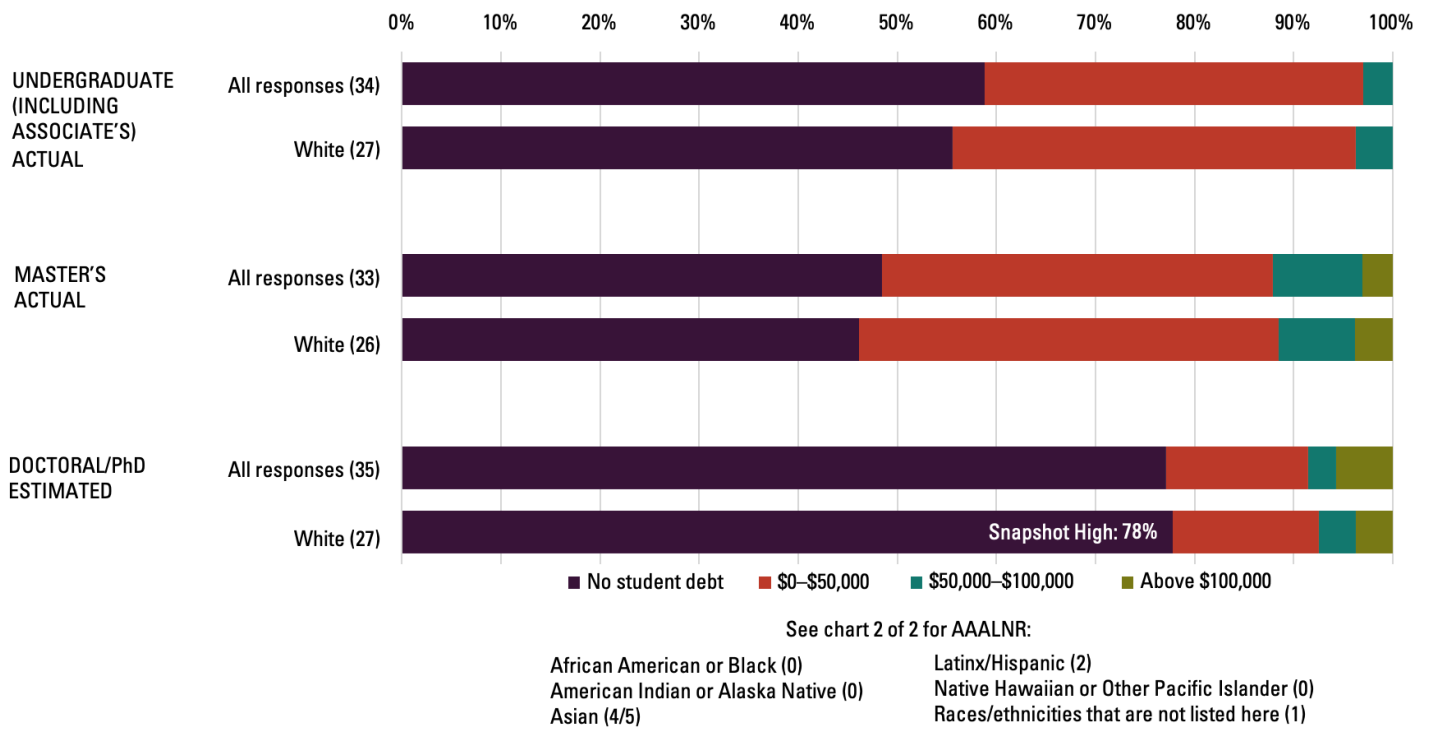
Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How much student debt did you incur or do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

Current doctoral students, race/ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

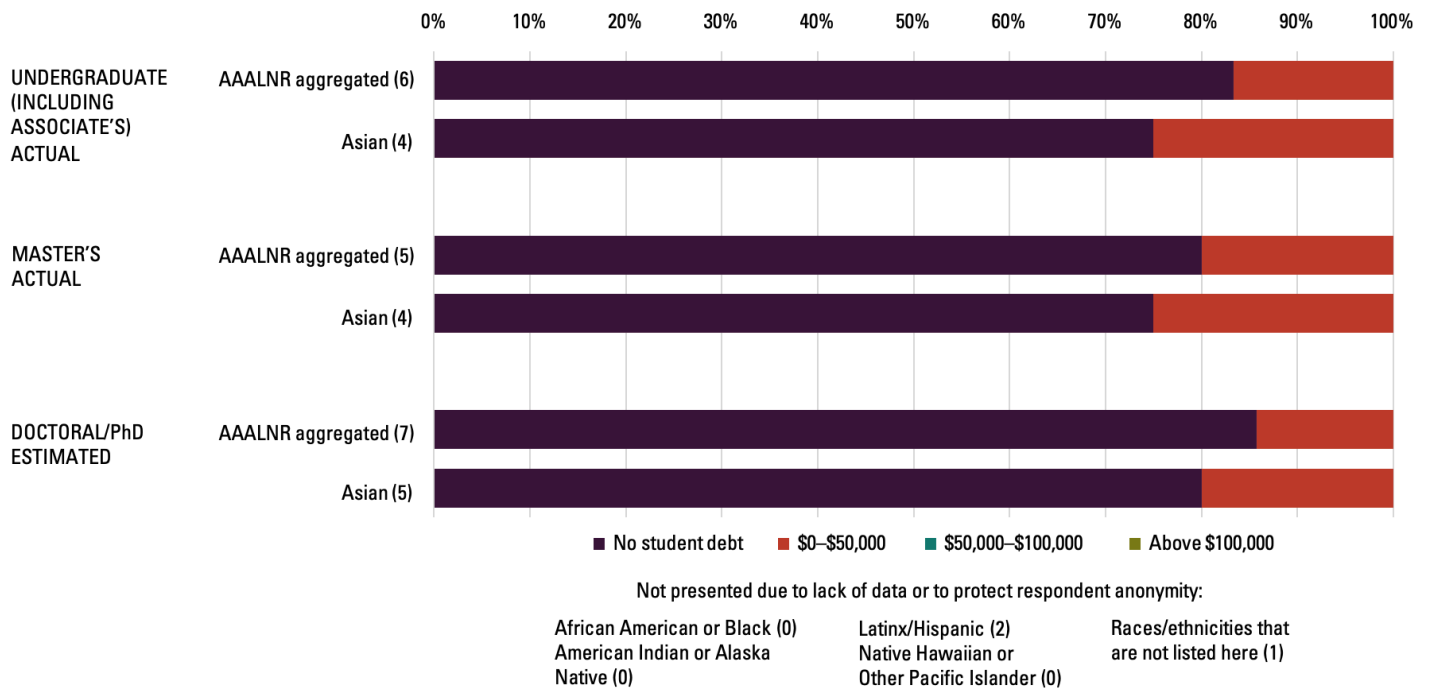
Student finances respondents who did not report at least one racial/ethnic identity: 1

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

Current doctoral students, race/ethnicity (2 of 2: AAALNR disaggregated)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

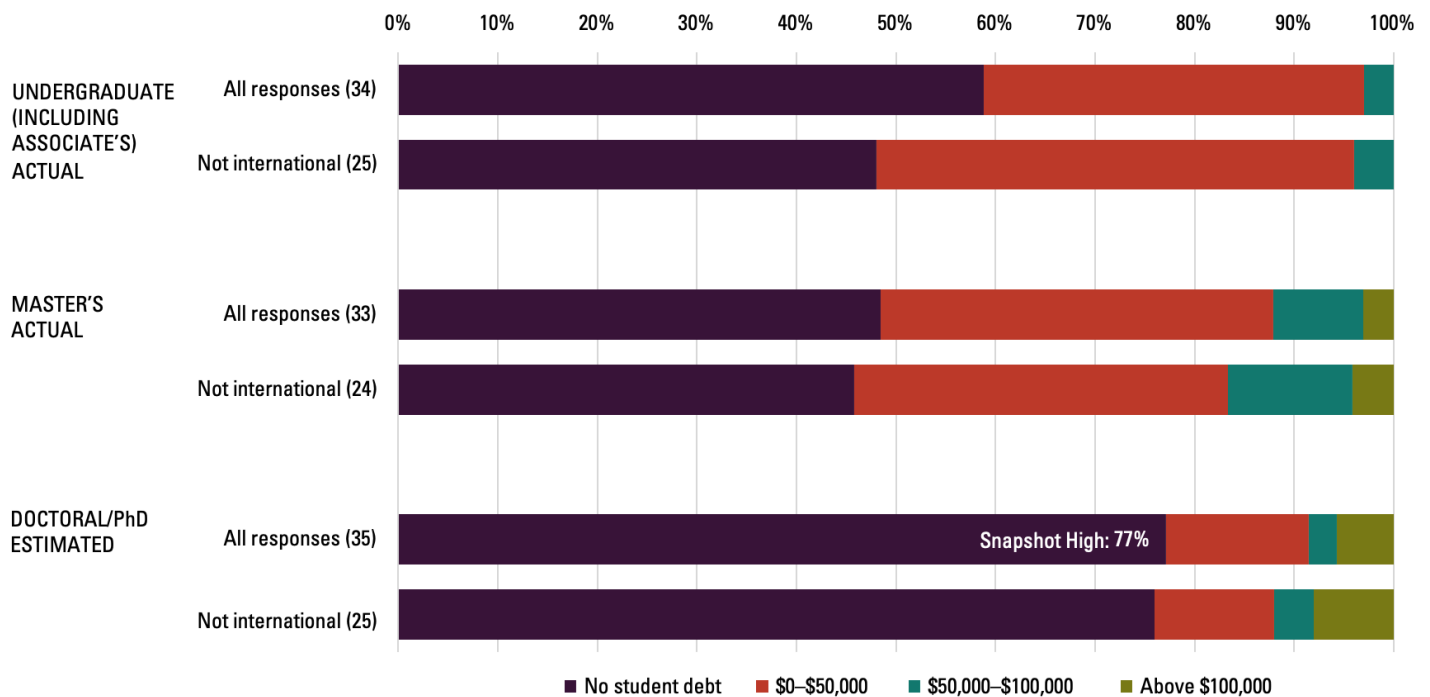
Project minimum response rate is 10 responses.

Student finances respondents who did not report at least one racial/ethnic identity: 1

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current doctoral students, international status
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

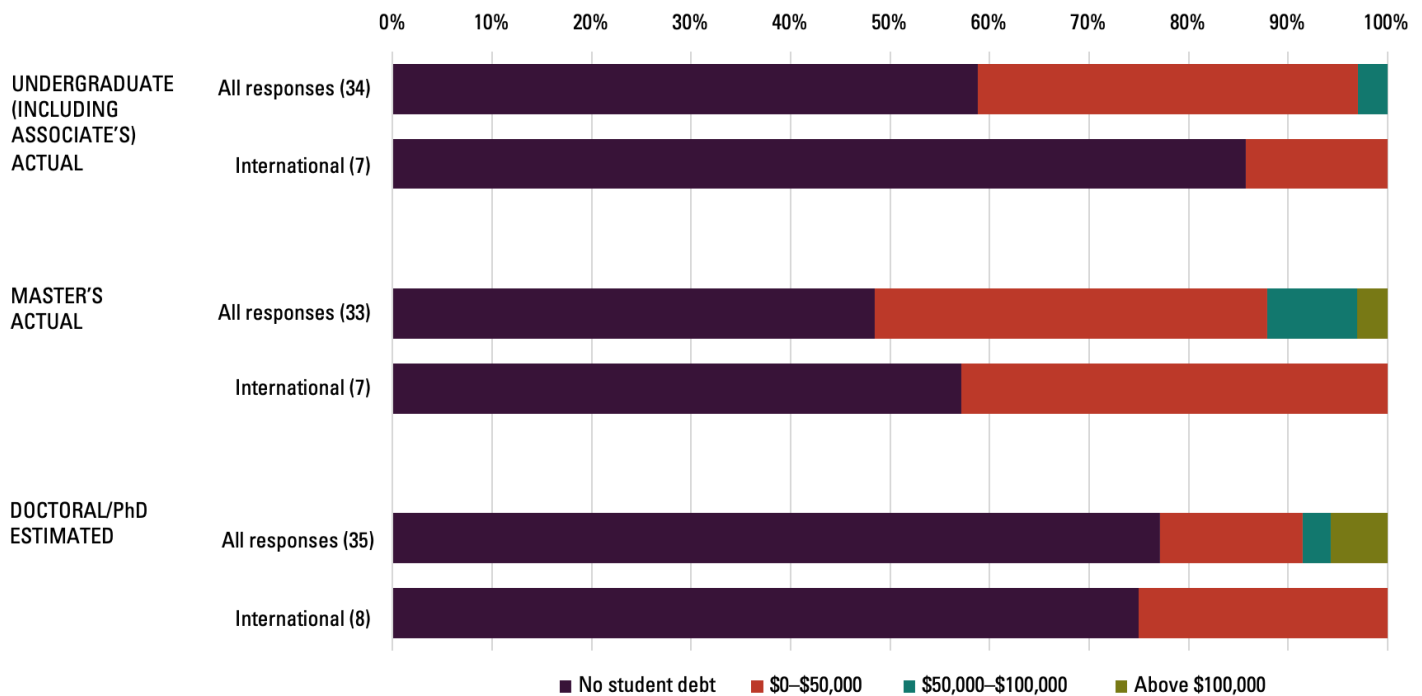
Project minimum response rate is 10 responses.

Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current doctoral students, international status
(2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

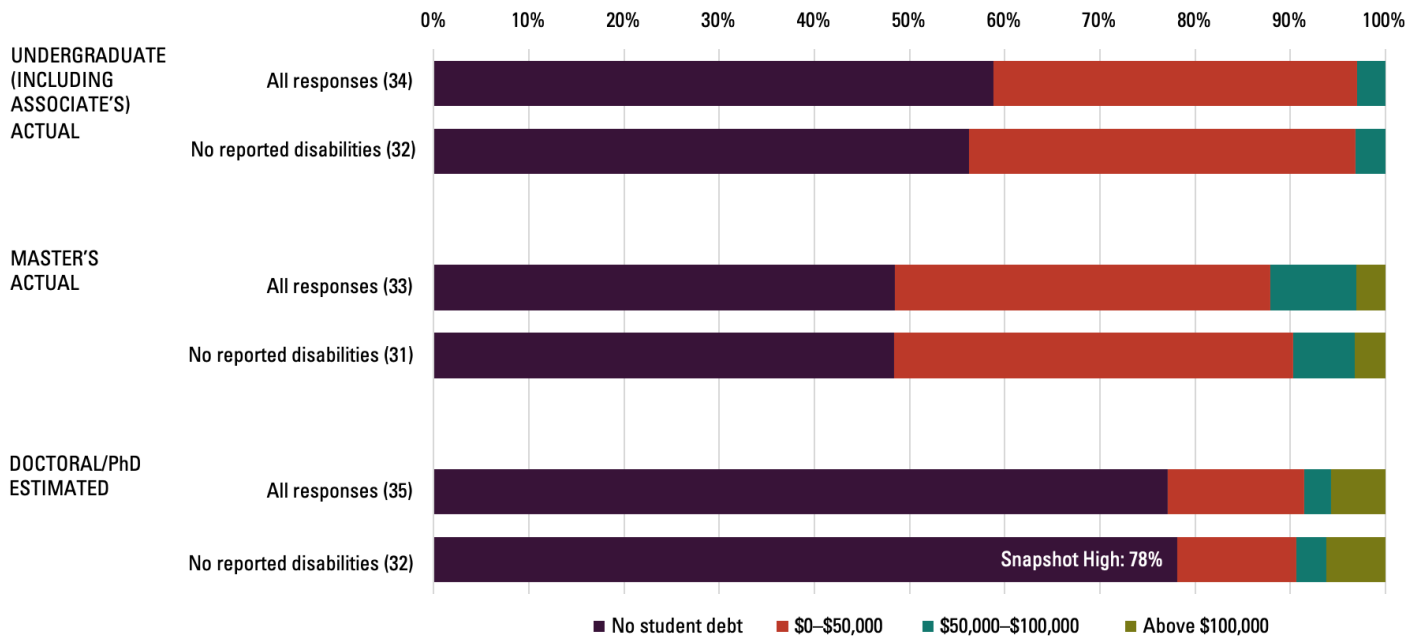
Student finances respondents who did not report an international status: 2

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

**Current doctoral students, disabilities that substantially limit architectural
history-related studies (1 of 2: above minimum response rate)**



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

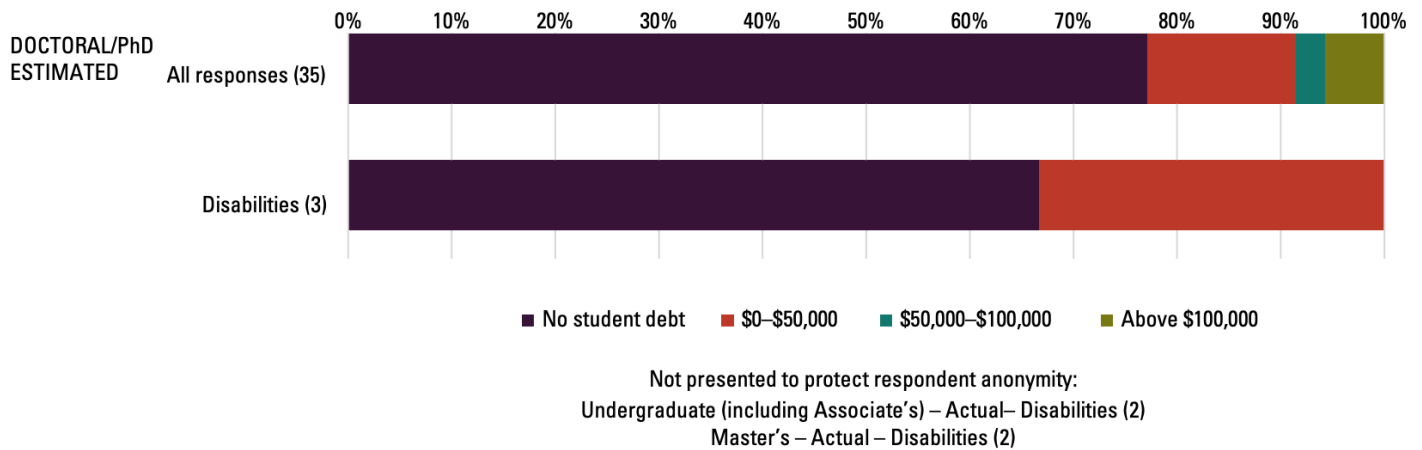
Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?

(please estimate for any degrees you have not completed yet)

**Current doctoral students, disabilities that substantially limit architectural
history-related studies (2 of 2: below minimum response rate)**



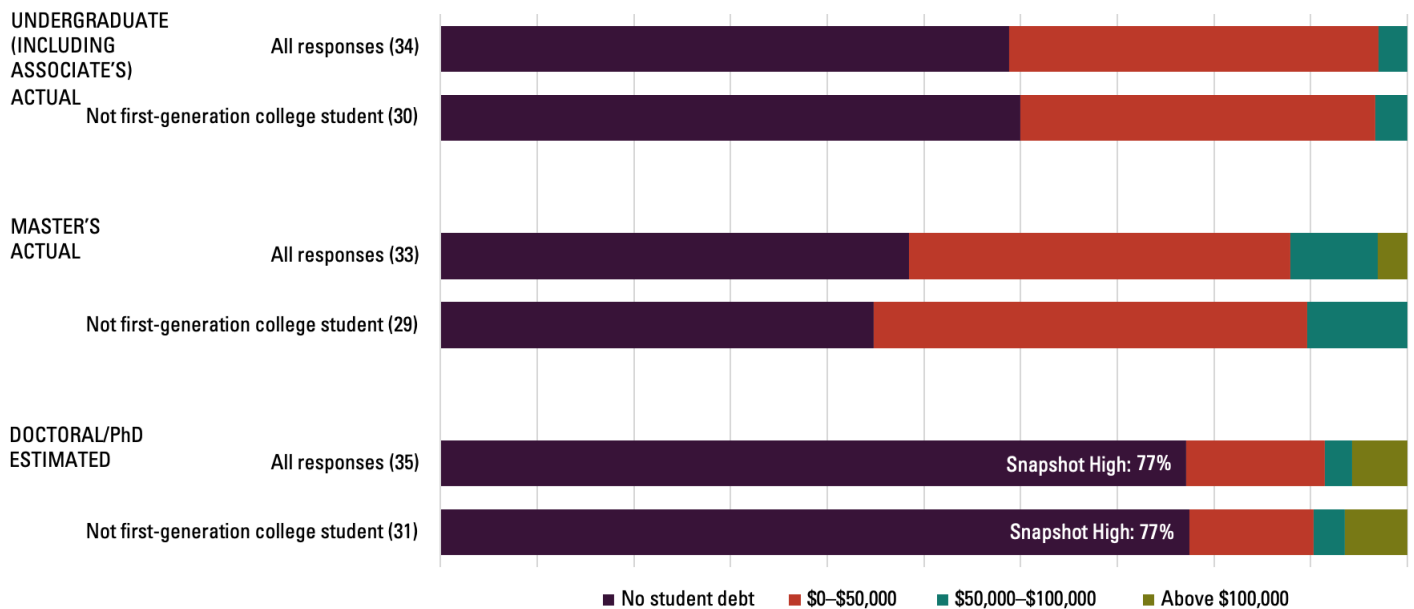
Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)
Current doctoral students, first-generation college student status
(1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

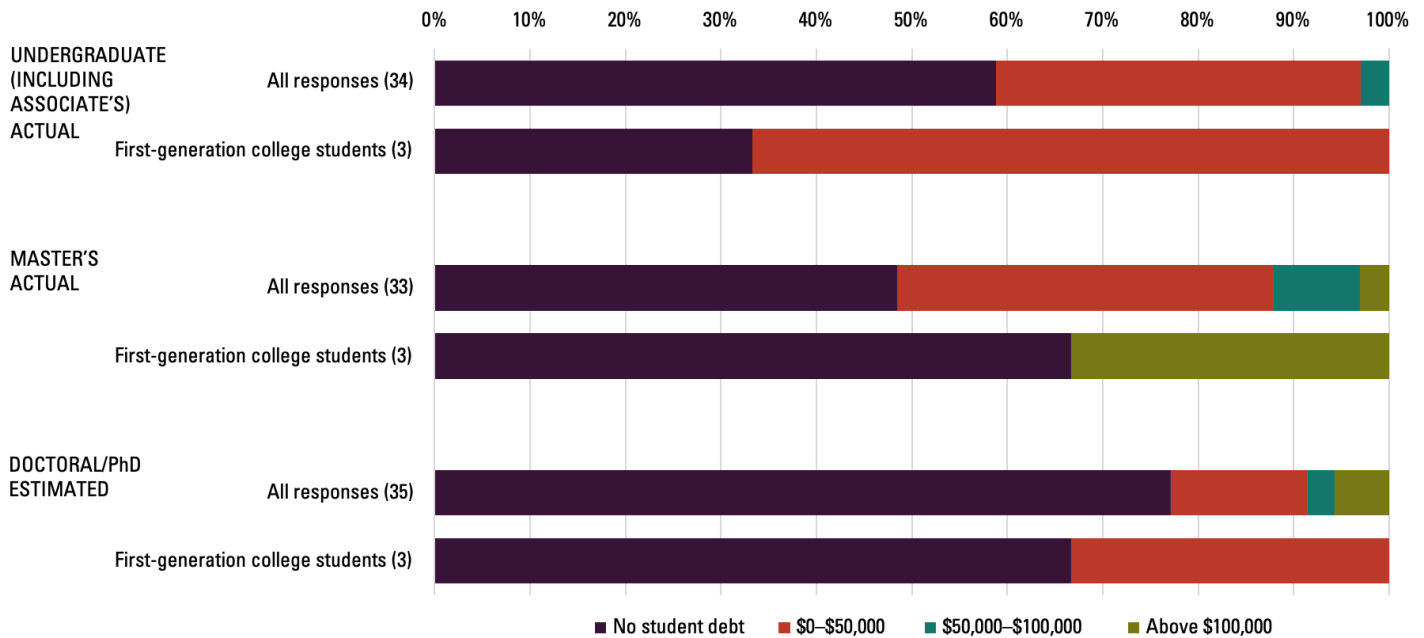
Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 1

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)
Current doctoral students, first-generation college student status
(2 of 2: below minimum response rate)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

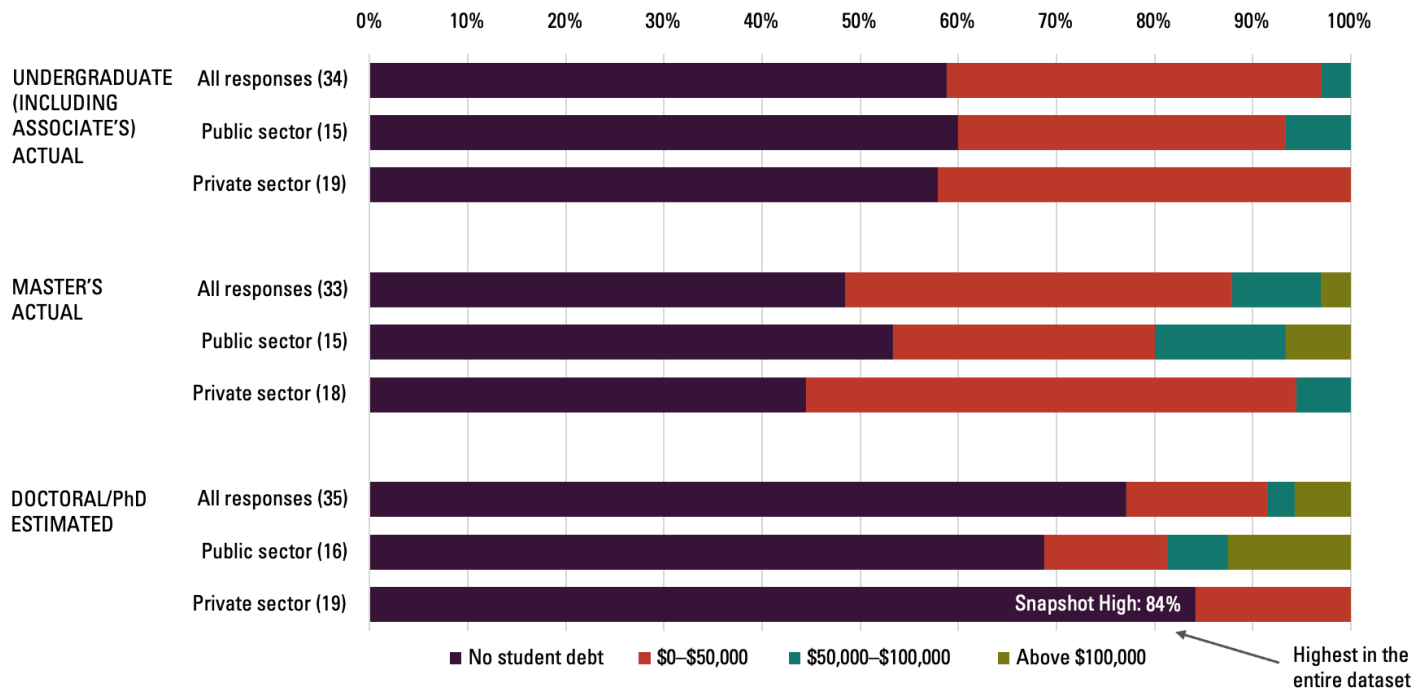
Project minimum response rate is 10 responses.

Student finances respondents who did not report first-generation college student status: 1

Institutional Support Snapshot:

How much student debt did you incur or
do you expect to incur for each of your degrees?
(please estimate for any degrees you have not completed yet)

Current doctoral students, institutional sector



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent category indicated in parentheses.

Project minimum response rate is 10 responses.



EQUITY CONCERNS AND BARRIERS TO ACCESS: THE ARCHITECTURAL HISTORY PRE-COLLEGE PIPELINE

Equity Concerns and Barriers to Access:

The Architectural History Pre-College Pipeline

The project team's goal for this part of the data-gathering effort was to identify the experiences people have with architectural history before college and how those experiences impact the choices they make about their architectural history-related studies once they get to college. The team's work included collecting quantitative information about when and how respondents encountered architectural history as well as qualitative exploration of the disaggregated data to discover which types of encounters proved most meaningful for respondents across various demographic groups.

A key objective for the SAH Data Project's pipeline dataset was to provide faculty and students with a wide range of experience types to consider as they reflected on their initial engagement with architectural history. These experiences include reading books, watching videos, listening to podcasts, attending K-12 extracurricular camps, visiting buildings in-person, and so on. The project team hoped this, in turn, might provide a nuanced, accurate,

and equitable process for understanding the experience of all respondents.

The field's pre-college pipeline was a major focus of the conversation between the team and the project's Advisory Committee from the outset; however, this particular issue rose to special prominence during the Student Stakeholder meeting that was convened while the surveys were still in development. As such, the ultimate form the questions took was especially

enriched by the myriad stories those student stakeholders shared. To ensure the widest possible array of pipeline answer options, the project team also sought guidance from the Advisory Committee, survey testers, and other constituents.

Once the surveys launched, the pipeline-related questions enjoyed some of the highest response rates of any single suite of questions. The volume of narrative reflections was especially high relative to other opportunities the surveys offered for providing expanded commentary. From the project team's perspective, this level of engagement from both faculty and student respondents suggests confidence in the value of this line of inquiry, strong interest in the findings, and potential future support for programming that uses this dataset to foster positive change.

The SAH Data Project's surveys presented identical pipeline and demographic questions to both faculty and students, resulting in datasets that could be directly cross-analyzed in aggregated form or disaggregated with the same demographic filters. This methodology yielded a number of findings in which faculty and student data clearly converged, which suggests an especially high level of accuracy in those cases. However, it also yielded some findings in which faculty and students identifying with the same demographic groups reported very different life experiences with regard to architectural history. As noted in the following section, interpreting these analyses proved more complicated because they can justifiably be viewed in one of two ways: as the result of generational differences or as an indication of attrition, given that current students (many of whom will not go on to become faculty members) may engage with the field differently from current faculty (all of whom committed to the field at some point in their educational journey). Since it is impossible to know which explanation is correct, the project team recommends interviews and other expanded qualitative data-gathering activities to help illuminate the most appropriate interpretation. Finally, disaggregating data is absolutely crucial to identifying underlying structural problems and

taking meaningful action to minimize barriers to access and equity. As such, the project team disaggregated the pipeline dataset by demographic category as much as possible. However, some respondents who answered the pipeline questions did not also answer the demographic questions. This resulted in 363 missing demographic datapoints and, in turn, reduced the ability to disaggregate the data as thoroughly as the team had hoped. For those demographic groups in which response rates were below the project's minimum of 10, responses were first aggregated to guarantee their voices were included in the analysis and then also presented as disaggregated information to ensure full transparency.

The reasons people do not provide demographic data on surveys are wide-ranging and complicated. This is certainly not an issue that is exclusive to the SAH Data Project, nor is it one with an easy solution. The project team believes that any and all attention that SAH's decision-makers can give to increasing demographic question response rates on future surveys, especially in the category of race/ethnicity, will be well worth the effort. To aid in that work, the project has provided the following statistics for this dataset:

Percentage of faculty who answered the pipeline questions but did not report...

...at least one gender identity: 16%

...at least one racial/ethnic identity: 17%

...an international status: 15%

...a first-generation college student status: 15%

Percentage of students who answered the pipeline questions but did not report...

...at least one gender identity: 27%

...at least one racial/ethnic identity: 30%

...an international status: 26%

...a first-generation college student status: 28%

Findings and Trends

In aggregate, faculty and students reported virtually identical pipeline experiences. In particular, three-quarters of both respondent groups reported that they had had a meaningful encounter with architectural history before college and that the most common encounter type for both groups by far was touring buildings/historical societies/museums. Almost everyone said they had taken their first architectural history-focused college course as an undergraduate. This clear alignment across multiple generations of architectural history pre-college experiences suggests a positive correlation between firsthand experience with historic architecture pre-college and subsequent disciplinary interest.

Similar patterns were also evident among faculty and student narrative descriptions of their meaningful pre-college architectural history encounters. In both cases, the most common references were to family trips, their parents' building-related careers, their own summer jobs and volunteer experiences in building-related fields, and playing with Legos and other building-related toys and games.

A number of faculty and students also indicated that they discovered architectural history as a topic that could be studied seriously only while earning an architecture-related design degree. Some respondents also reported practicing design professionally before returning to college for architectural history-related studies.

Aggregated faculty and student responses also demonstrated a striking similarity among the least-selected answer options in the pipeline dataset. In particular, the data show that almost no one encountered architectural history in a meaningful way through K-12 curricular or extracurricular educational experiences.

There was a sharp difference—among the largest in the dataset—between faculty and students in the role various media played in their first meaningful encounter with architectural history. Students were almost twice as likely to point to videos, movies, television, radio, and podcasts as opening the door to the discipline. This is an instance in which the data could be interpreted qualitatively as either a trend or an indicator of attrition. In other words, while this disparity may illuminate a way of meaningfully encountering architectural history that has increased in importance in the years since faculty respondents were in college, it is also possible that people who encounter architectural history before college via media do not go on to become architectural history faculty at the same rate as people who encounter historic architecture in more direct ways before college.

Disaggregating the pipeline dataset according to

demographic categories reveals additional findings. For faculty, respondents who were first-generation college students were the least likely to encounter architectural history in a meaningful way before college. People who self-identified as Asian or of Asian descent indicated being most likely to encounter architectural history in a meaningful way before college.

For faculty, the respondent groups who reported

being most likely to encounter architectural history through direct personal experiences such as tours, museums, etc. were people who were not first-generation college students as well as people who self-identify as women and people who self-identify as white. Those respondents who indicated they were the least likely to encounter architectural history through direct personal experiences such as tours, museums, etc. were people who were first-generation college students as well as people with at least one disability that substantially limits their architectural history-related work.

When student pipeline data were disaggregated,

the respondents who indicated they were the least likely to encounter architectural history in a meaningful way before college were those people whose answers had to be included in the aggregated AANR group because the U.S. Census racial/ethnic category with which they identify did not receive more than the project's minimum response rate. The AANR aggregated data is composed mostly of respondents who self-identify as African American or Black. The other respondent group that indicated they were much less likely than their peers to encounter architectural history in a meaningful way before college were respondents who are first-generation college students.

The student respondent group that indicated the greatest likelihood of encountering architectural history in a meaningful way before college were those who are enrolled in private-sector institutions.

For students, a relatively large number of demographic respondent groups reported being very likely to encounter architectural history through direct personal experiences such as tours, museums, etc. Those include people who self-identify as white, people who are enrolled in private-sector institutions, people who are not first-generation college students, people who did not report any disabilities that substantially limit their architectural history-related studies, and people who self-identify as men.

● **The student respondent group that reported**

the lowest instance of meaningful encounters with architectural history before college was the aggregated AANR group. As noted above, this group is composed mostly of respondents who self-identify as African American or Black.

● **Within demographic categories, especially**

large disparities were illuminated among some constituent respondents for some answer options. Although the details vary, the disaggregated data for both faculty and student pipeline respondents indicate notable disparities for the same three categories, suggesting particularly high barriers of access for these types of respondents: those who identified with at least one non-white U.S. Census racial/ethnic demographic group; those who reported disabilities that substantially limit architectural history work/studies; and those who identified as first-generation college students.

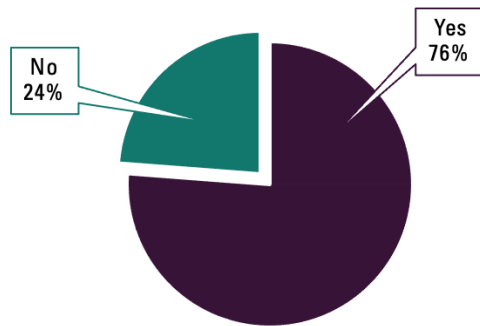
● **Most faculty respondents indicated they enrolled**

in their first architectural history course based on interest in the course material while current architectural history students' reasons for enrolling were more evenly split between interest and program requirements. This is an instance in which the data could be interpreted as either an implied trend or an indicator of attrition. In other words, while more students today may be required to take architectural history courses to graduate, it is also possible that people who enroll in their first architectural history course based on interest are more likely to go on to become architectural history faculty than people who enroll in their first architectural history course because they are required to do so.

Pipeline Snapshot:

Did you encounter architectural history in a meaningful way before college?

WHAT FACULTY SAID



"High school and community theatre experience, including acting and set building."

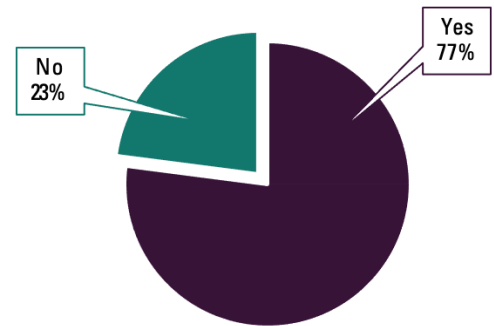
"Working in construction, and Legos."

"Frank Lloyd Wright house in my hometown."

"Began as a practicing architect, teaching design—like others, I was drawn into history via theory."

"I fell in love with architectural history at the age of 7, when visiting a 500-year-old Portuguese colonial fort in my home country."

WHAT STUDENTS SAID



"I first trained as an architect, not knowing that architectural history was a field of study one could actually pursue."

"Working for a carpenter/painter summers in high school."

"Minecraft."

"My passion for architectural history grew from an interest in women's history/feminist history of the built environment."

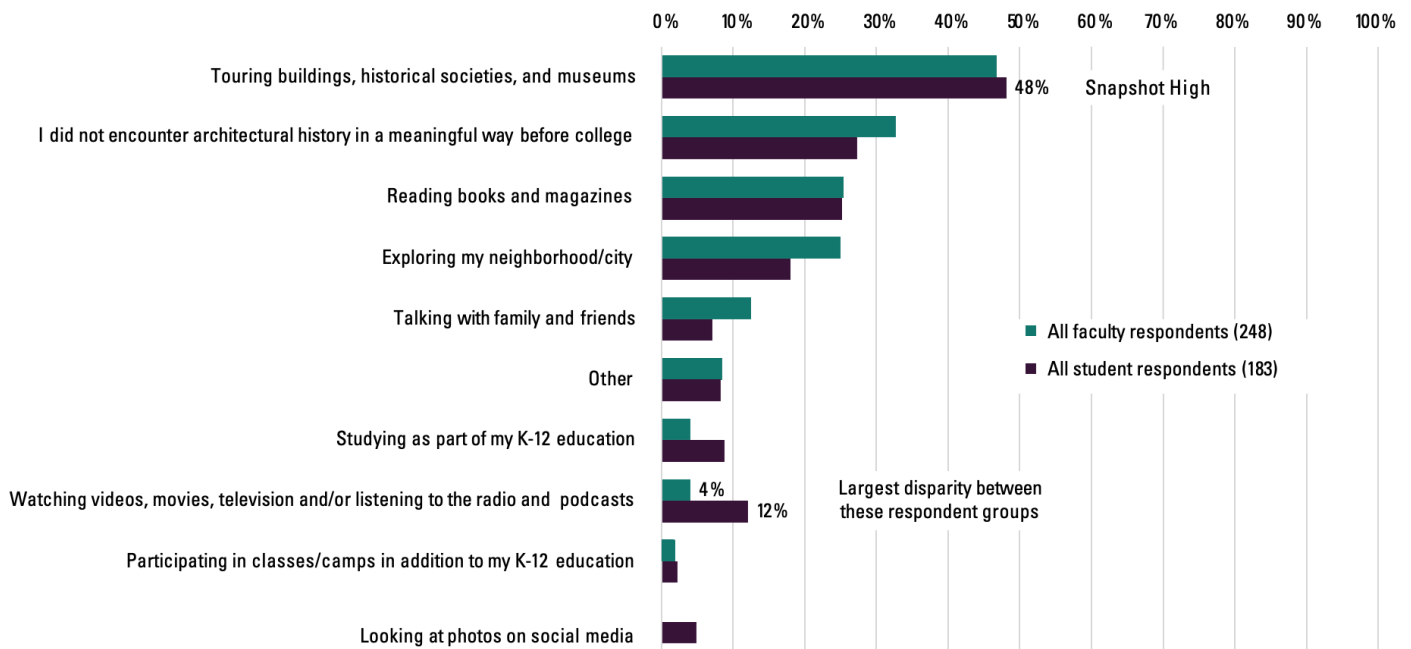
"Parents' involvement in construction industry."

Source: SAH Data Project Faculty & Student Surveys
Note: Respondents could select up to two answer options and the "No" response here indicates this as the only answer selected.
Number of respondents: faculty 248, students 183

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

All faculty and student respondents



Source: SAH Data Project Faculty & Student Surveys

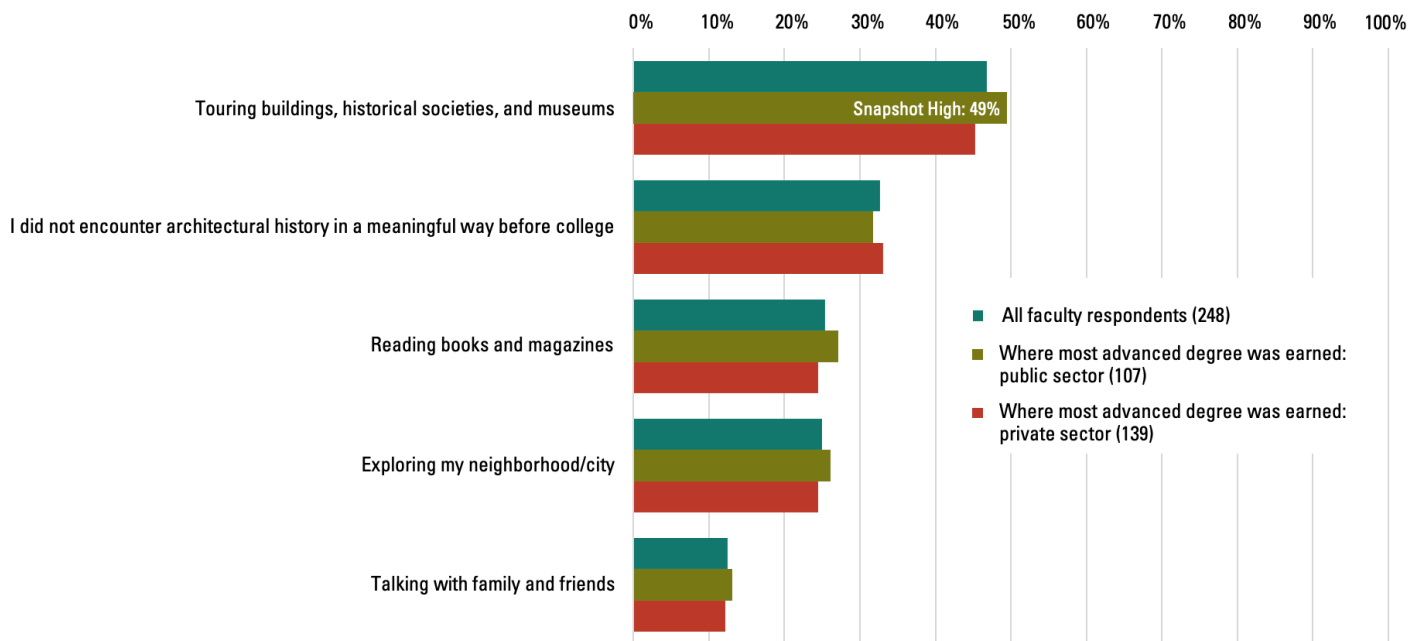
Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty top 5 answer options: institutional sector of most advanced degree



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

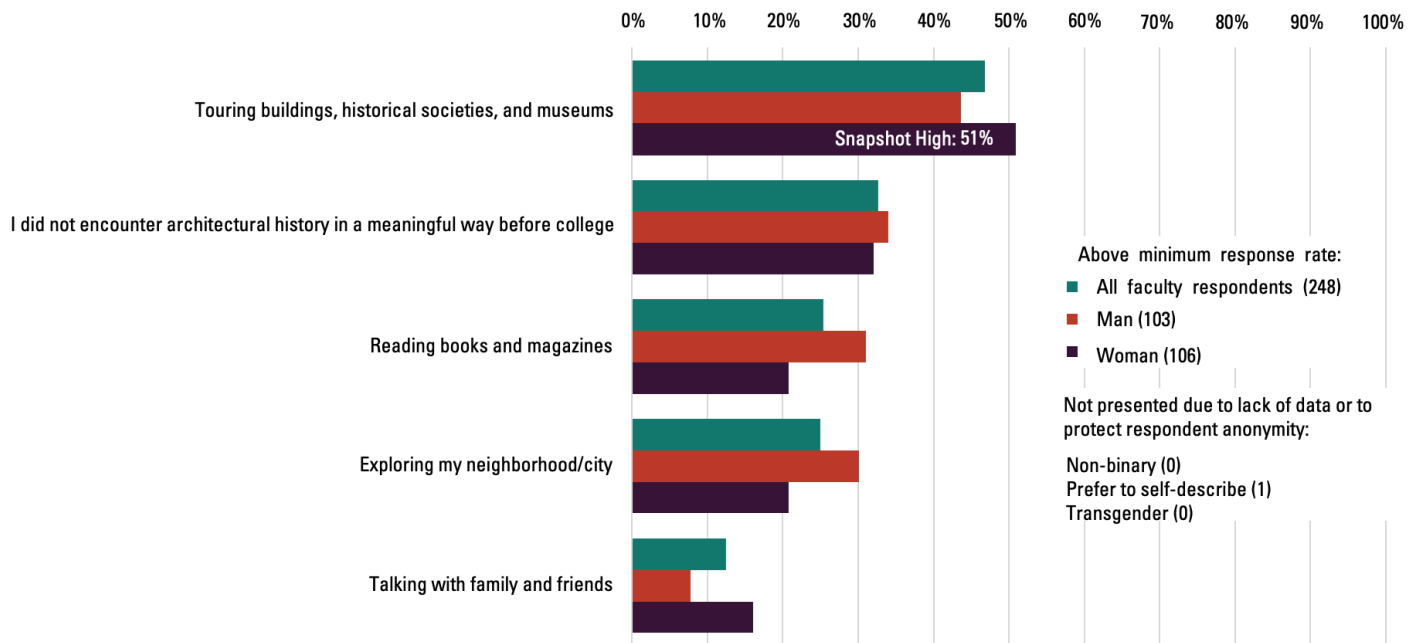
Project minimum response rate is 10 responses.

Faculty pipeline respondents who did not report sector of most advanced degree: 2

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty top 5 answer options: gender identity



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

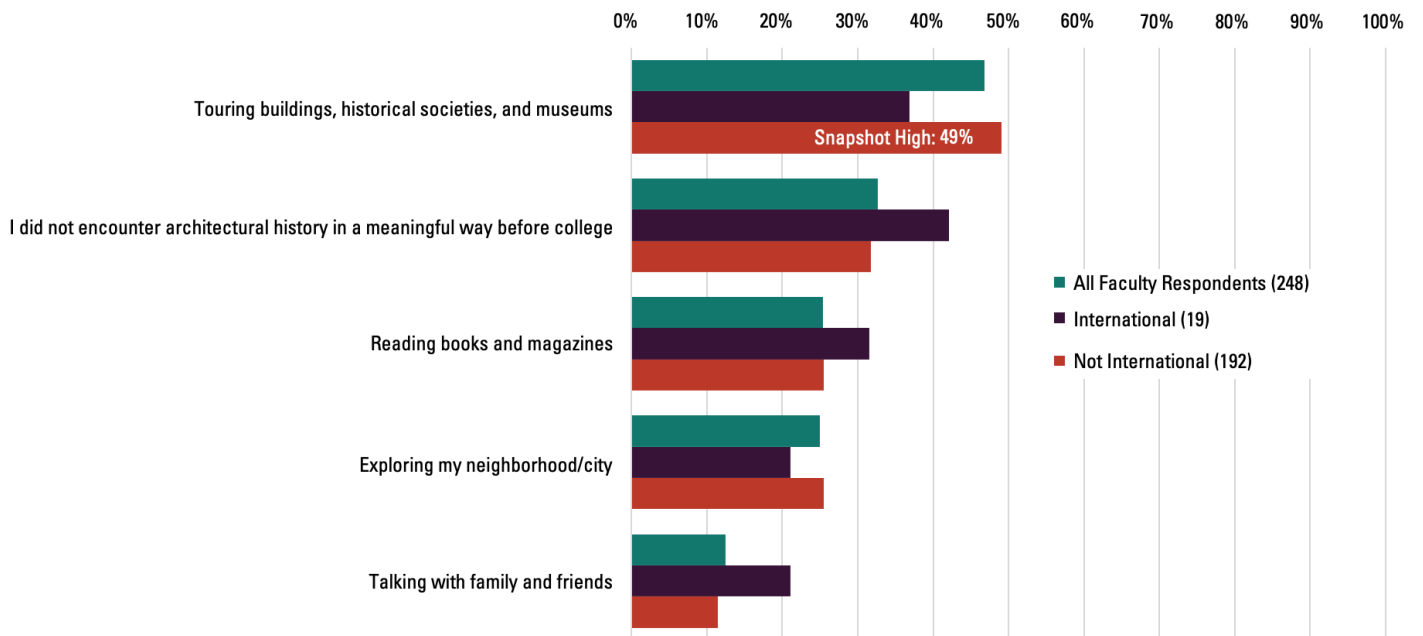
Project minimum response rate is 10 responses.

Faculty pipeline respondents who did not report at least one gender identity: 39

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty top 5 answer options: international status



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

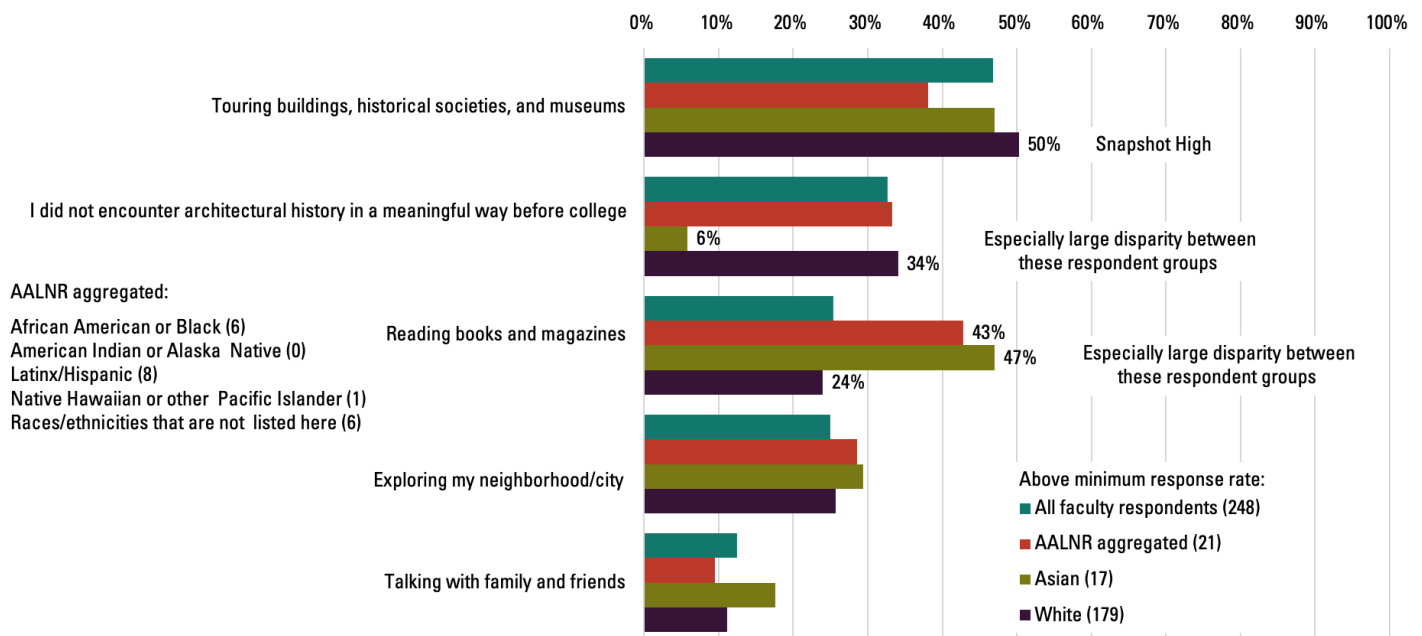
Project minimum response rate is 10 responses.

Faculty pipeline respondents who did not report an international status: 37

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty top 5 answer options: race/ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

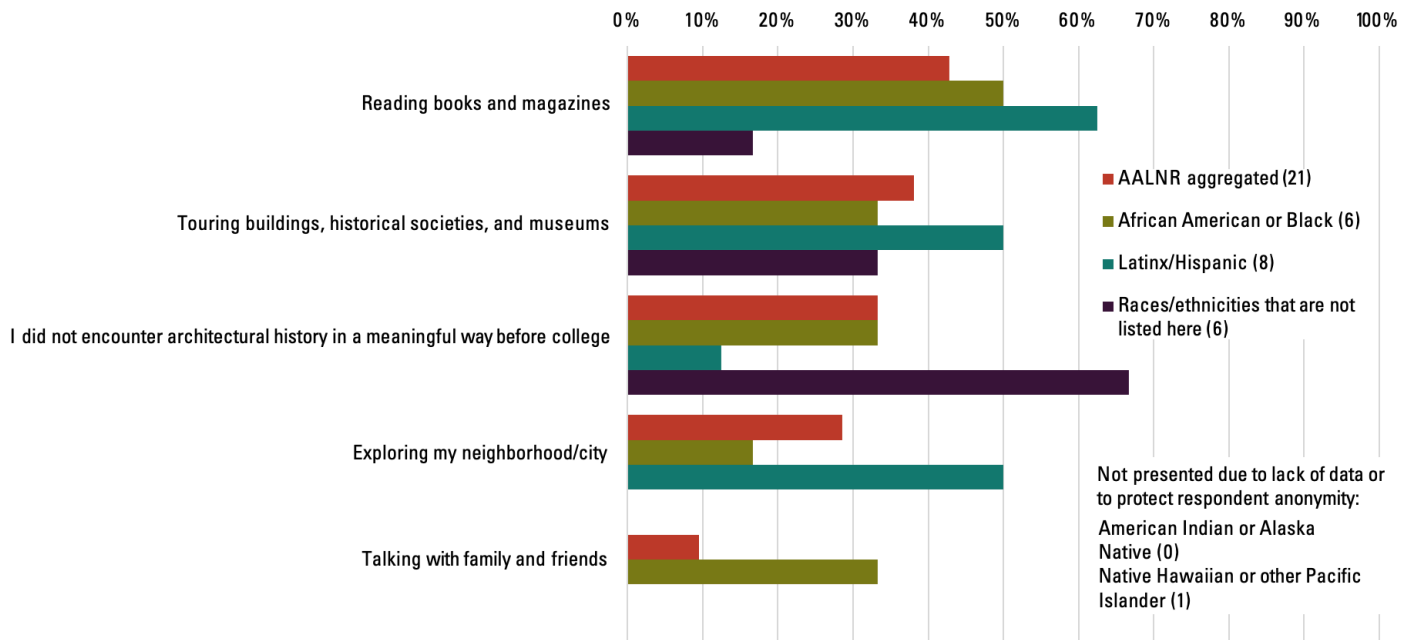
Project minimum response rate is 10 responses.

Faculty pipeline respondents who did not report at least one racial/ethnic identity: 43

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty top 5 answer options: race/ethnicity (2 of 2: AALNR disaggregated)



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

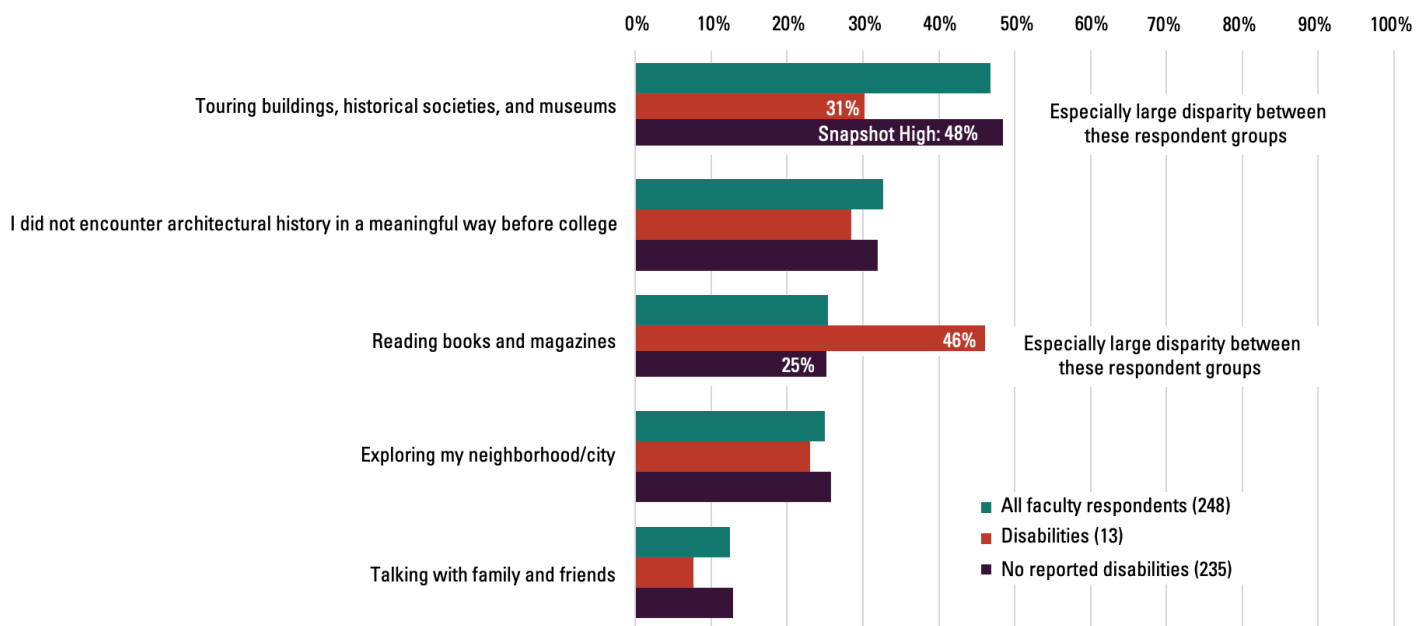
Project minimum response rate is 10 responses.

Faculty pipeline respondents who did not report at least one racial/ethnic identity: 43

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty top 5 answer options: disabilities that substantially limit architectural history-related work



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to two answer options.

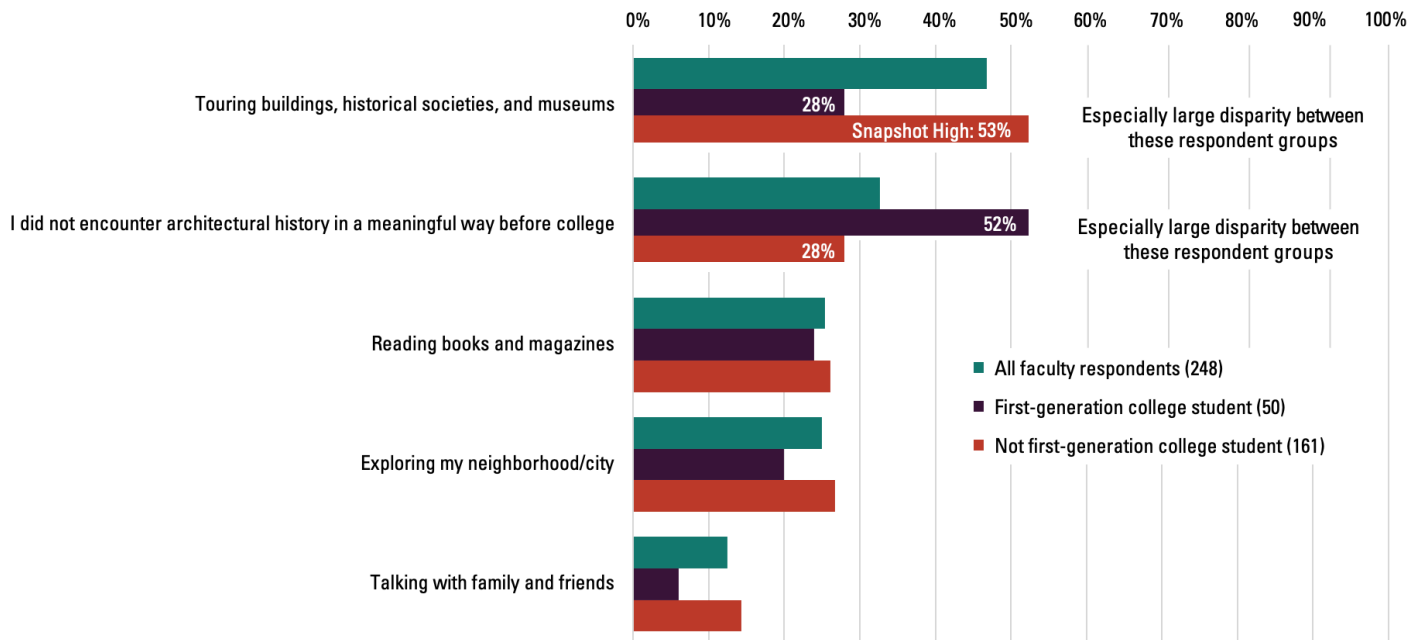
Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty top 5 answer options: first-generation college student status



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

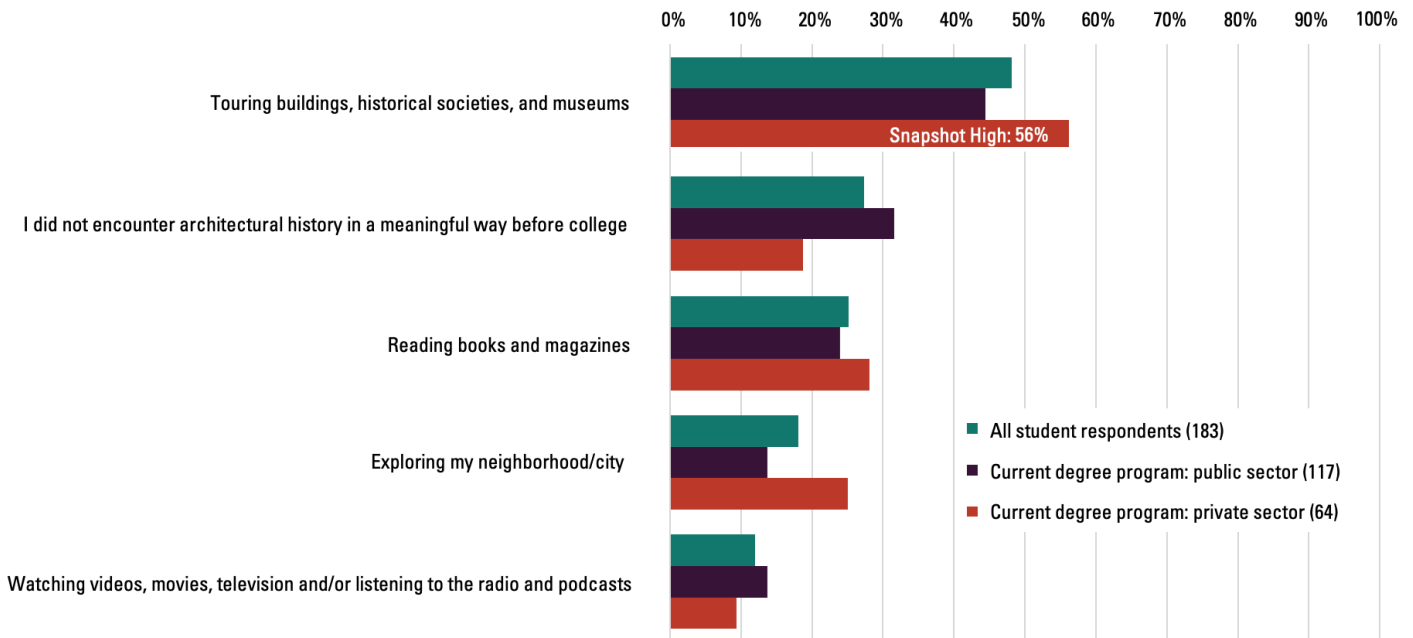
Project minimum response rate is 10 responses.

Faculty pipeline respondents who did not report first-generation college student status: 37

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Student top 5 answer options: institutional sector of current degree program



Source: SAH Data Project Student Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

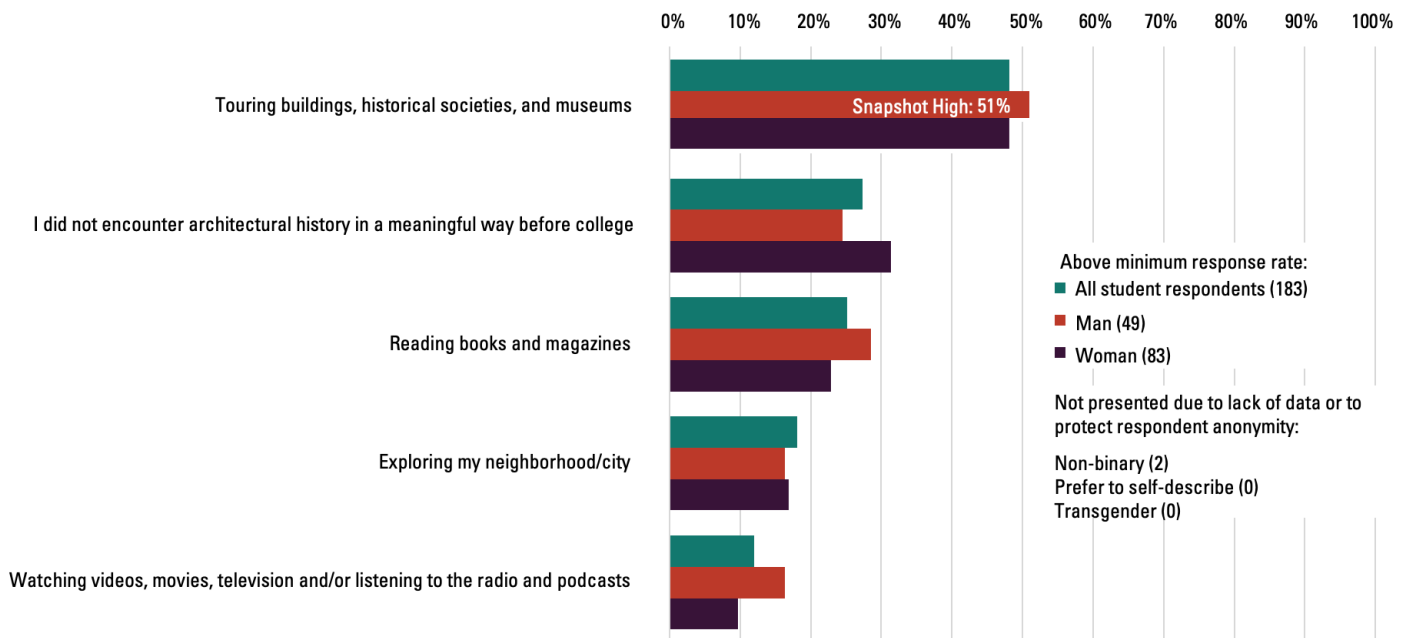
Project minimum response rate is 10 responses.

Student pipeline respondents who did not report sector of current degree program: 2

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Student top 5 answer options: gender identity



Source: SAH Data Project Student Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

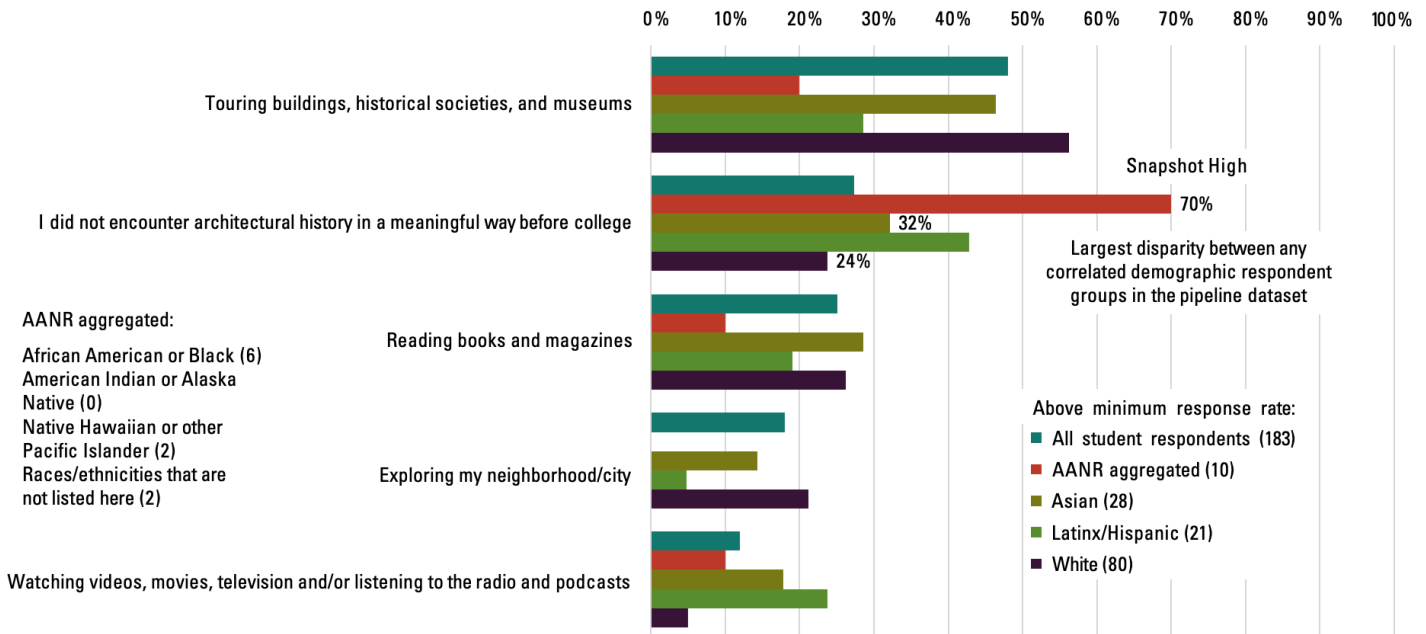
Project minimum response rate is 10 responses.

Student pipeline respondents who did not report at least one gender identity: 50

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Student top 5 answer options: race/ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Student Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

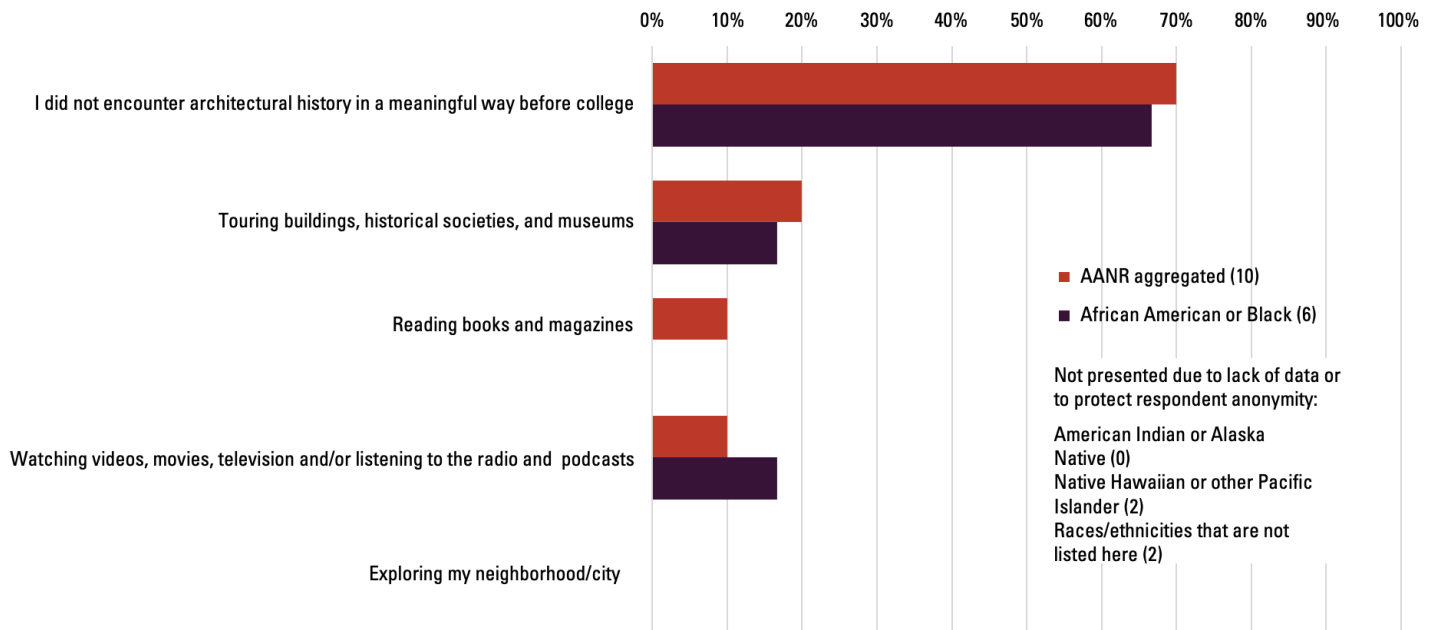
Project minimum response rate is 10 responses.

Student pipeline respondents who did not report at least one racial/ethnic identity: 55

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Student top 5 answer options: race/ethnicity (2 of 2: AANR disaggregated)



Source: SAH Data Project Student Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

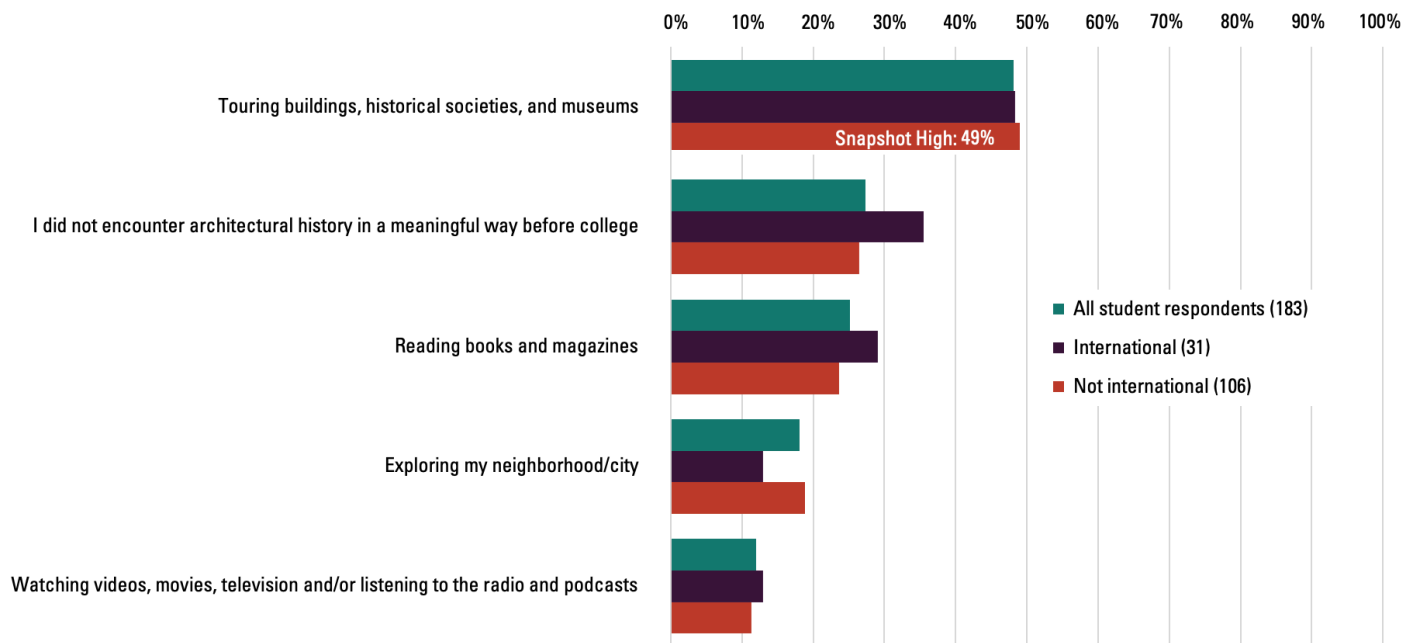
Project minimum response rate is 10 responses.

Student pipeline respondents who did not report at least one racial/ethnic identity: 55

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Student top 5 answer options: international status



Source: SAH Data Project Student Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

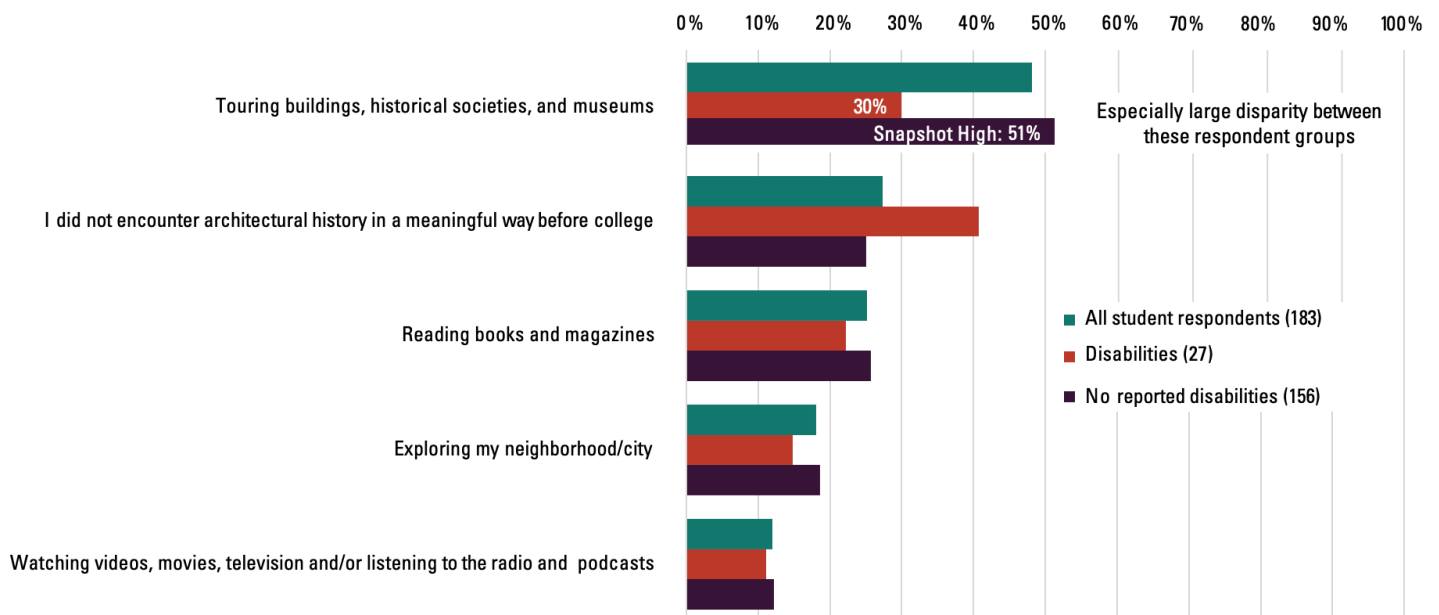
Project minimum response rate is 10 responses.

Student pipeline respondents who did not report an international status: 47

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Student top 5 answer options: disabilities that substantially limit architectural history-related studies



Source: SAH Data Project Student Survey

Note: Respondents could select up to two answer options.

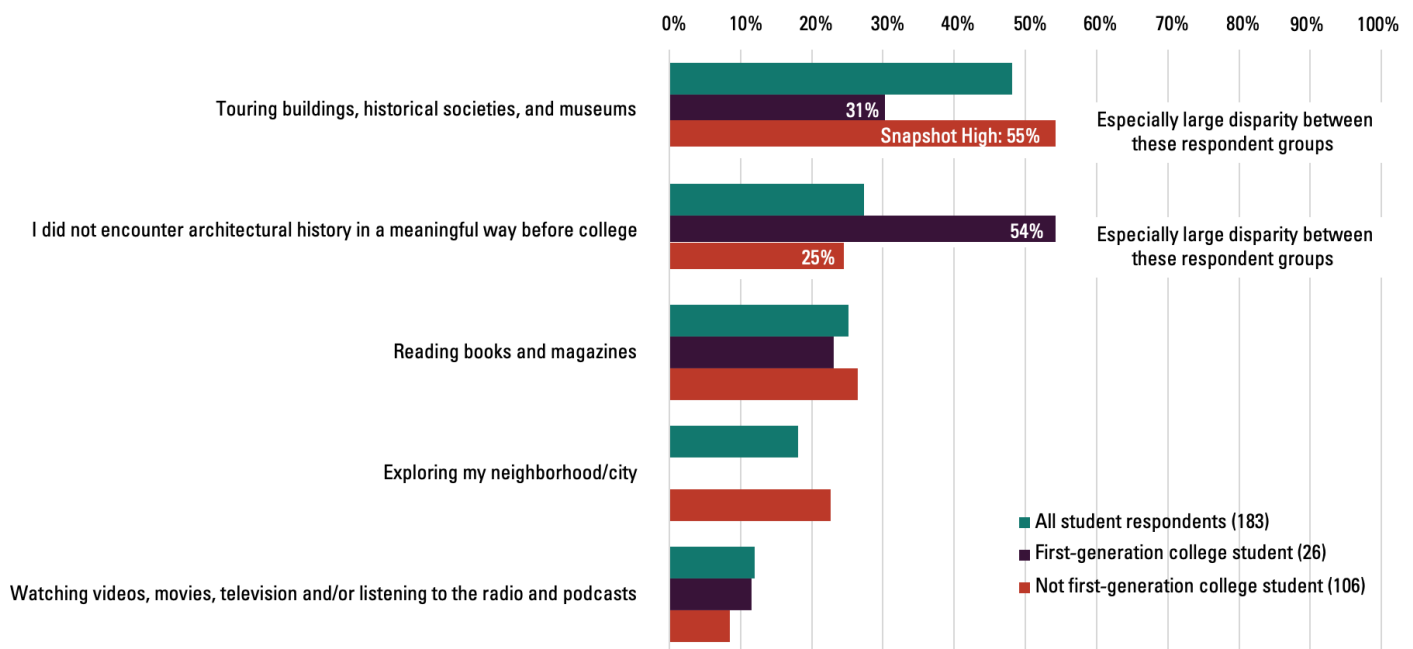
Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Student top 5 answer options: first-generation college student status



Source: SAH Data Project Student Survey

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

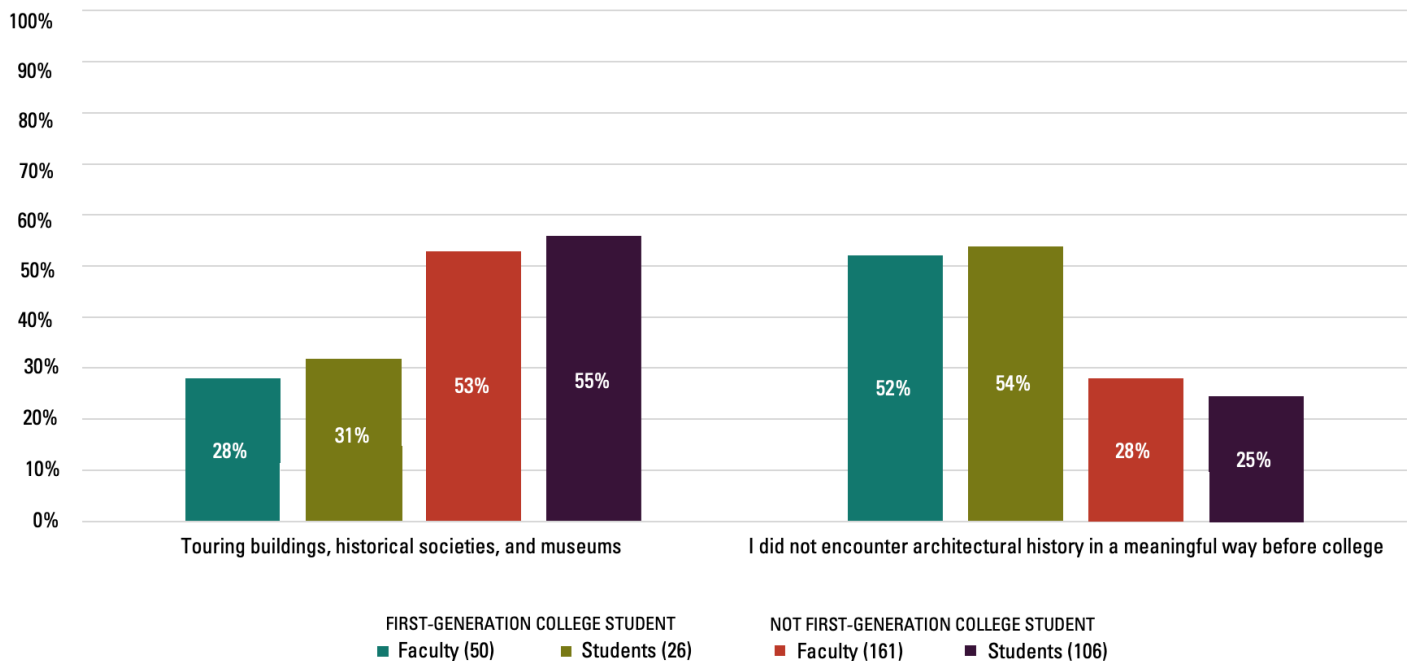
Project minimum response rate is 10 responses.

Student pipeline respondents who did not report first-generation college student status: 51

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

Faculty & student top 2 answer options: first-generation college student status



Source: SAH Data Project Faculty & Student Surveys

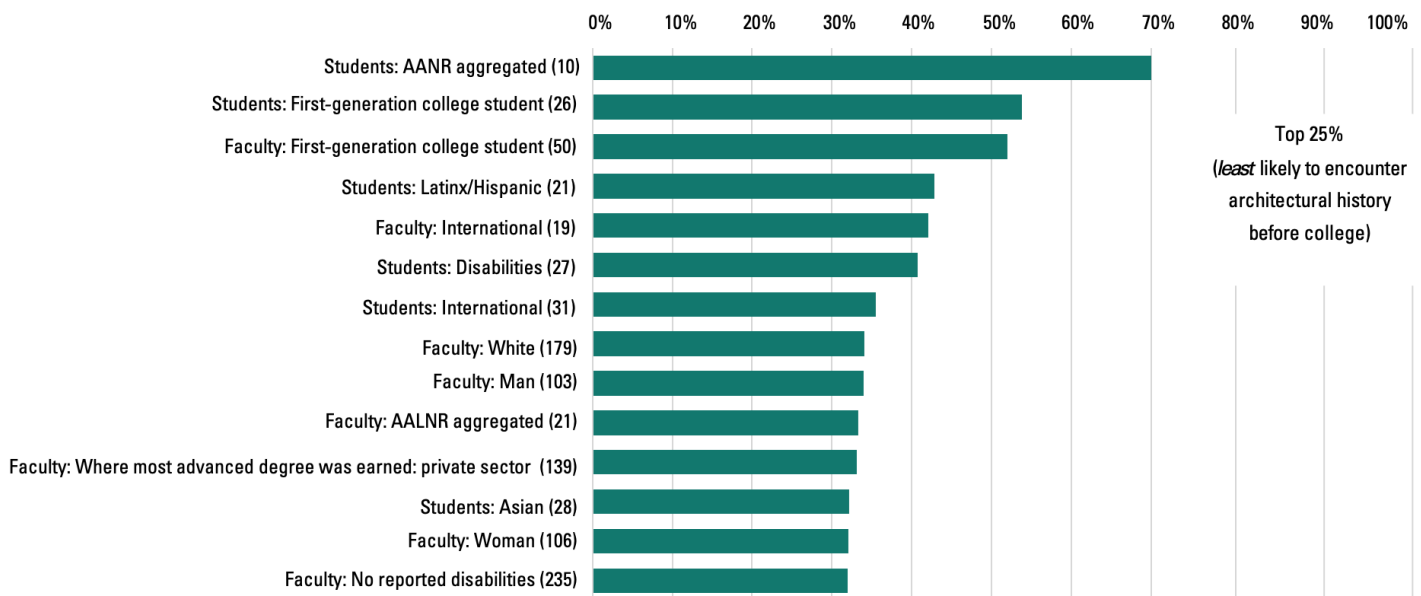
Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

**All faculty & student demographic groups (1 of 2: above minimum response rate)
I did not encounter architectural history in a meaningful way before college.**



Source: SAH Data Project Faculty & Student Surveys

Note: Respondents could select up to two answer options.

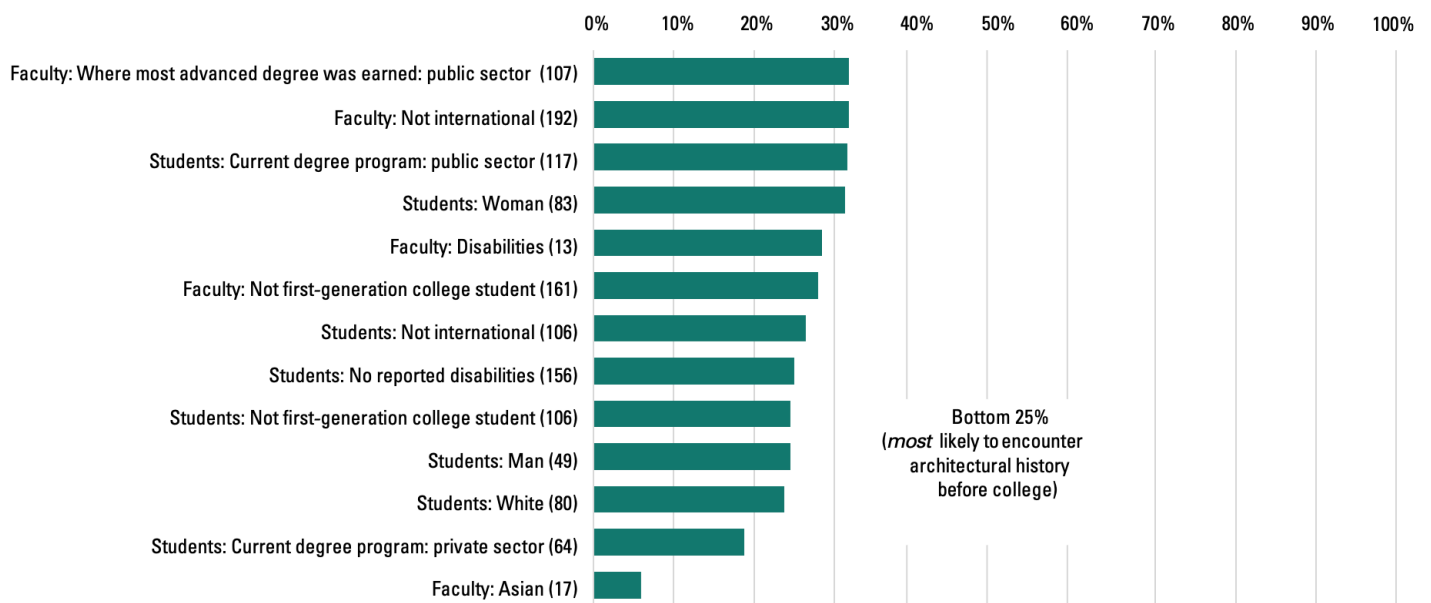
Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Pipeline Snapshot:

Which of the following ways to learn about architectural history piqued your interest most before college?

All faculty & student demographic groups (2 of 2: above minimum response rate)
I did not encounter architectural history in a meaningful way before college.



Source: SAH Data Project Faculty & Student Surveys

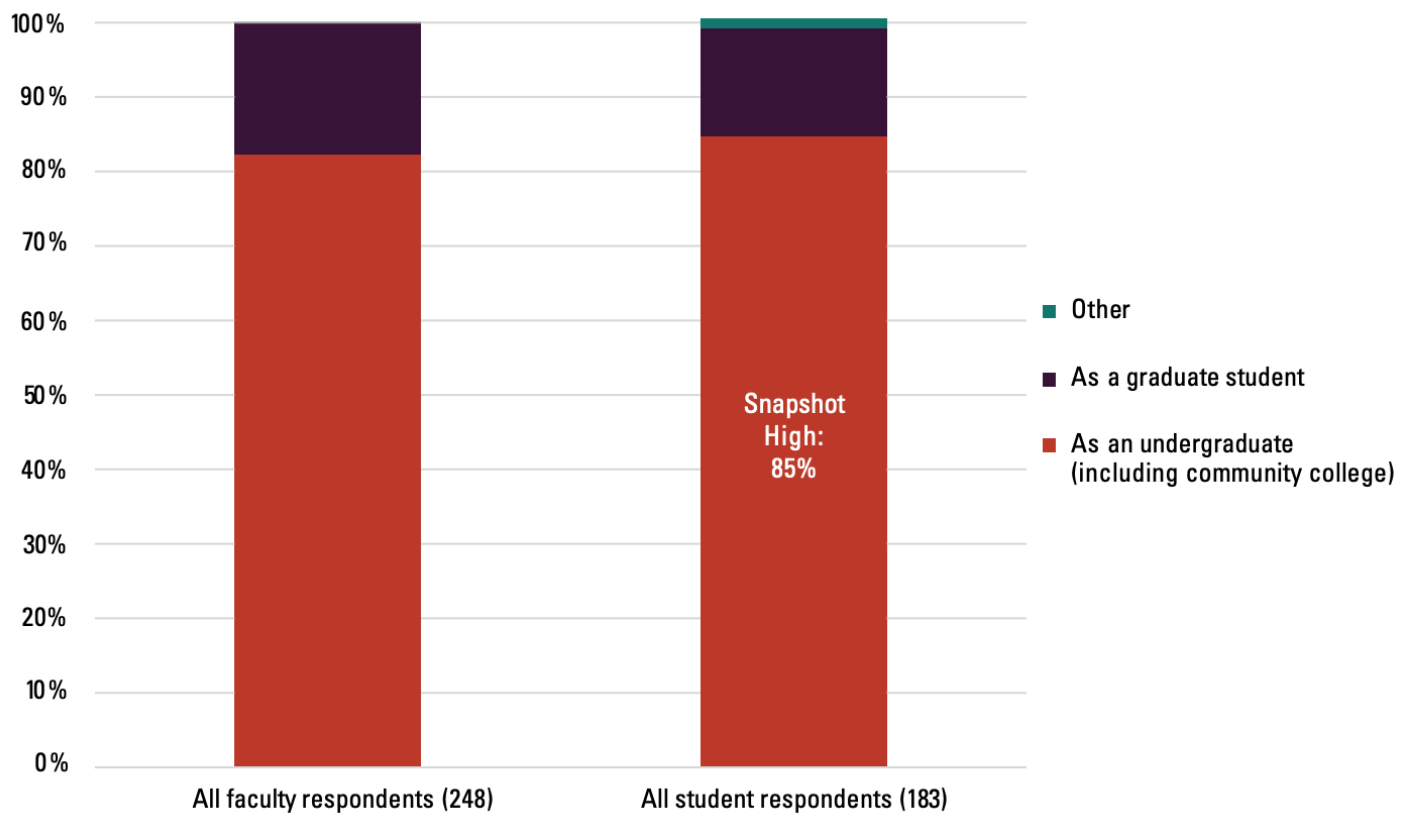
Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Pipeline Snapshot:

When did you enroll in your first architectural history-focused college course?
All faculty & student respondents



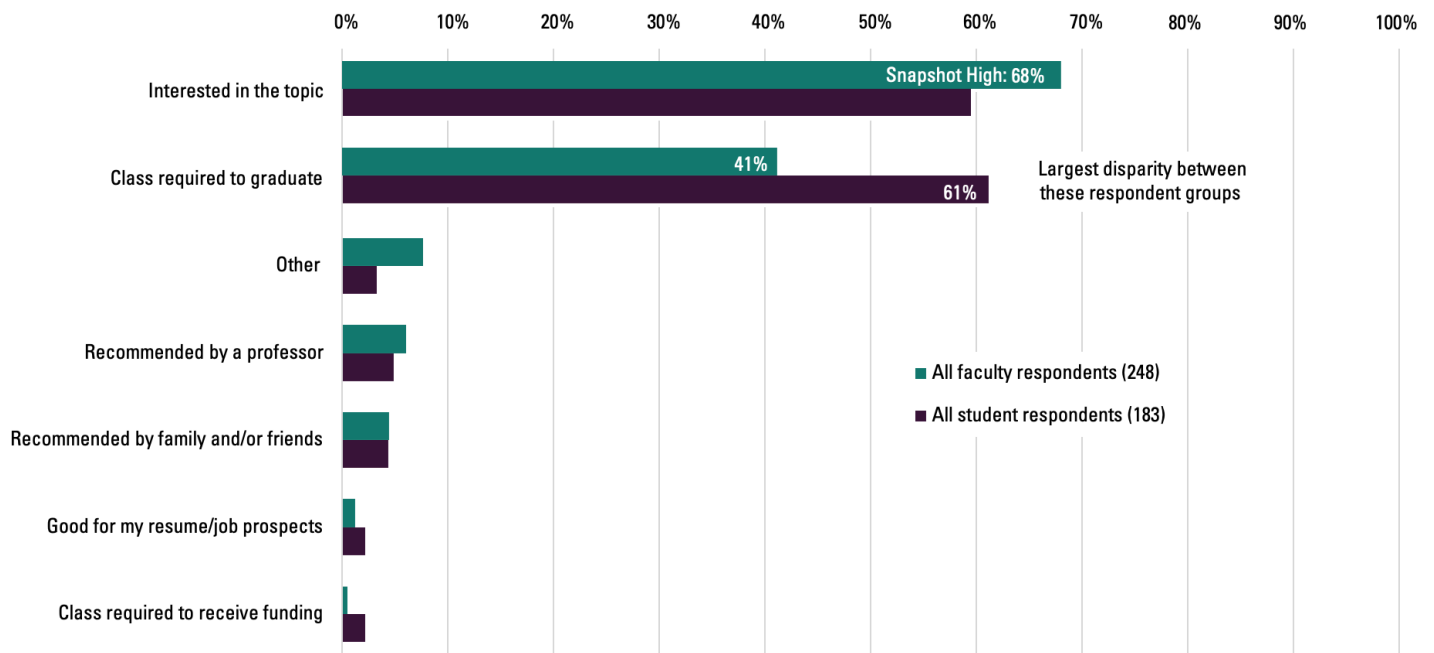
Source: SAH Data Project Faculty & Student Surveys

Note: Number of respondents for each respondent group indicated in parentheses.

Pipeline Snapshot:

Which of the following most impacted your decision to enroll in your first architectural history-focused college course?

All faculty & student respondents



Source: SAH Data Project Faculty & Student Surveys

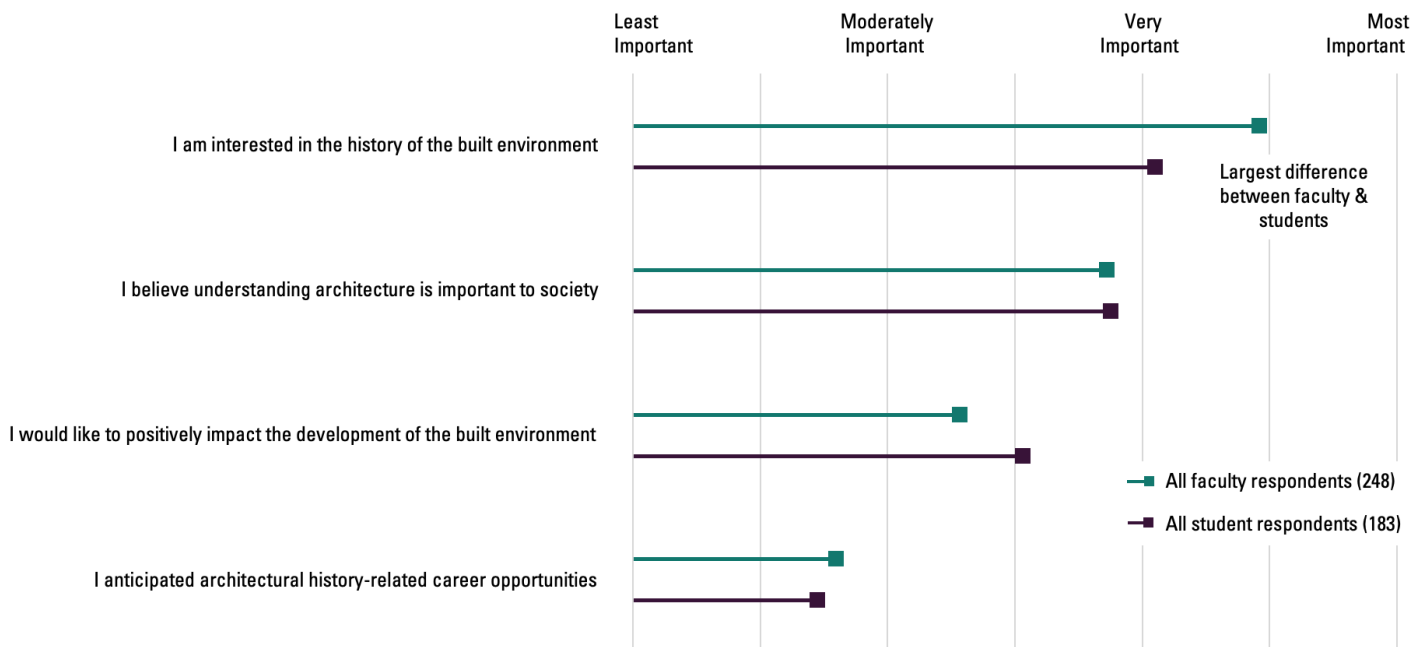
Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

Pipeline Snapshot:

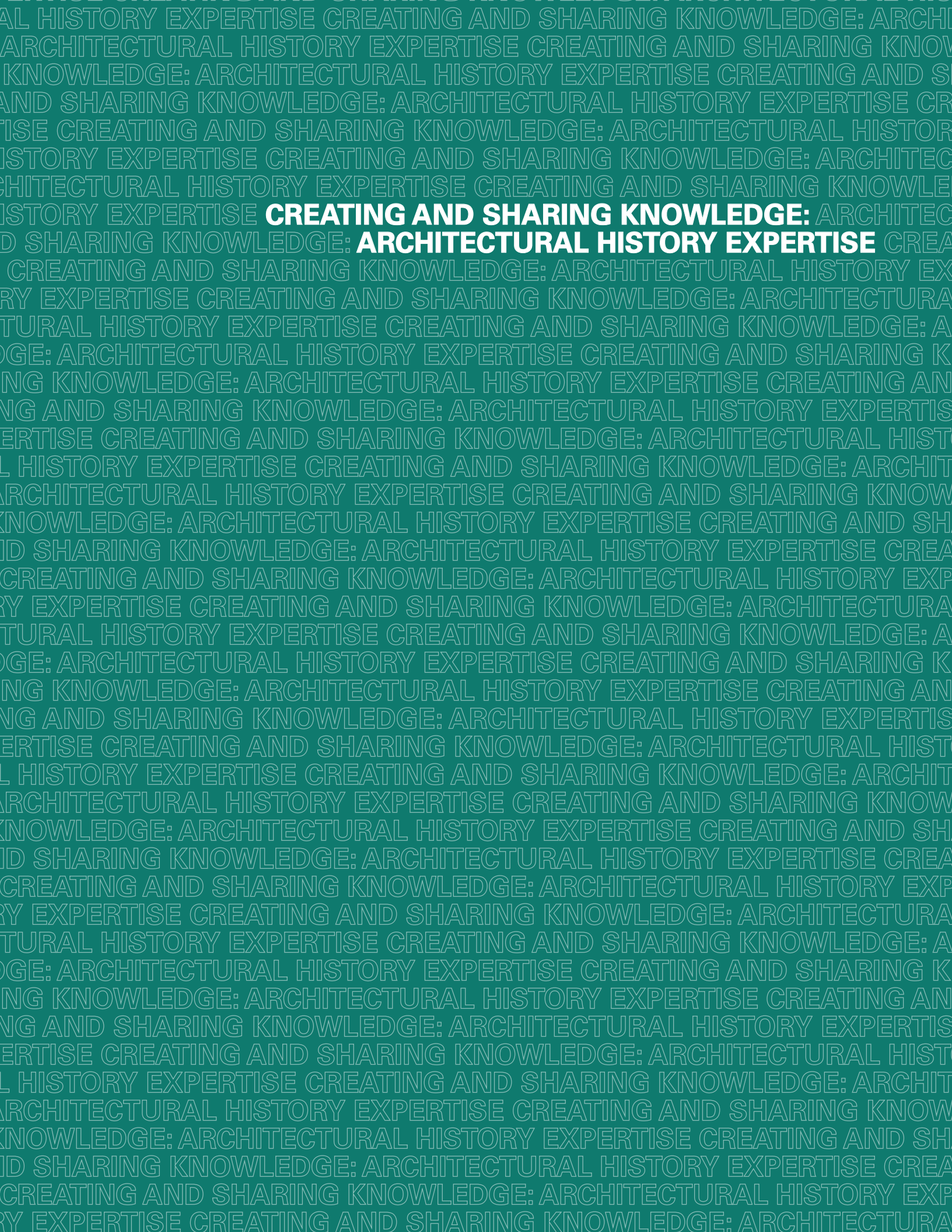
If you completed or are completing a degree in an architectural history-related program of study, how important were each of the following factors in that decision?

All faculty & student ranked responses



Source: SAH Data Project Faculty & Student Surveys

Number of respondents for each respondent group indicated in parentheses.



CREATING AND SHARING KNOWLEDGE: ARCHITECTURAL HISTORY EXPERTISE

Creating and Sharing Knowledge:

Architectural History Expertise

Early conversations with SAH Data Project constituents repeatedly referenced the perception that the intellectual interests of the discipline have expanded in recent decades. In particular, historians with various backgrounds and institutional affiliations identified what they felt was a potential turn from the traditional canon of Eurocentric buildings and male “hero” architects in favor of a more broadly conceived notion of what architectural history has been and who has participated in it. At the same time, these conversations also surfaced perceptions that the field has become more focused on the modern period.

To understand if and how the topics engaging architectural historians’ attention have widened, the project team explored the notion of expertise from a variety of directions. First, following extensive consultation with the Advisory Committee, the team determined the definition of expertise for the project’s purposes as having four main components: type of built environment; geographic scope; chronological scope; and thematic scope.

Each of these were then explored collaboratively to develop a list of options that would adequately reflect the full range of global historical possibilities and avoid reinforcing traditional Eurocentric periodization or assumptions.

Then, in addition to inviting faculty and student survey respondents to self-identify their expertise scopes, the project also used SAH’s publicly accessible lists of completed doctoral dissertations and books

to develop an additional subset of the data about what architectural historians in the United States have written about over the past fifteen years. In this case, a scholar with extensive metadata categorization experience identified the expertise scopes for dissertations and books. Although it was not within the scope of the project to also analyze other common forms of scholarly output, such as journal articles or conference talks, future researchers could apply a similar methodology.

During the survey phase, faculty respondents were especially diligent about completing the expertise suite of questions, yielding robust data and suggesting that this part of the project was worth focused time and effort.

During the analysis phase, in addition to exploring the dissertation, book, faculty, and student expertise information as separate sets, these data were also cross-tabulated in different ways to yield further insights.

The project team emphasized expertise trends wherever possible. Otherwise, an attempt has been made here to present the SAH Data Project's data snapshots in ways that could be useful to SAH's programming decisions now but could also facilitate similar data-gathering efforts in the future. In other words, since expertise appears to be a broadly compelling aspect of the field, the expectations are that it will be studied again at some point and that current snapshot data could eventually form the basis for meaningful longitudinal trends.

Finally, disaggregating data is absolutely crucial to identifying underlying structural problems and taking meaningful action to minimize barriers to access and equity. As such, the project team disaggregated the thematic expertise dataset by demographic category as much as possible. However, an average

of 6% of respondents who answered the expertise questions did not also answer the demographic questions; in some instances that percentage was as high as 9%. For the faculty data, this resulted in 69 missing demographic datapoints and, in turn, reduced the ability to disaggregate the faculty data as thoroughly as the team had hoped. For those demographic groups in which response rates were below the project's minimum of 10, responses were first aggregated to guarantee their voices were included in the analysis and then also presented as disaggregated information to ensure full transparency.

The reasons people do not provide demographic data on surveys are wide-ranging and complicated. This is certainly not an issue that is exclusive to the SAH Data Project, nor is it one with an easy solution. The project team believes that any and all attention that SAH's decision-makers can give to increasing demographic question response rates on future surveys, especially in the category of race/ethnicity, will be well worth the effort.

The doctoral student thematic expertise data, although also missing some demographic datapoints, could not be as thoroughly disaggregated as the team hoped for a different reason. In this case, the data were so dispersed across the answer options and so low in number overall that they did not lend themselves to meaningful granular analysis in most cases. Since the student data's heterogeneity can be interpreted as a sign of a thriving field, the project team encourages future researchers to emphasize higher response rates on expertise questions to enable full disaggregation.

Findings and Trends

Overall, the project's analysis did not reveal any

clear patterns of change extending across the entire expertise dataset. Each data subset has its own story to tell, as does each scope. Some disaggregated and/or cross-tabulated data support anecdotal evidence of a developing shift in the field while other data do not. This internal variability makes the project's expertise data especially resistant to summarization. Project constituents are therefore advised to consider these findings in their totality rather than emphasizing one component over others.

Analysis of data about the type of built environment

focus for dissertations found clear upward or downward trends between 2003 and 2018. The percentage of dissertations related to cities/urbanism/planning more than doubled during this period, making it the most significant change for this part of the dataset.

Unlike dissertations, data about the type of built

environment focus for books indicated almost no change whatsoever during the same period. There are also no meaningful similarities in the relative position of built environment types at any given moment across the dissertation and book trends. These substantial differences suggest that neither dissertations nor books, considered independently, can justifiably be understood as reflecting the field as a whole. They also suggest the potential for other forms of scholarly output, such as journal articles or conference talks, to display other trends. In short, emphasizing one form of scholarly output over others risks misrepresenting the state of the field in U.S. higher education.

Analysis of data about the type of built environment

focus for faculty and doctoral student survey respondents found a virtually identical hierarchical pattern beginning with buildings as the clear focus for both respondent groups and trending downward toward interiors and engineering.

Analysis of geographic scope data indicated North

America as the clear first-choice answer option for both dissertations and books and for both faculty and doctoral students. This was the expected finding given the project's focus on architectural history in U.S. higher education.

The other top answer options varied little between

dissertations, books, and faculty. In general, Western Europe, Europe, and transnational received the highest responses. These data were also disproportionately concentrated within answer options two through five, with the remaining top ten at or below 10%.

Doctoral students, on the other hand, reported very

different geographic scope choices. In fact, three of their top five answer options (Eastern Europe, Australasia, and Northern Europe) saw little/no representation among dissertation, book, and faculty choices, while Western Europe and Europe did not appear in doctoral students' top ten answer options at all. The ratio of response rates for top answer options compared with the rest was also slightly less acute for doctoral students than for dissertations, books, and faculty.

Disaggregating the geographic scope data into a

ratio of North America and Western Europe to the rest of the world reveals identical proportions for dissertations and books and very different proportions for faculty and doctoral students. For dissertations and books, slightly over half of all geographic scope answers were either North America or Western Europe. For faculty, the proportion was the same but reversed, that is, data indicate slightly more than half of all geographic scope answers were not North America or Western Europe. For doctoral students, North America and Western Europe accounted for only about one-quarter of all the answers. This disparity between what faculty and doctoral students report as their research interests and what these respondent groups actually write about in their dissertations and books can be interpreted in different ways. For instance, it may suggest the potential existence of forces that discourage faculty and doctoral students from completing dissertations and books about topics outside of North America and Western Europe even when they self-identify as having other geographic expertise. Dissertation, book, and faculty data may also describe a paradigm that will change once current doctoral students complete their dissertations and go on to write books and/or become faculty. Regardless, what is clear from this geographic scope data is that, like the built environment type data, dissertations and books alone do not adequately reflect the full range of expertise for architectural history in U.S. higher education today.

Analysis of chronological scope data indicated

1900–2000 as the clear first-choice answer option for both dissertations and books and for both faculty and doctoral students. Additionally, the remaining answer options in all four cases were disproportionately concentrated in the centuries leading up to 1900. This clear consistency across the expertise data subsets appears to confirm anecdotal evidence that the majority of architectural historians in U.S. higher education today emphasize the more recent past. Since there is also anecdotal evidence suggesting architectural historians with recent past expertise tend to gravitate toward SAH membership, the project's chronological scope data may describe the extent of that self-selection.

Analysis of the aggregated thematic scope data

across dissertations, books, faculty, and doctoral students was very mixed. Only one very roughly defined pattern was evident, which was the relative lack of social justice themes among the top ten answer options.

Comparing thematic scope trend data for the top

five answer options for dissertations and books revealed mostly clear increases or decreases between 2003 and 2018. In both cases, the thematic scope with the largest year-to-year change was the construction/structure thematic answer option and, also in both cases, that change evidenced a sharp decline in relative importance.

Faculty thematic scope data, both aggregated

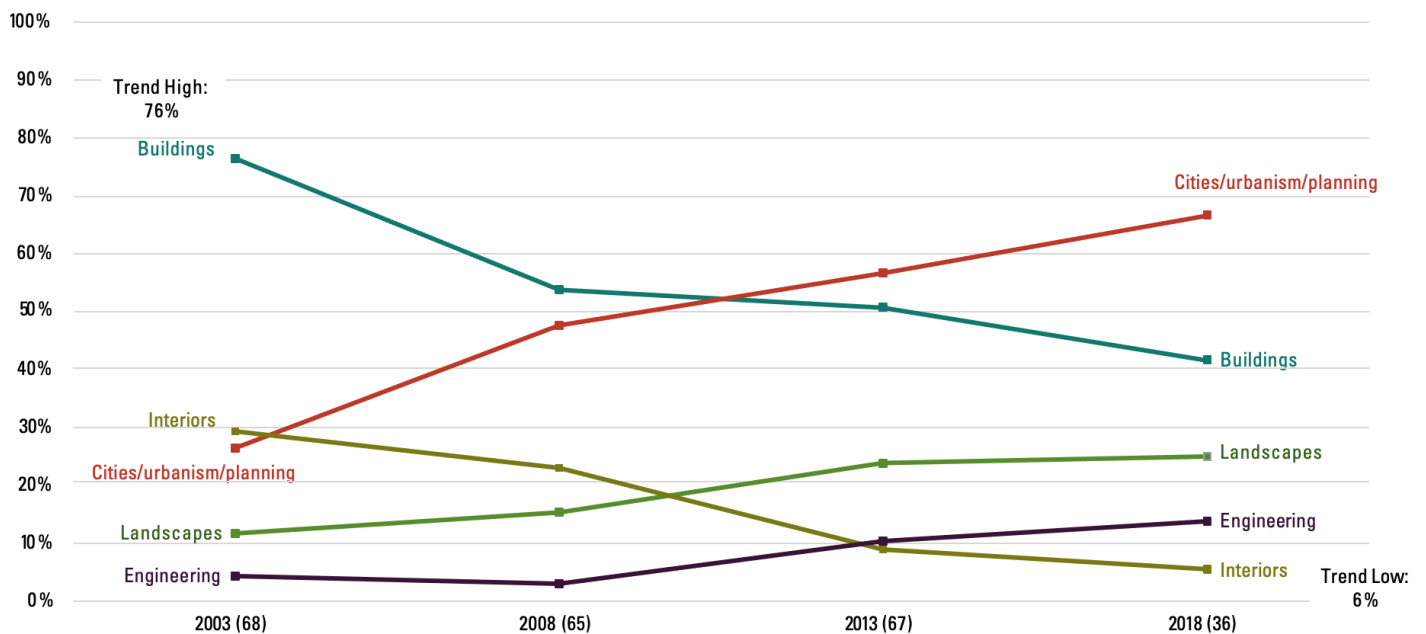
and disaggregated, indicated cultural landscapes as the consistent top answer option. Otherwise, the faculty disaggregated thematic scope data revealed some very large disparities. Among those was the difference between the high response rate for colonialism/postcolonialism among faculty who identify with at least one non-white U.S. Census racial/ethnic demographic group and the relatively low response from white faculty for the same thematic scope. Similarly, faculty who are international selected historic preservation/cultural heritage at much lower rates than their non-international peers, and faculty who reported at least one disability that substantially limits their architectural history-related work selected construction/structure at much higher rates than their peers who did not report at least one disability.

Thematic scope data for doctoral students indicated

a wider variety of research interests as compared to dissertation, book, and faculty thematic scope data. Moreover, unlike other thematic scope analyses in which response percentages tend to be concentrated toward the top few answer options, doctoral student thematic scope data percentages are much more evenly distributed across this respondent group's entire range of top ten answer options.

Expertise Trend: Type of built environment

Architectural history-related doctoral dissertations



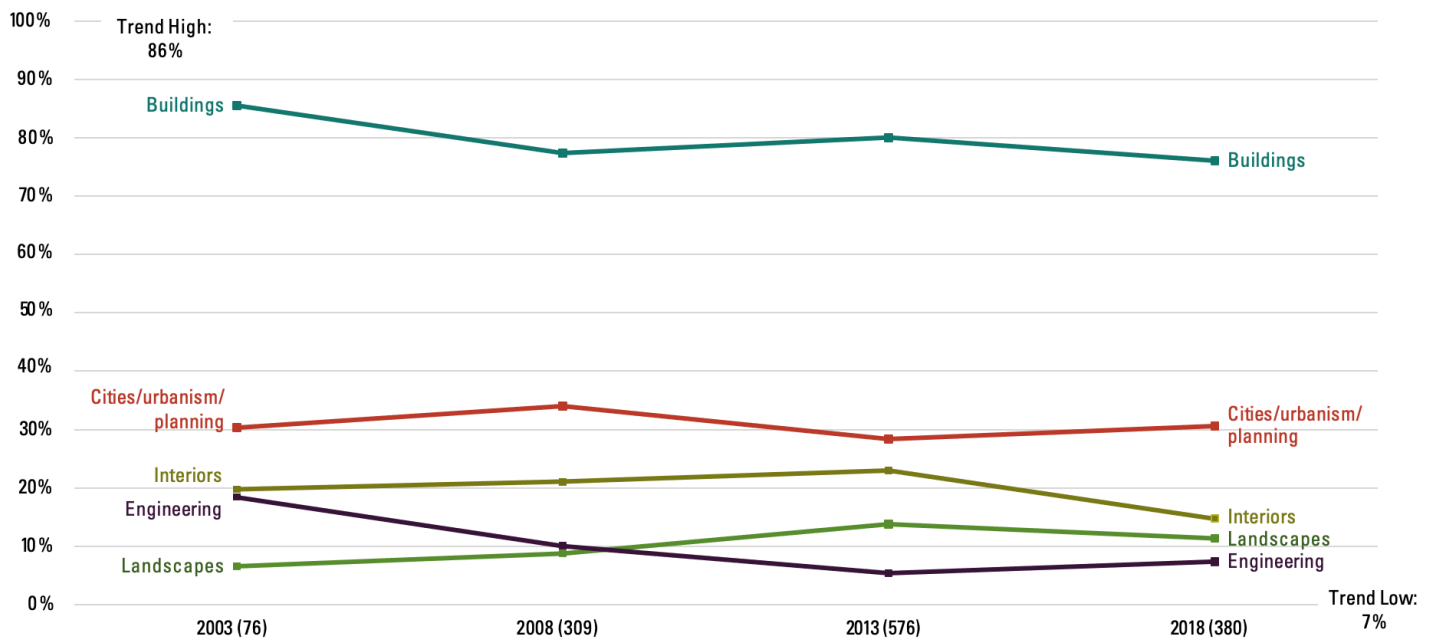
Source: Drawn from SAH's publicly accessible list of completed doctoral dissertations.

Note: Up to two answer options available per dissertation.

Number of dissertations per year indicated in parentheses.

Expertise Trends: Type of built environment

Architectural history-related books



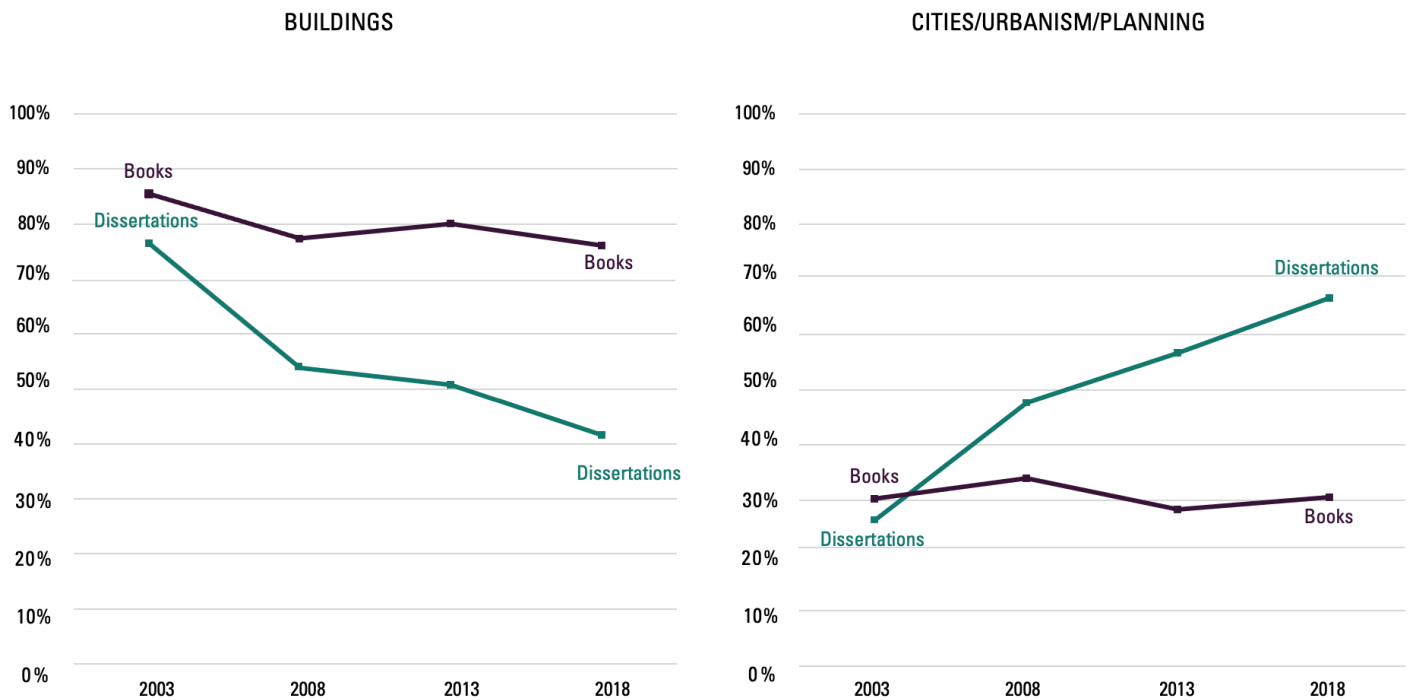
Source: Drawn from SAH's publicly accessible list of books.

Note: Up to two answer options available per book.

Number of dissertations per year indicated in parentheses.

Expertise Trend: Type of built environment

Architectural history-related doctoral dissertations & books



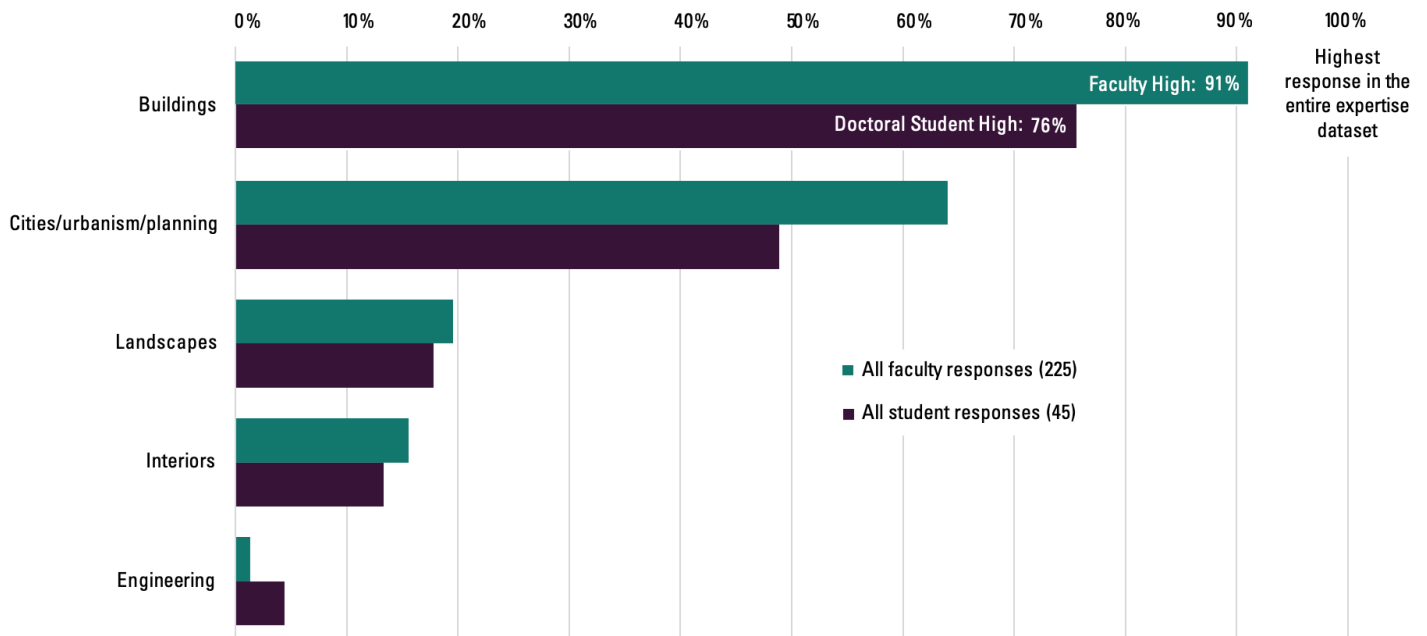
Source: Drawn from SAH's publicly accessible list of completed doctoral dissertations and books.

Note: Up to two answer options available per dissertation/book.

Expertise Snapshot:

What type of built environments do your architectural history expertise or research/studies encompass?

All faculty & doctoral student responses



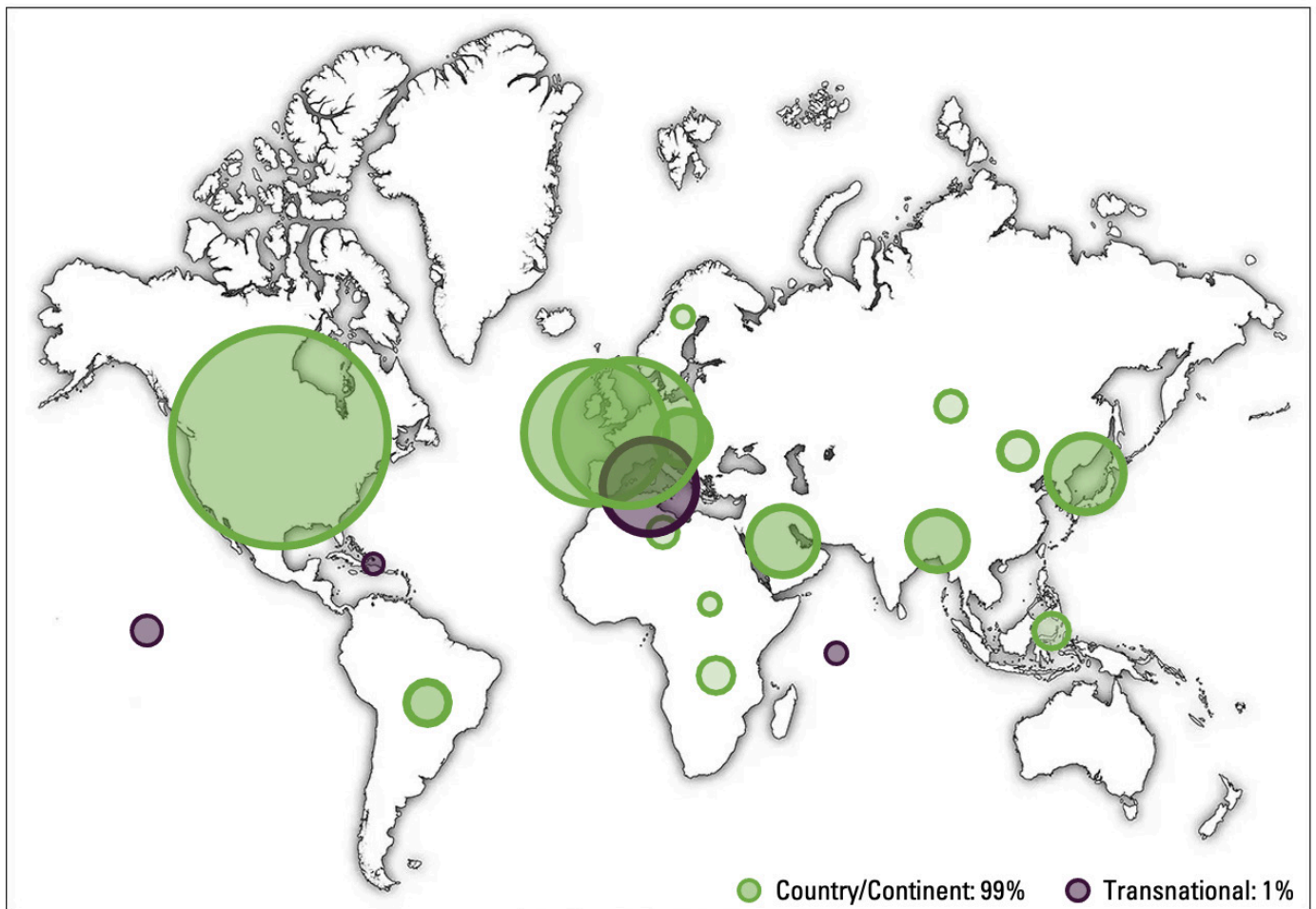
Source: SAH Data Project Faculty & Student Surveys

Note: Respondents could select up to two answer options.

Number of respondents for each respondent group indicated in parentheses.

Expertise Trend: Geographic Scope

Architectural history-related doctoral dissertations, 2003–18 Trend Average



Source: Drawn from SAH's publicly accessible list of completed doctoral dissertations.

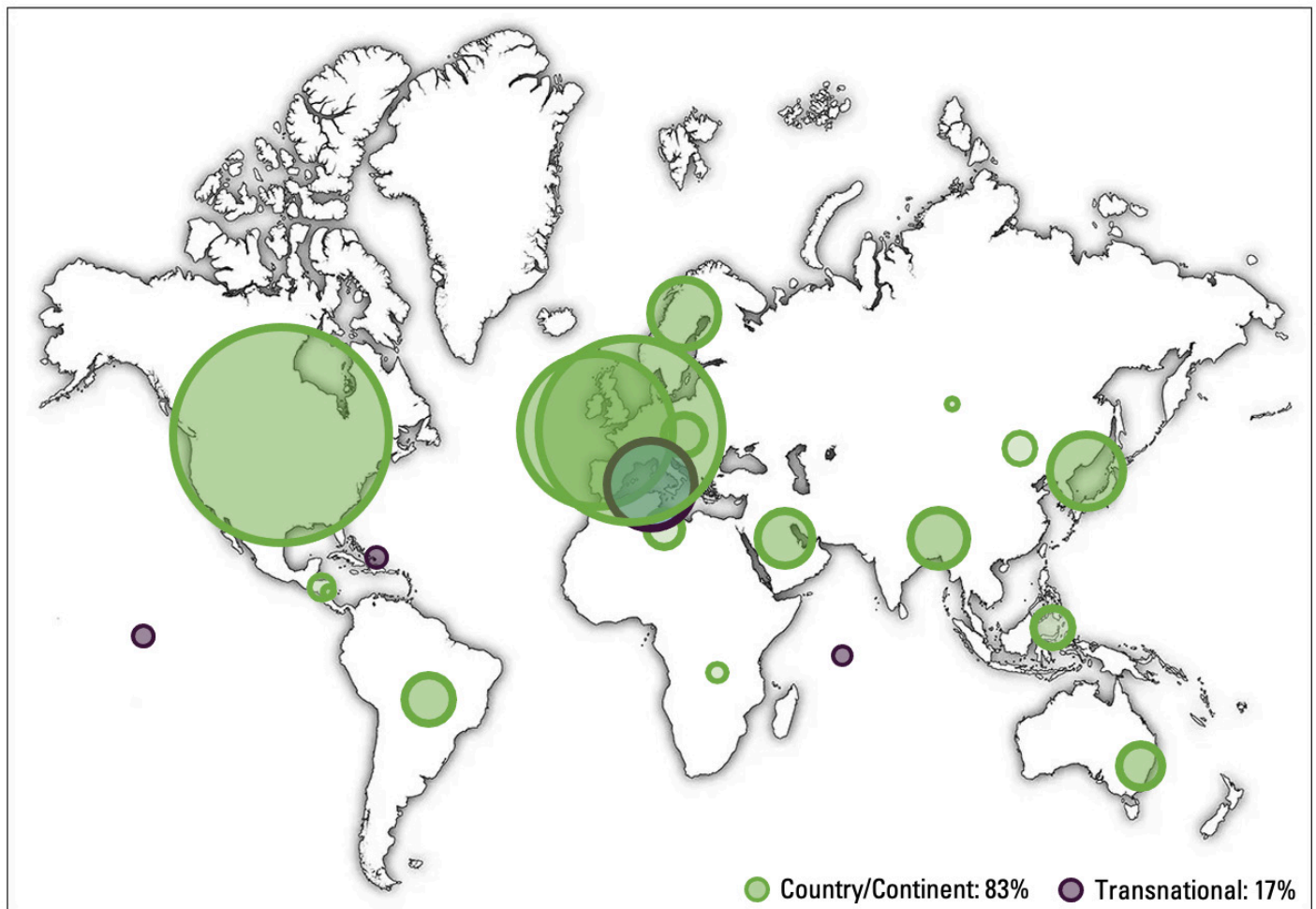
Note: Up to three answer options available per dissertation.

Number of geographic scopes: 253

Base map: Worldmapblank.com

Expertise Trend Summary: Geographic Scope

Architectural history-related books, 2003–18 Trend Average



Source: Drawn from SAH's publicly accessible list of books.

Note: Up to three answer options available per book.

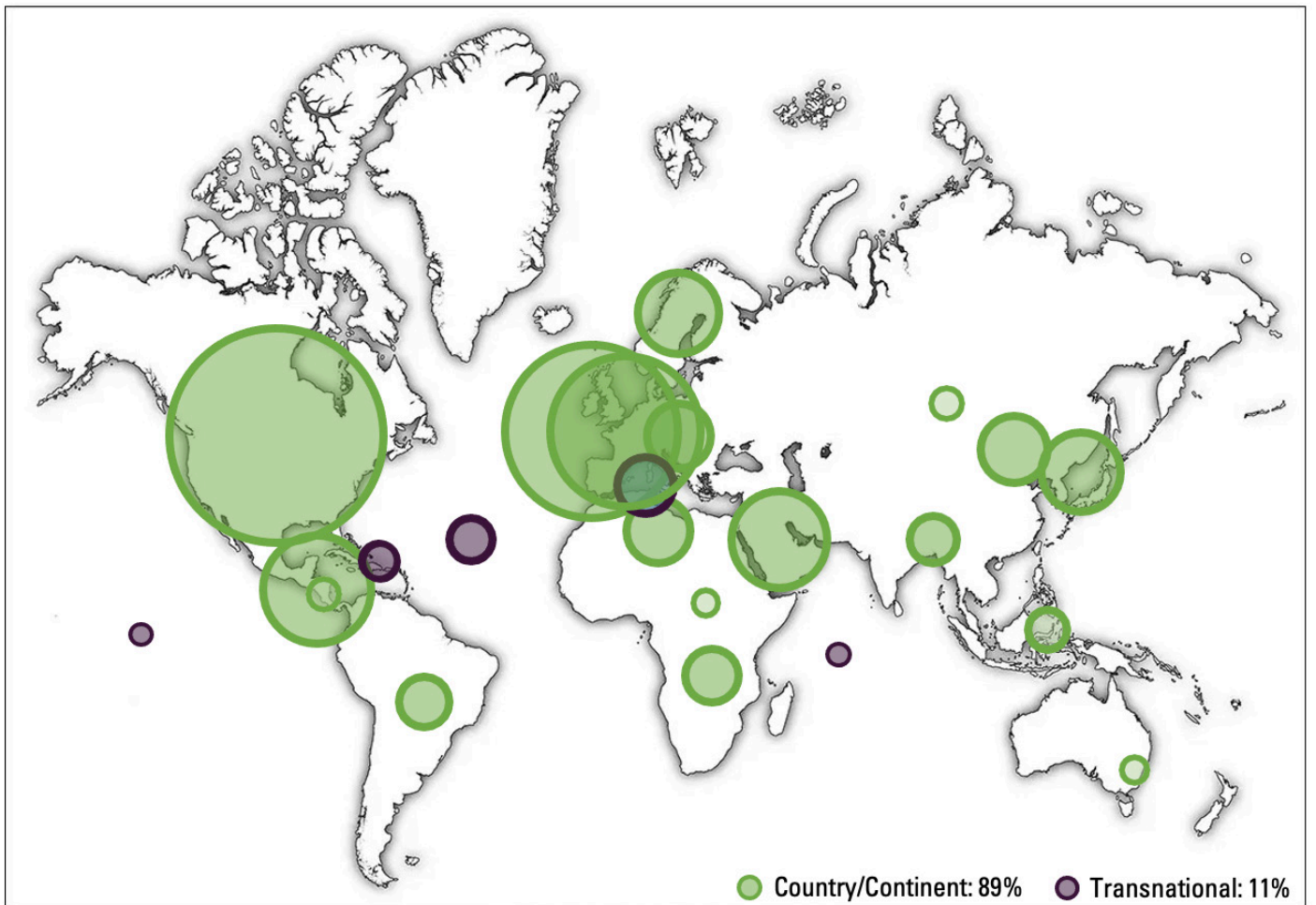
Number of geographic scopes: 1,078

Base map: Worldmapblank.com

Expertise Snapshot:

What is the geographic scope of your architectural history expertise?

All faculty responses



Source: SAH Data Project Faculty Survey

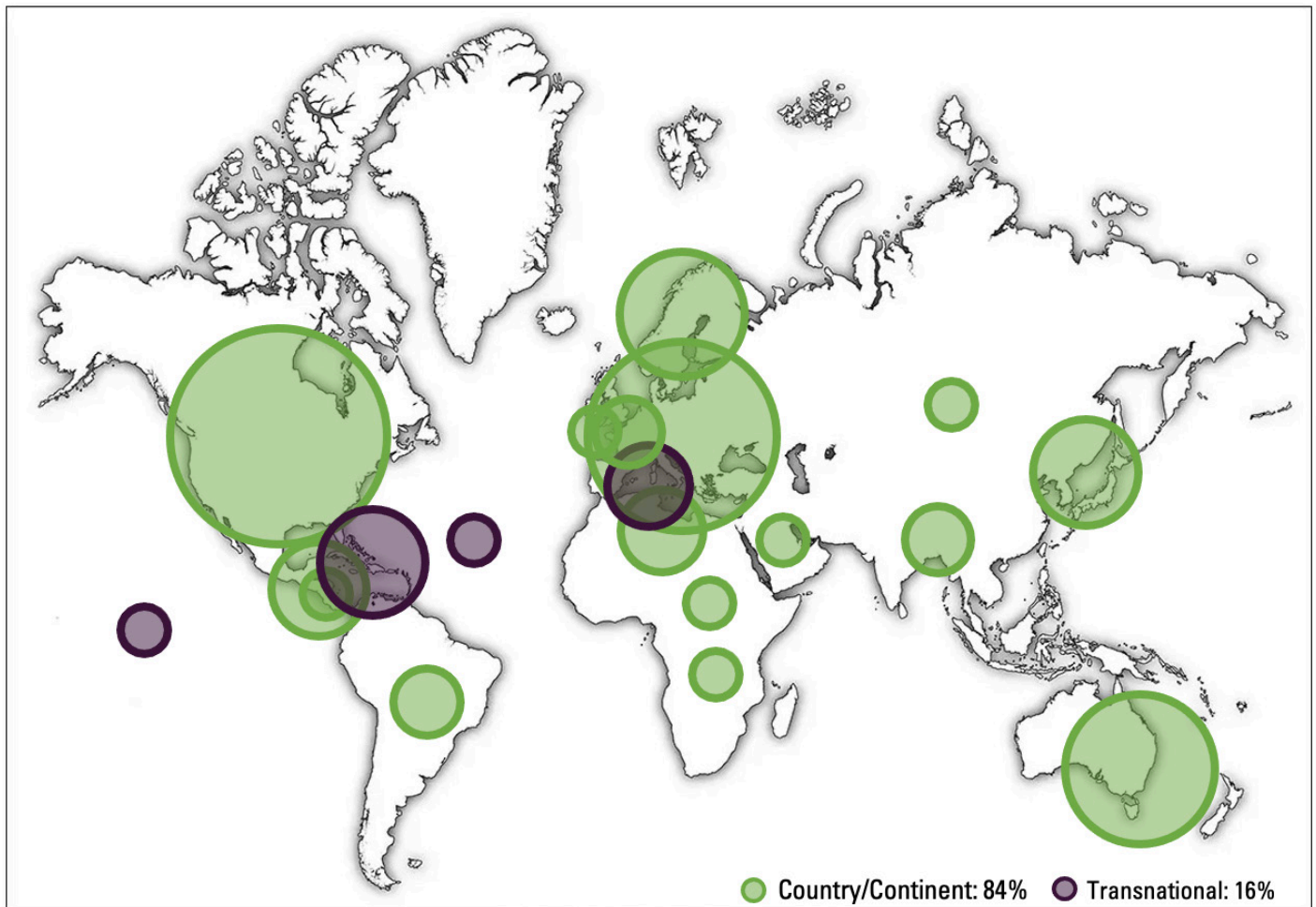
Note: Up to three answer options available per respondent.

Number of respondents: 225

Base map: Worldmapblank.com

Expertise Snapshot:

What is the geographic scope of your architectural history research/studies?
All doctoral student responses

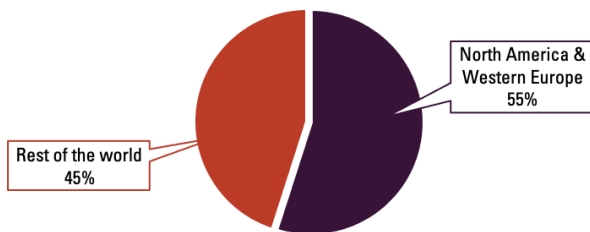


Source: SAH Data Project Student Survey
Up to three answer options available per respondent.
Number of respondents: 45
Base map: Worldmapblank.com

Expertise Summary: Geographic Scope

Ratio of North American & Western Europe to the rest of the world

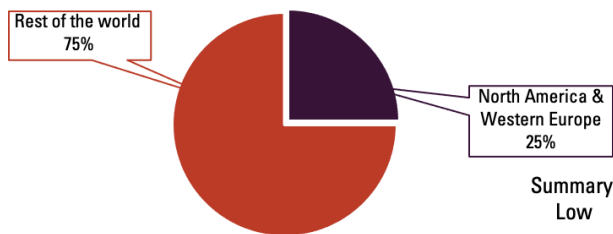
COMPLETED ARCHITECTURAL HISTORY-RELATED
DOCTORAL DISSERTATIONS, 2003–18
(253 geographic scopes)



ARCHITECTURAL HISTORY-RELATED BOOKS,
2003–18
(1,078 geographic scopes)



Summary
High
ALL DOCTORAL STUDENT RESPONSES
(88 geographic scopes)



ALL FACULTY RESPONSES
(518 geographic scopes)



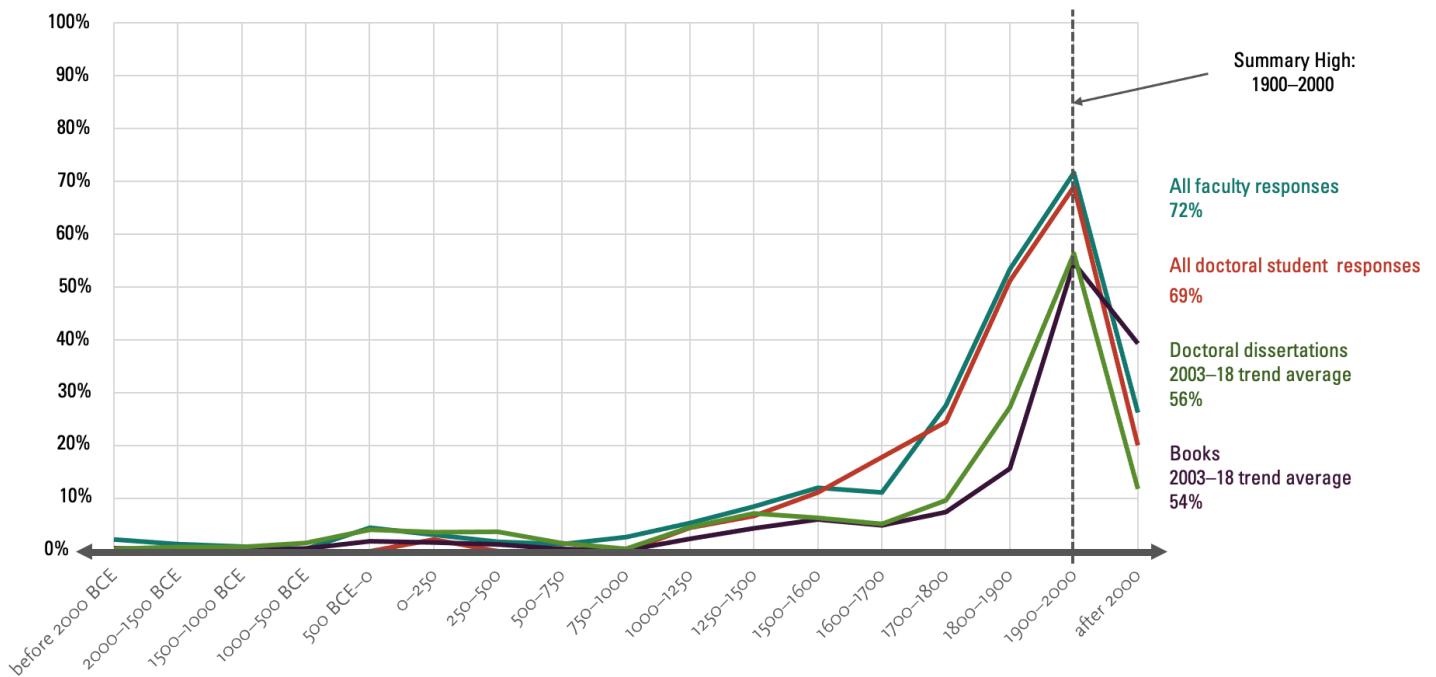
Source: Top row, drawn from SAH's publicly accessible lists of completed doctoral dissertations and books.

Note: Up to three answer options available per dissertation, book, or respondent.

Bottom row, SAH Data Project Student and Faculty Surveys

Expertise Summary: Chronological scope

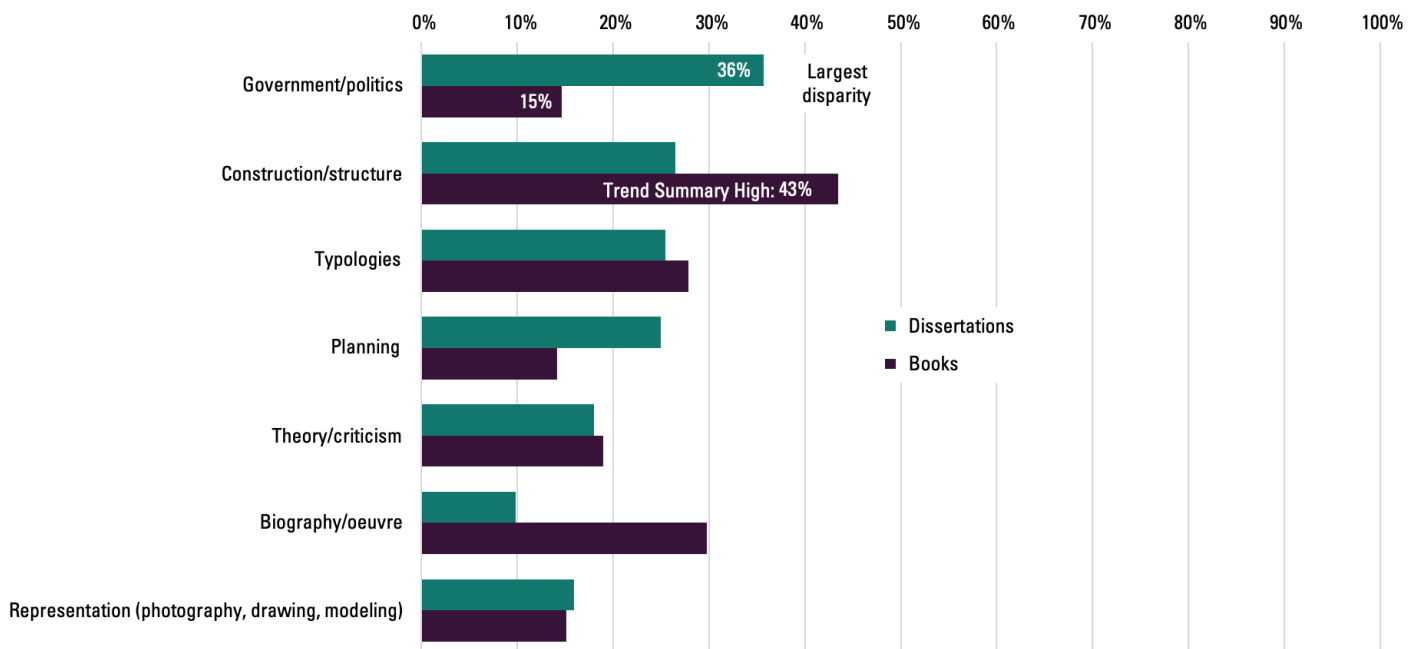
All expertise data subsets



Source: Publication data subset drawn from SAH's publicly accessible lists of completed doctoral dissertations and books.
 Note: Up to three answer options available per publication/respondent.
 Respondent data subset SAH Data Project Student and Faculty Surveys.

Expertise Trend Summary: Thematic Scope

Architectural history-related doctoral dissertations & books: Top 5 answer options, 2003–18 averages



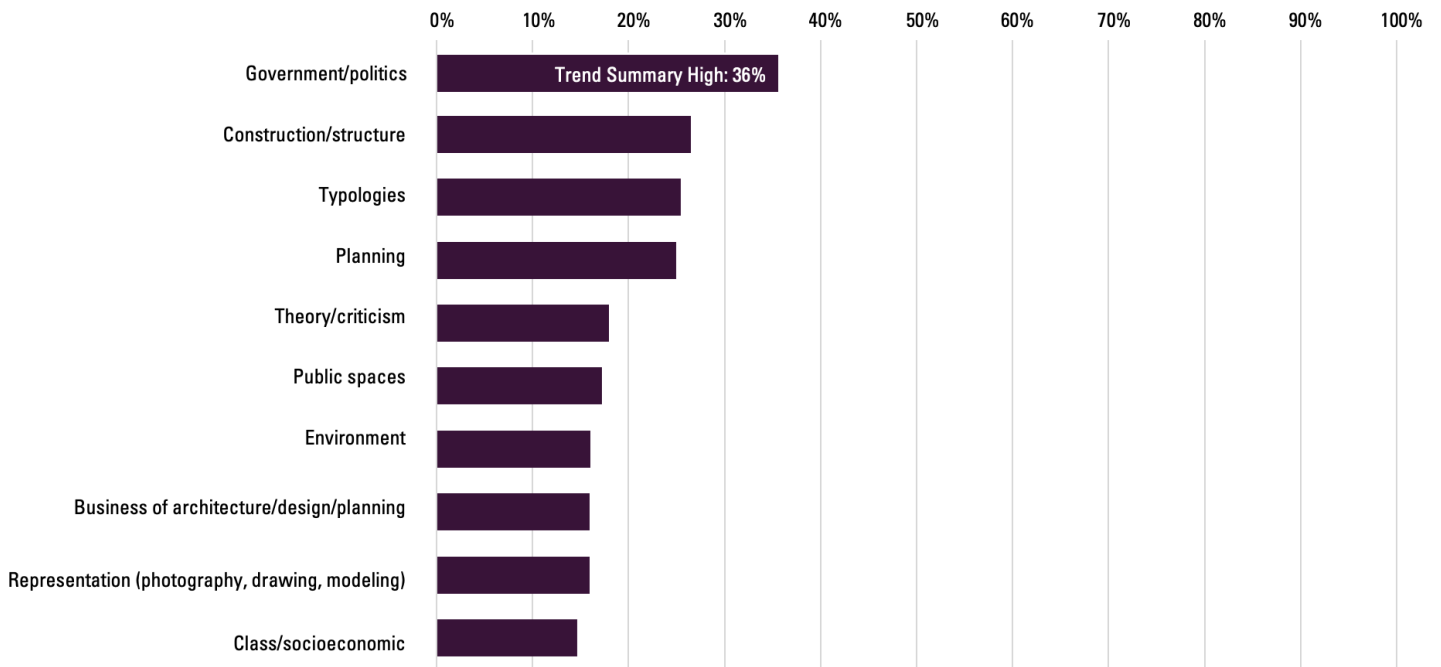
Source: Drawn from SAH's publicly accessible list of completed doctoral dissertations and books.

Note: Up to five answer options available per dissertation and book.

Expertise Trend Summary: Thematic Scope

Architectural history-related doctoral dissertations

Top 10 answer options, 2003–18 trend average



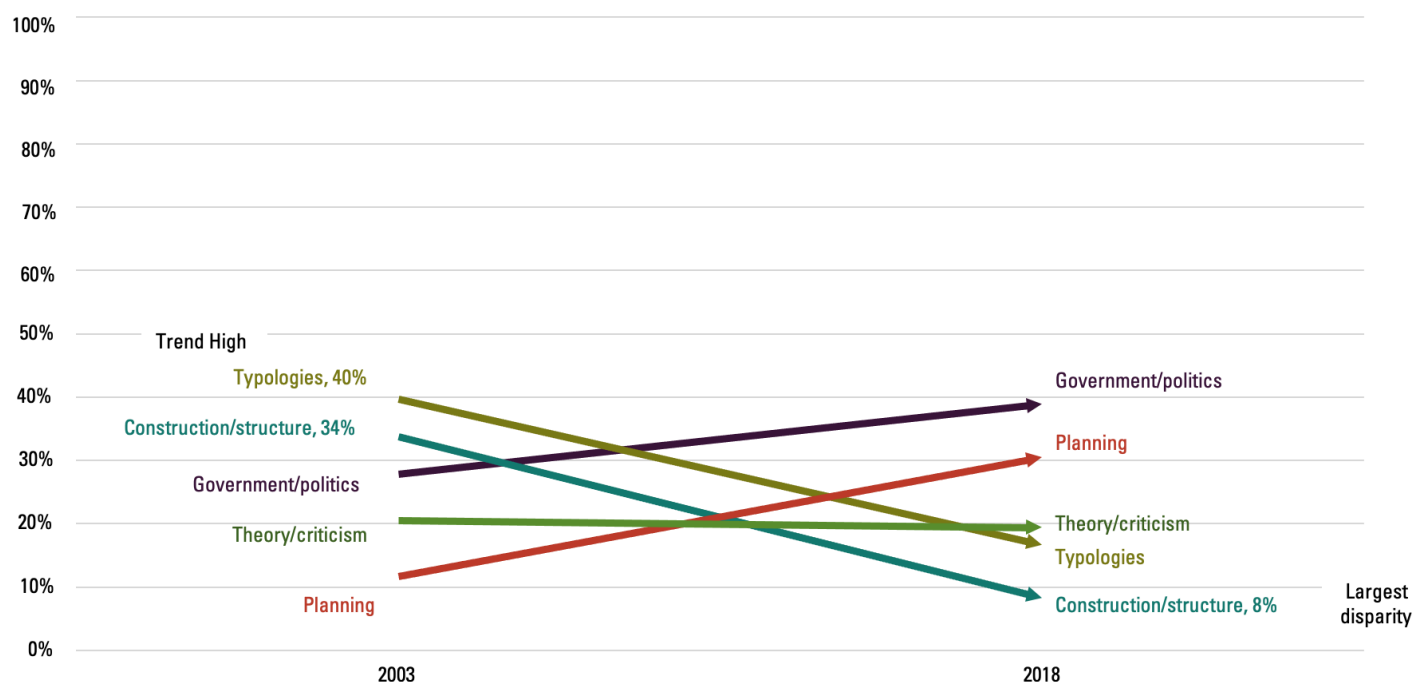
Source: Drawn from SAH's publicly accessible list of completed doctoral dissertations.

Note: Up to two answer options available per dissertation.

Expertise Trend Summary: Thematic Scope

Architectural history-related doctoral dissertations

Top 5 answer options, 2003–18



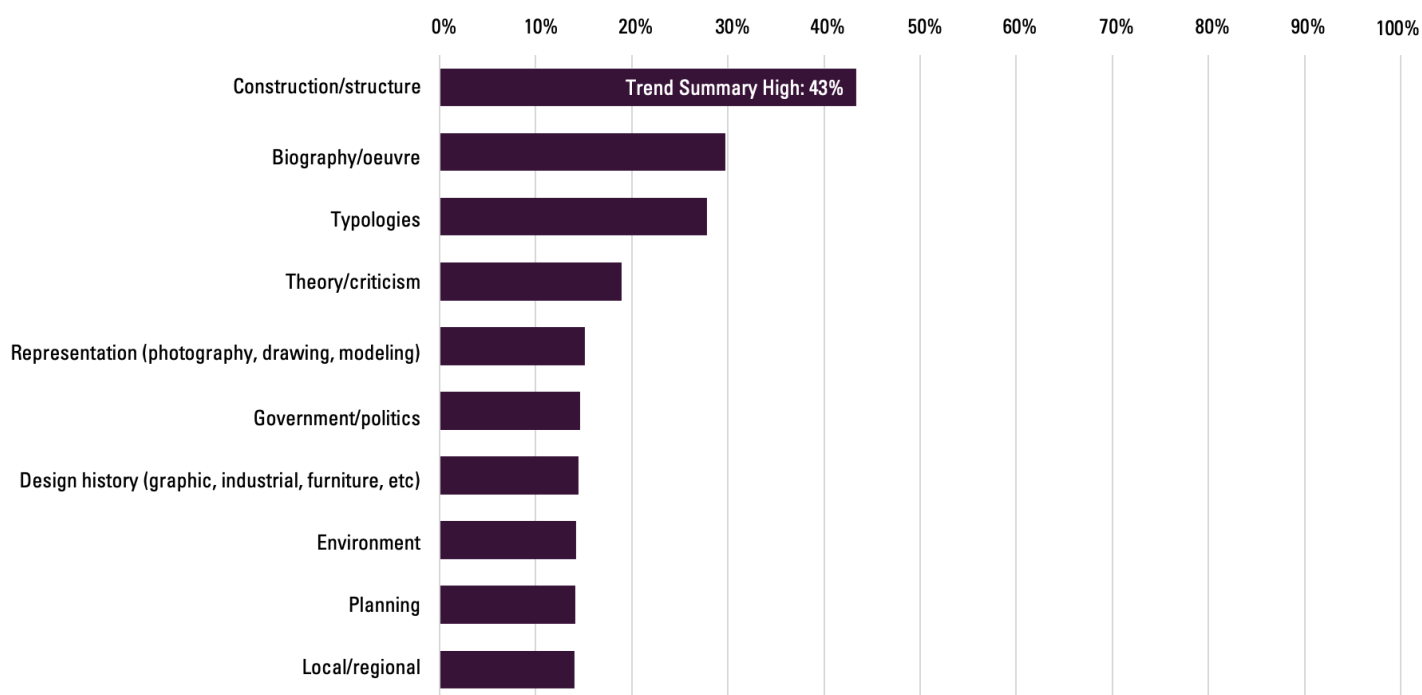
Source: Drawn from SAH's publicly accessible list of completed doctoral dissertations.

Note: Up to two answer options available per dissertation.

Expertise Trend Summary: Thematic Scope

Architectural history-related books

Top 10 answer options, 2003–18 trend average



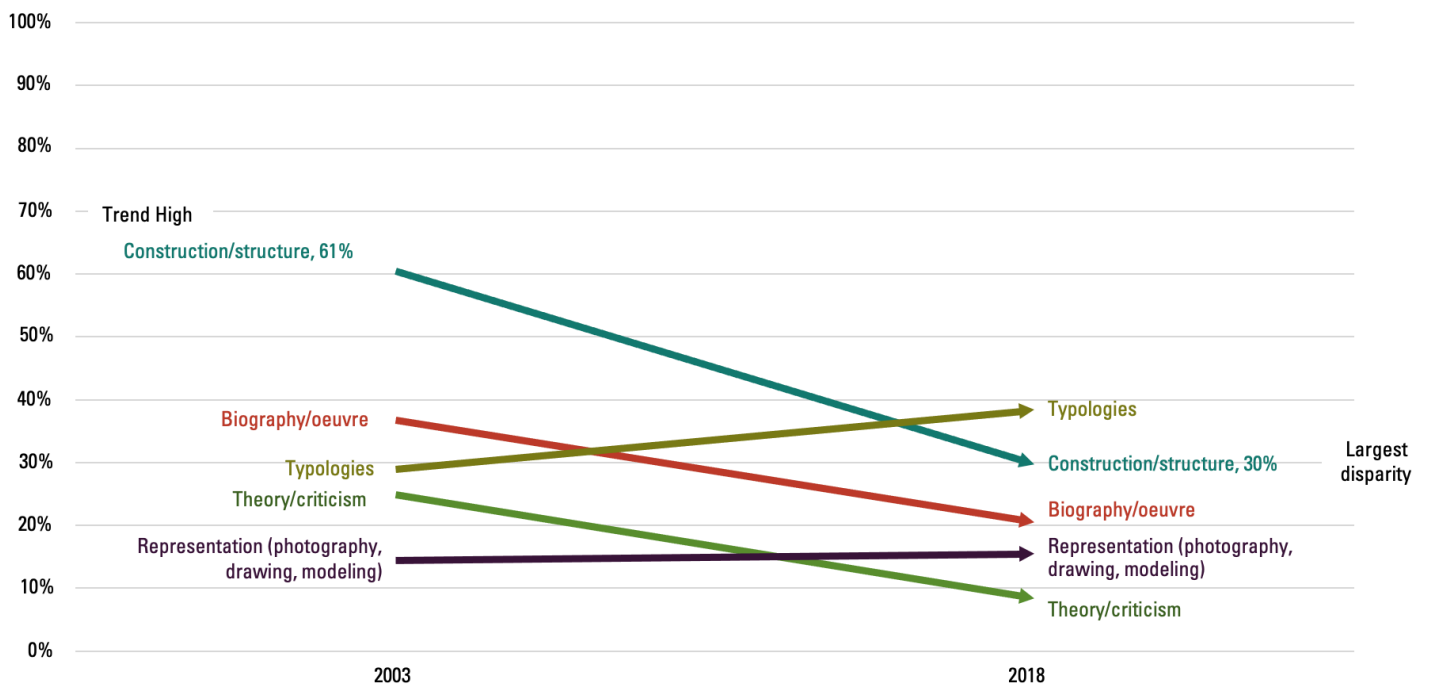
Source: Drawn from SAH's publicly accessible list of books.

Note: Up to two answer options available per book.

Expertise Trend: Thematic Scope

Architectural history-related books

Top 5 answer options, 2003–18



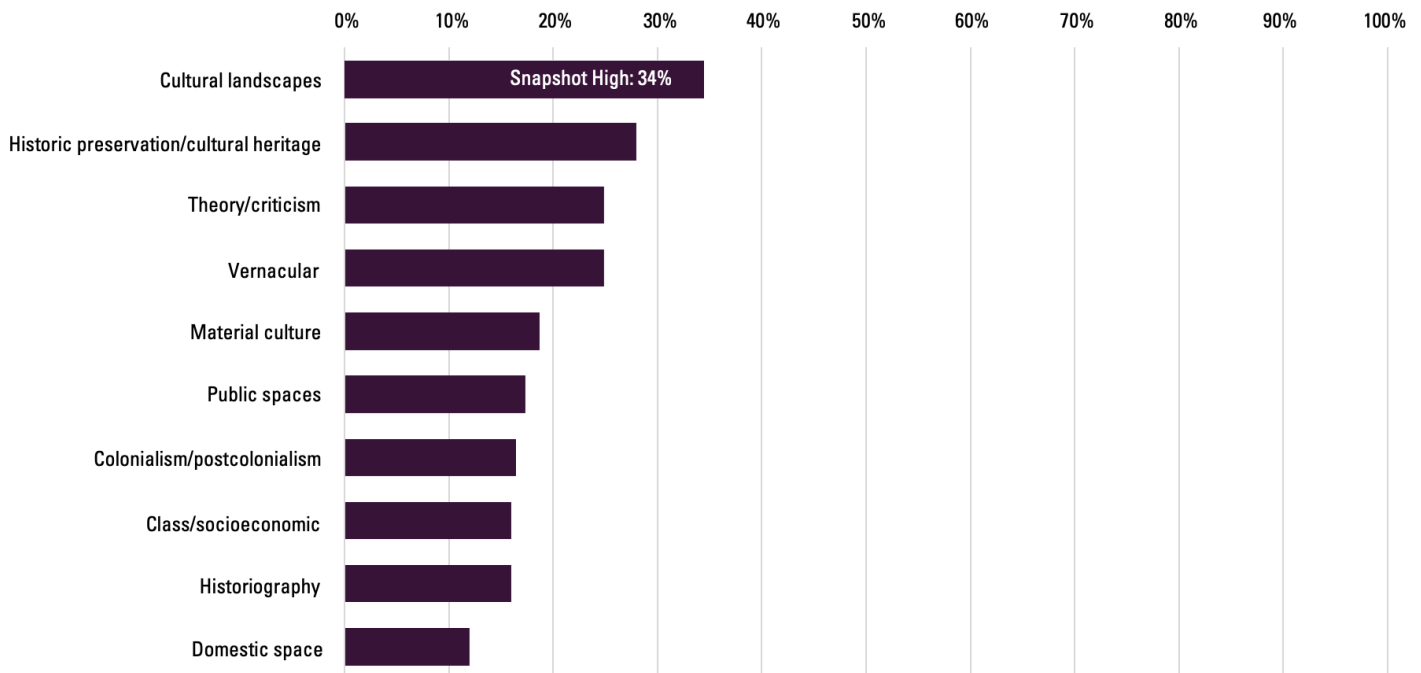
Source: Drawn from SAH's publicly accessible list of books.

Note: Up to two answer options available per book.

Expertise Snapshot: Thematic Scope

What is the thematic scope of your architectural history expertise?

All faculty responses: top 10 answer options



Source: SAH Data Project Faculty Survey

Note: Up to two answer options available per book.

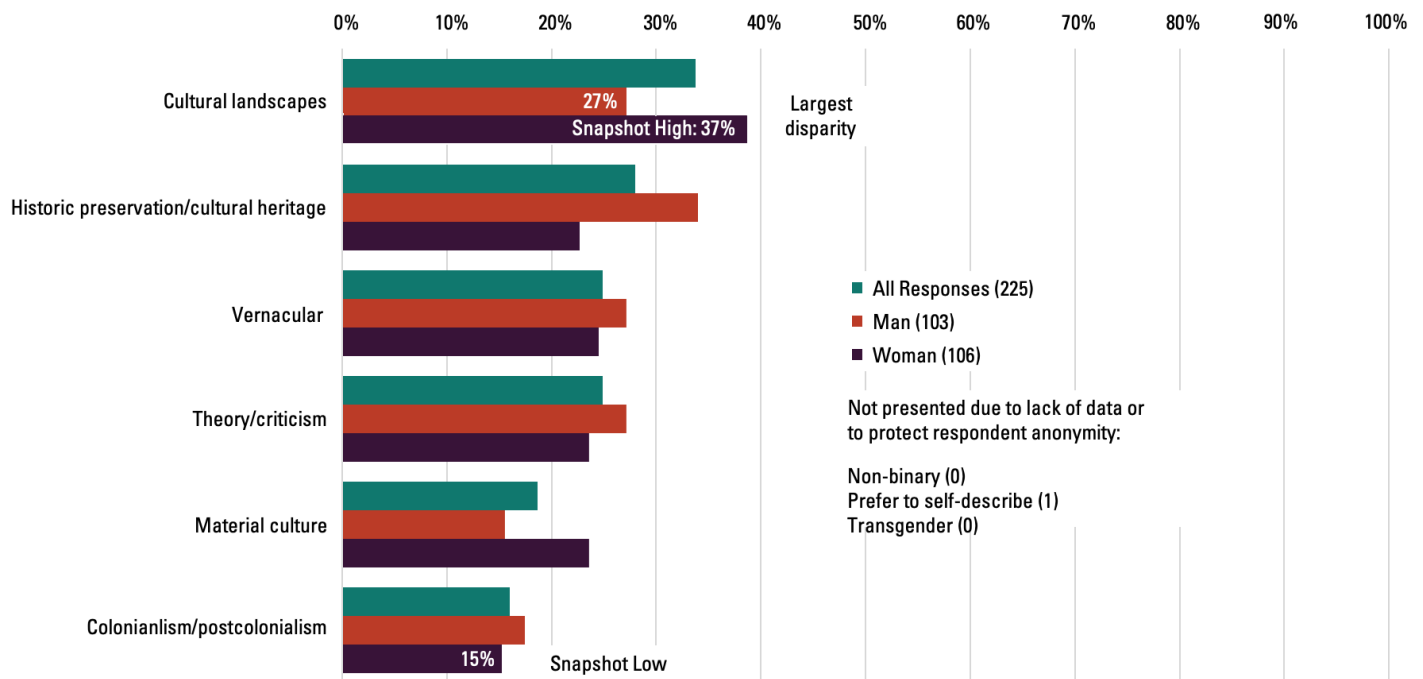
Respondents could select up to five answer options.

Number of respondents: 225

Expertise Snapshot: Thematic Scope

What is the thematic scope of your architectural history expertise?

Faculty responses: top 5 answer options, gender identity



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to five answer options.

Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

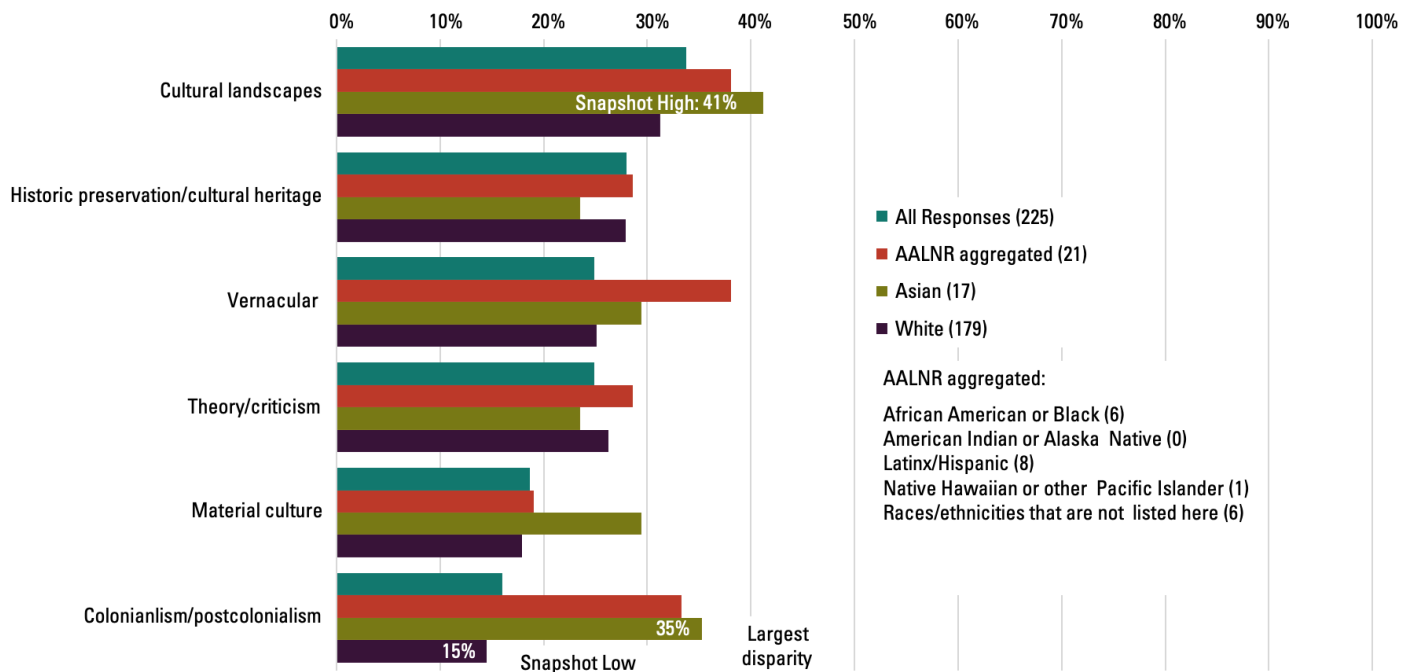
Faculty expertise respondents who did not report at least one gender identity: 16

Expertise Snapshot:

What is the thematic scope of your architectural history expertise?

Faculty responses: top 5 answer options, race/ethnicity

(1 of 2: above minimum response rate)



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to five answer options.

Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

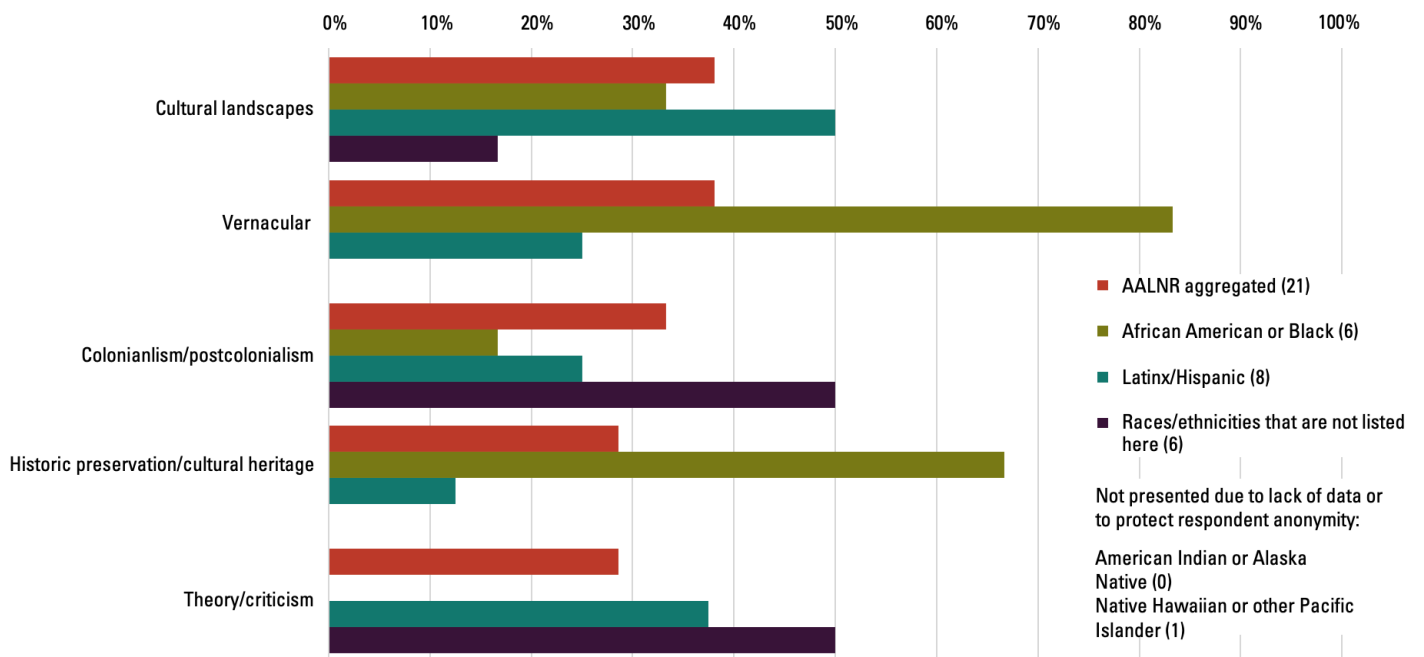
Faculty expertise respondents who did not report at least one race/ethnicity: 20

Expertise Snapshot:

What is the thematic scope of your architectural history expertise?

Faculty responses: top 5 answer options, race/ethnicity

(2 of 2: AALNR disaggregated)



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to five answer options.

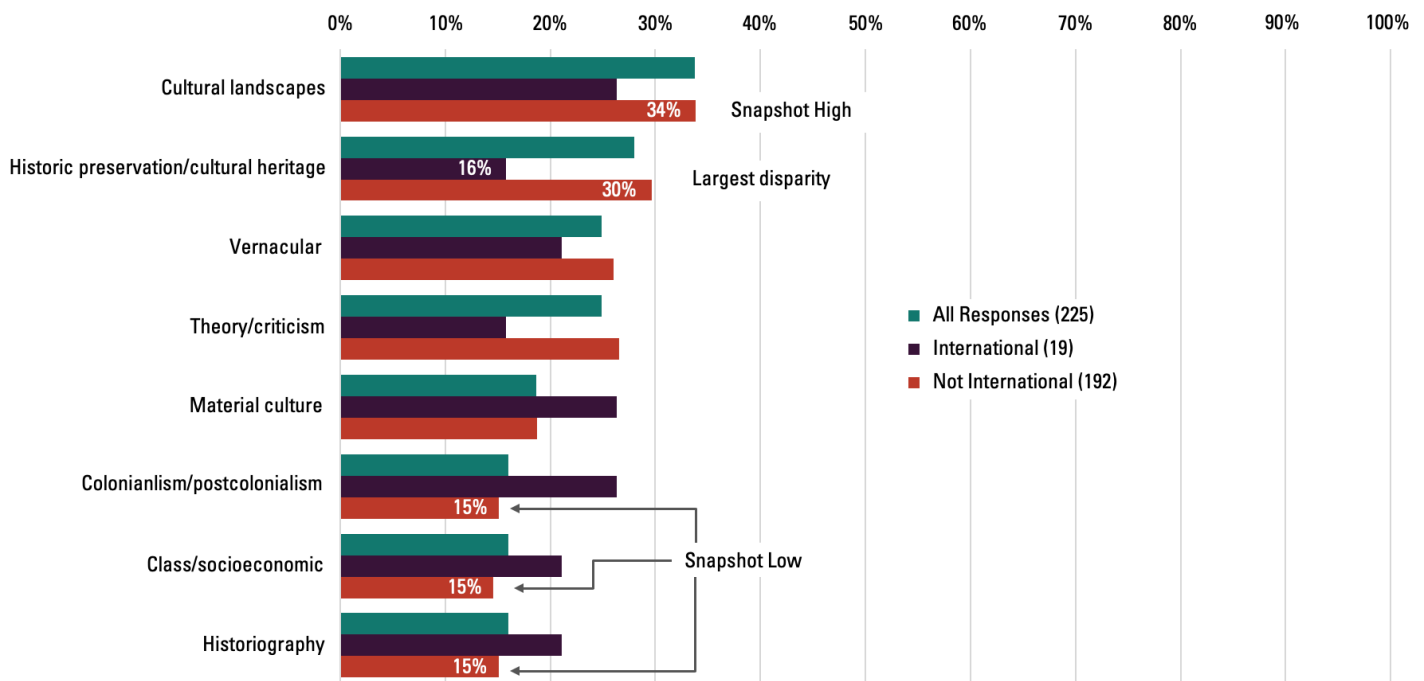
Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Faculty expertise respondents who did not report at least one race/ethnicity: 20

Expertise Snapshot:

What is the thematic scope of your architectural history expertise?
Faculty responses: top 5 answer options, international status



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to five answer options.

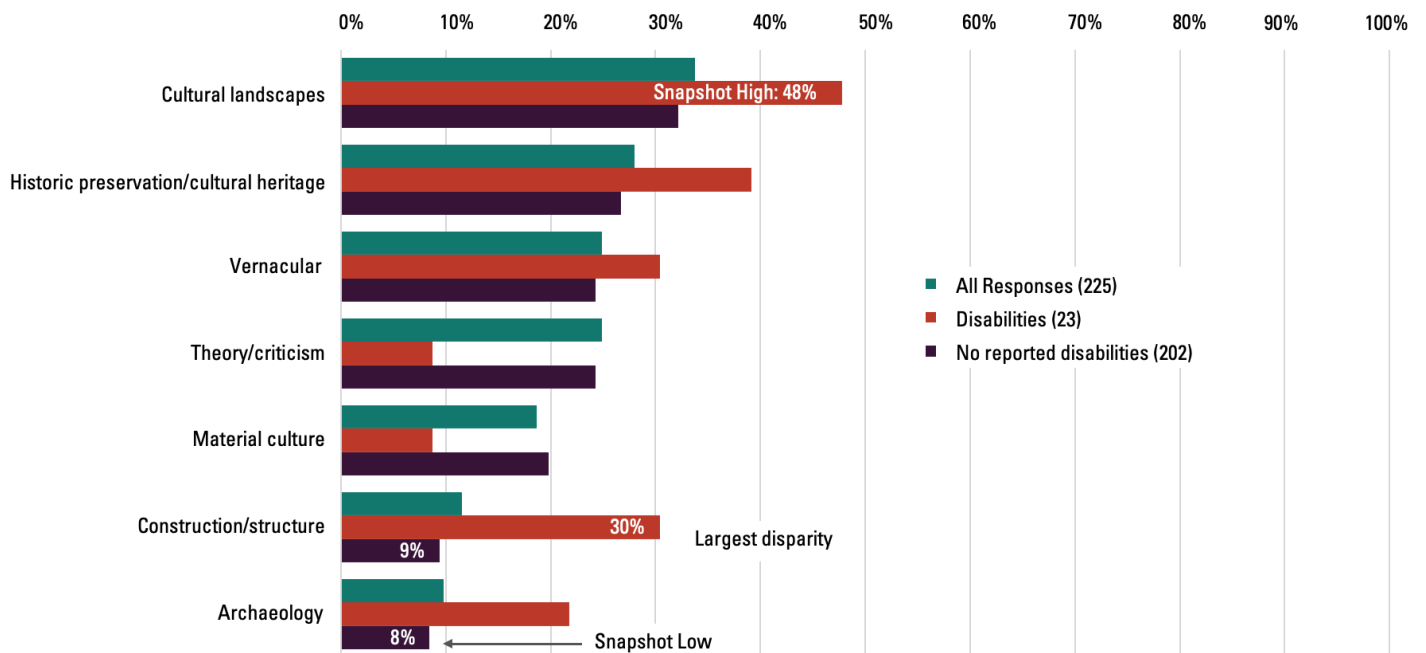
Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Faculty expertise respondents who did not report an international status: 14

Expertise Snapshot:

What is the thematic scope of your architectural history expertise?
Faculty responses: top 5 answer options, disabilities that substantially limit architectural history-related work



Source: SAH Data Project Faculty Survey

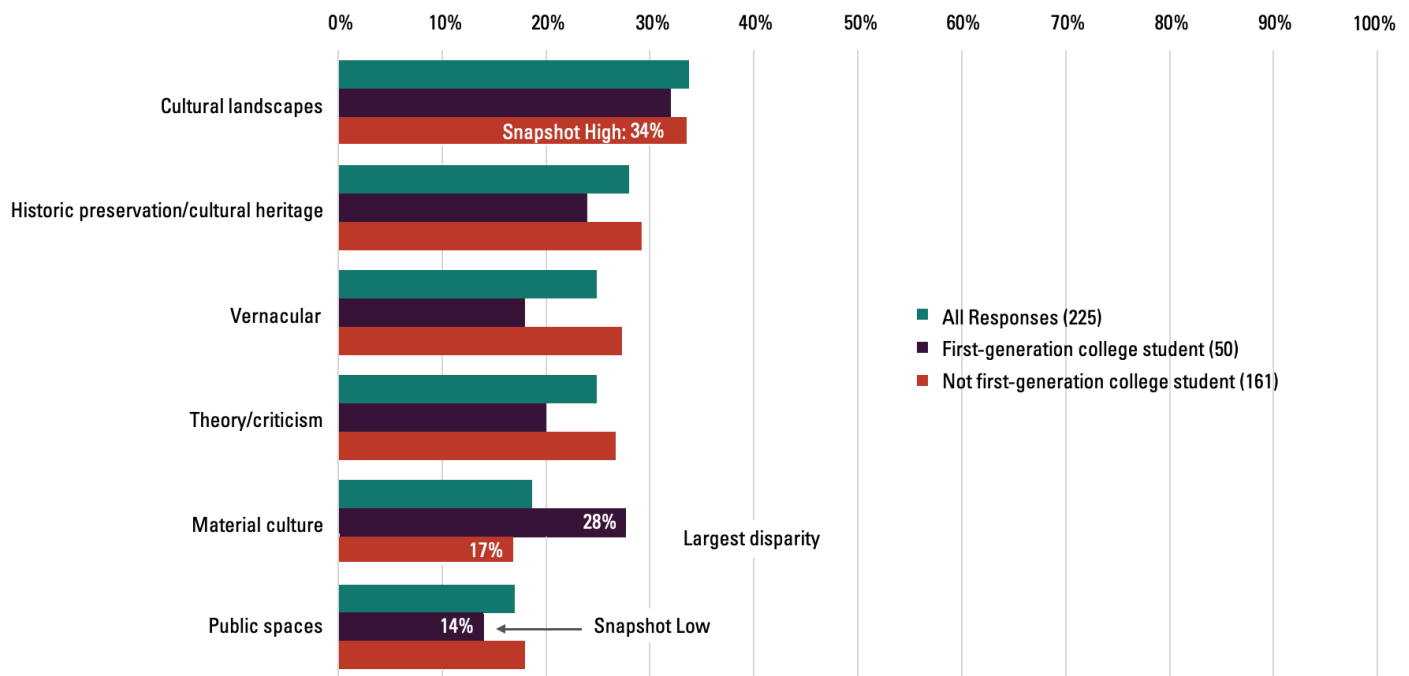
Note: Respondents could select up to five answer options.

Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Expertise Snapshot:

What is the thematic scope of your architectural history expertise?
Faculty responses: top 5 answer options, first-generation college student



Source: SAH Data Project Faculty Survey

Note: Respondents could select up to five answer options.

Number of respondents for each respondent group indicated in parentheses.

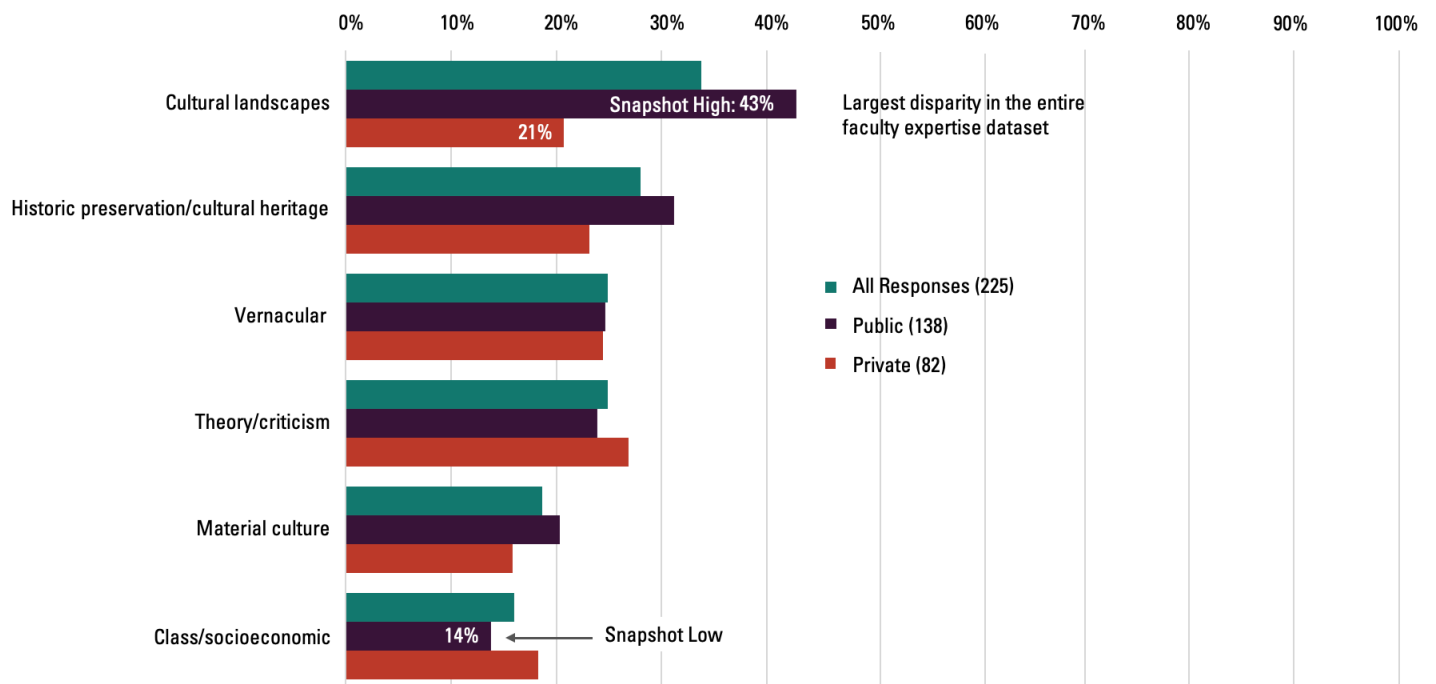
Project minimum response rate is 10 responses.

Faculty expertise respondents who did not report first-generation college student status: 14

Expertise Snapshot:

What is the thematic scope of your architectural history expertise?

Faculty responses: top 5 answer options, current institutional sector



Source: SAH Data Project Faculty

Note: Respondents could select up to five answer options.

Number of respondents for each respondent group indicated in parentheses.

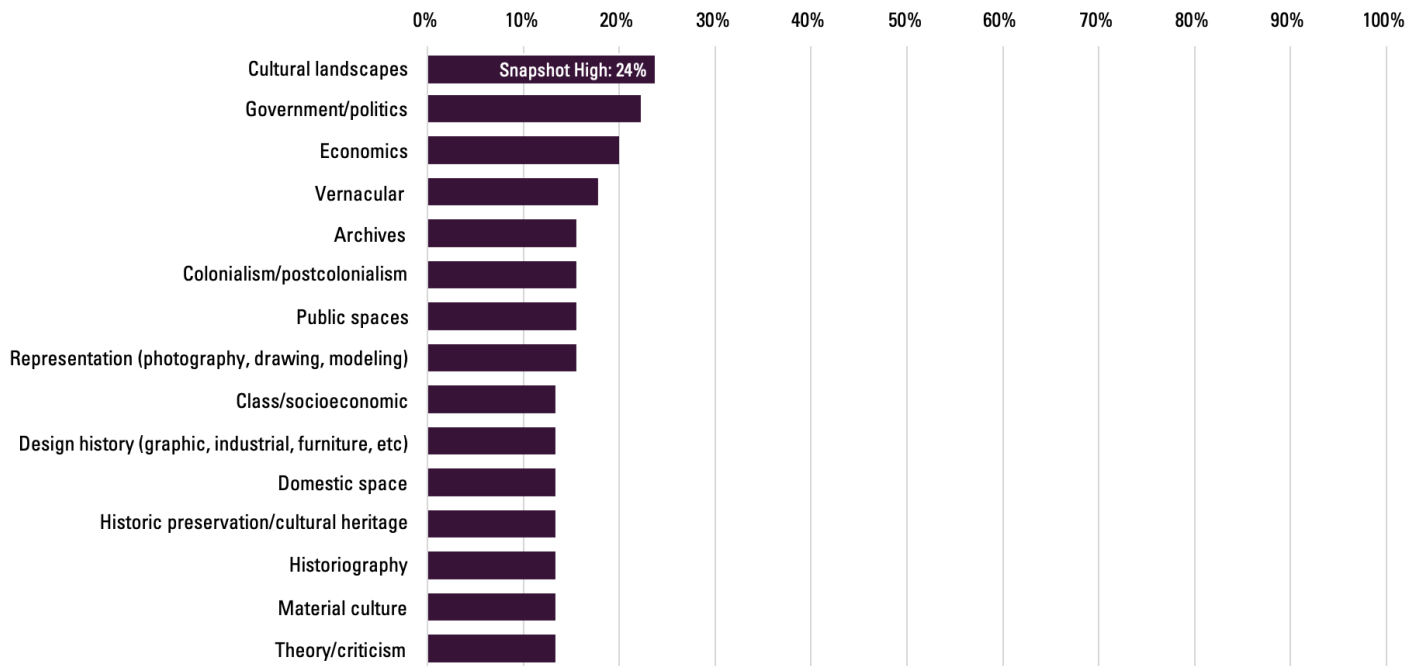
Project minimum response rate is 10 responses.

Faculty expertise respondents who did not report a current institutional sector: 5

Expertise Snapshot:

What is the thematic scope of your architectural history research/studies?

All doctoral student responses: top 10 answer options



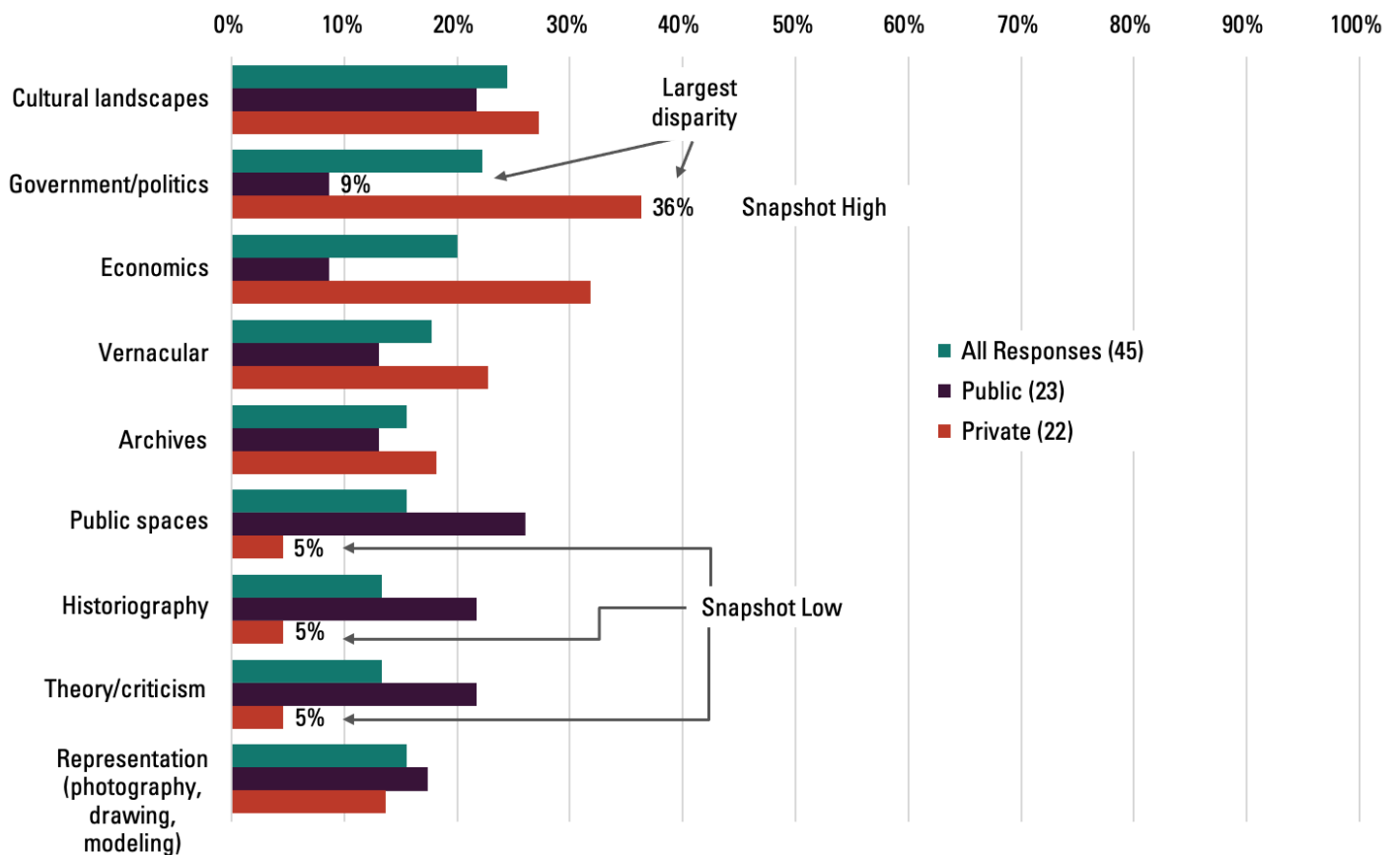
Source: SAH Data Project Student Survey

Note: Respondents could select up to five answer options.

Number of respondents: 45

Expertise Snapshot:

What is the thematic scope of your architectural history research/studies?
All doctoral student responses: top 5 answer options, institutional sector



Source: SAH Data Project Student Survey

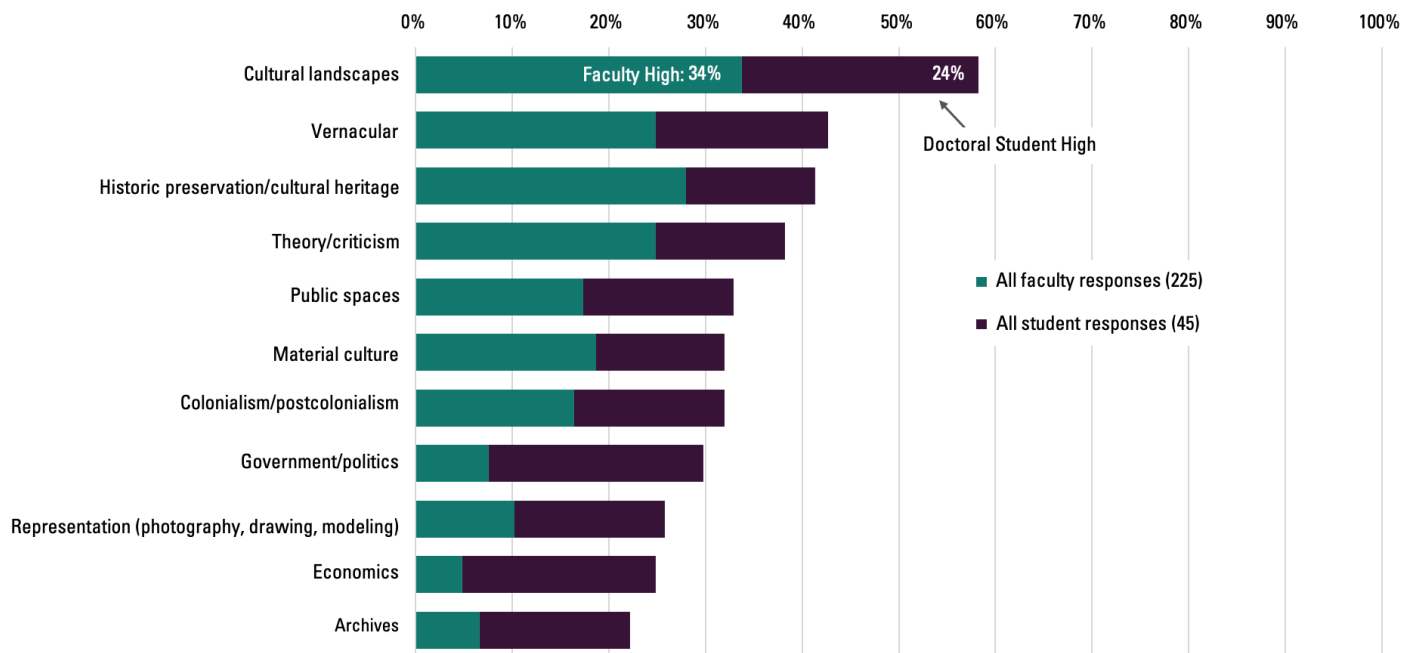
Note: Respondents could select up to five answer options.

Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Expertise Snapshot:

What is the thematic scope of your architectural history expertise or research/studies?
All faculty & doctoral student responses: top 5 answer options

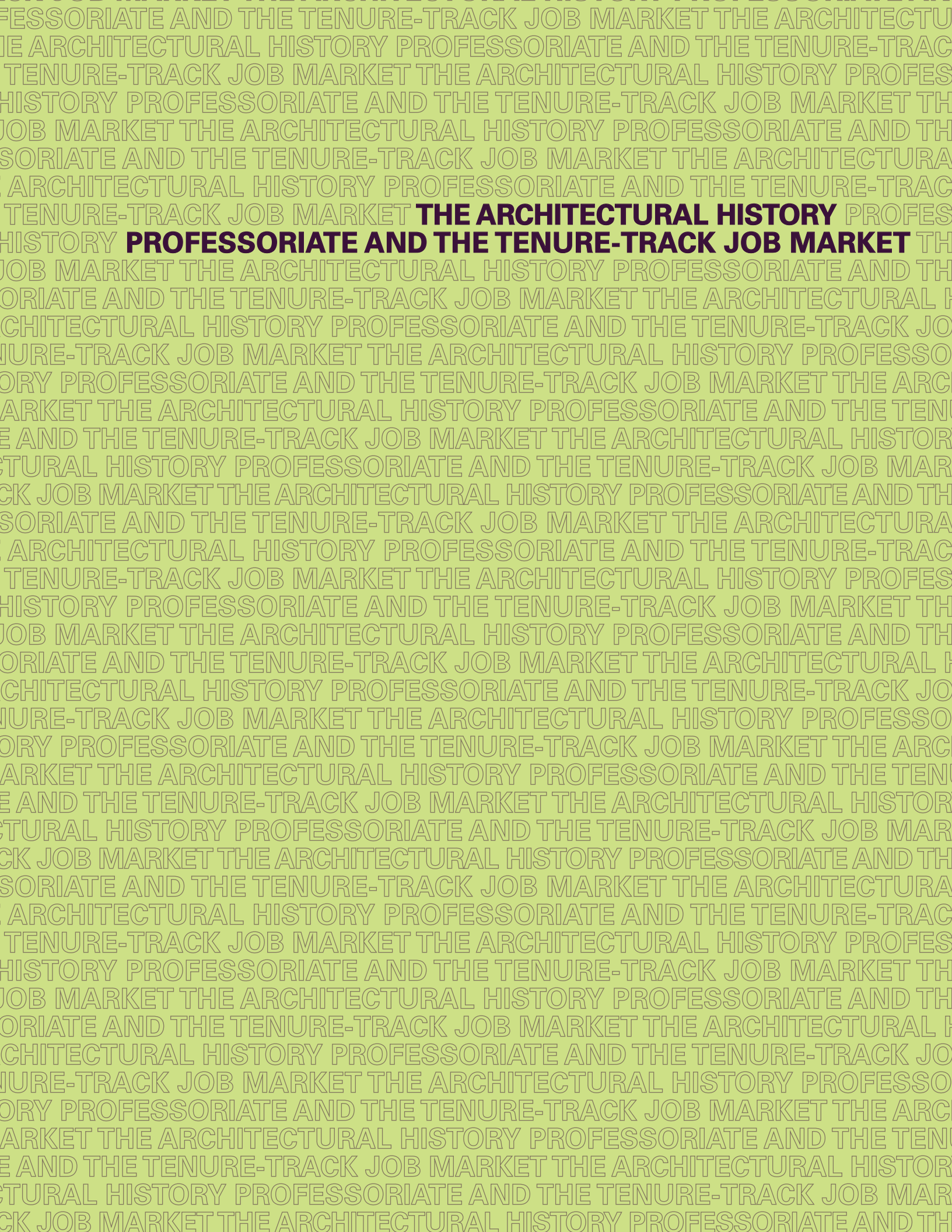


Source: SAH Data Project Faculty & Student Surveys

Note: Respondents could select up to five answer options.

Number of respondents for each respondent group indicated in parentheses.





THE ARCHITECTURAL HISTORY PROFESSORiate AND THE TENURE-TRACK JOB MARKET

The Architectural History Professoriate

and the Tenure-Track Job Market

During discussions with the project's leadership, stakeholders representing all segments of the broader U.S. architectural history academic community consistently referred to the ability to secure meaningful employment as a fundamental indicator of a thriving field.

It was not unusual for constituents to express deep commitment to the matter of full-time tenure-track employment, in some cases passionately arguing that a healthy tenure-track architectural history job market is perhaps the single most important evidentiary data point the project could explore. The project team, informed by this clear stakeholder guidance, gathered data about the current and historical status of the architectural history job market.

For the purposes of this project, the research team acknowledged the job market as a complex and dynamic ecosystem with subjective emotional and psychological attributes in addition to other factors. This called for drawing from existing data about position announcements and completed dissertations as well as gathering fresh quantitative and qualitative insights from institutional representatives about the number and type of their faculty

(including people who do not teach architectural history) as well as from faculty and students about their experiences and goals. As such, the findings presented below reflect a cross-analytical approach; information from SAH archives is combined in various ways with new information from all three surveys in the hopes of presenting a richly descriptive perspective on a range of job market concerns.

It should be noted that mapping the actual scope and extent of the tenure-track job market itself has proved as elusive for the SAH Data Project as it has for other humanities data collection efforts. The basic problem comes in determining the number of job seekers with reasonable confidence; anecdotal evidence can at times be plentiful but research methods unavailable to the SAH Data Project would have been required to develop solid quantitative data at a scale showing job market attrition year to year. This is why the findings below, like those of similar studies, include data measuring the gap between the number of job openings in any given year and the number of people graduating with doctorates in the same year. This figure is called “surplus PhDs” and it is different from “job seekers” not only because it does not consider attrition (how many of the previous year’s job seekers do not continue to actively pursue tenure-track jobs the following year) but also because it may include new doctoral graduates who are not seeking tenure-track jobs and because it also does not consider alignments/misalignments in the supply and demand for specific faculty research specialties. Still, contextualized within other job market data, a surplus PhD trend can contribute to understanding the broader health of the field.

In addition to the job market data subset that encompasses job announcements and completed doctorates, the findings below bring together three other comparatively robust job market-related data subsets. One of these, drawn from the institutional and faculty surveys, describes architectural history faculty positions within their institutions. This includes questions such as trends in the number of faculty who self-identify as women and who self-identify with at least one non-white U.S. Census racial/ethnic demographic group as well as the various interdisciplinary programs of study within which faculty teach and the rank/status they hold.

A second strong job market data subset is composed of information generously provided by faculty respondents about the amount and type of compensation they receive for teaching architectural history. This includes not only salaries but also various types of employment benefits ranging from health insurance to research stipends to childcare. Although some constituencies can find these kinds of financial questions off-putting, the SAH Data Project’s leadership was grateful to see the faculty survey record enough responses to enable disaggregation of some form for all of the study’s major demographic inquiry categories: gender identity; race/ethnicity; international status; disability; first-generation college student status; institutional sector; student type; and faculty rank/status.

The third job market data subset explores the ideal career goals for academic and non-academic pathways of current architectural history graduate students as well as for all students (regardless of current level) who intend to earn an architectural history graduate degree. Although the information contributed by this latter respondent group reflects a more aspirational interpretation of the project’s question about “ideal” careers than what current graduate students reported, it offers a first glance at what future generations of architectural history graduate students will consider the best uses of their degrees. Notably, the SAH Data Project also gathered relatively robust data on the kinds of architectural history work that current faculty perform beyond teaching. This enables some comparison between graduate student interest in non-academic careers and faculty preparation to provide effective mentoring for those hoping to work outside the academy.

Findings and Trends

Data regarding the number of faculty teaching architectural history, both per institution and relative to faculty's non-architectural history peers, indicate a slight increase from 2009 to 2019 in all cases except private-sector institutions. In that case, the data remain effectively the same throughout the trend.

The percentage of architectural history faculty who hold doctorates has not significantly changed since 2009. However, during this same period the percentage of architectural history faculty who identify as women has seen a noticeable increase and the percentage of architectural history faculty who identify with at least one non-white U.S. Census racial/ethnic demographic group has increased slightly. Private-sector institutions emerged as the data subset's highest employer of women architectural history faculty and lowest employer of architectural history faculty who identify with at least one non-white U.S. Census racial/ethnic demographic group.

Regarding faculty rank/status distribution, overall the data show that roughly 75% of people who teach architectural history at U.S. institutions of higher education are tenured or tenure-track. The data subset's lowest percentage of tenured/tenure-track architectural history faculty as well as the highest percentage of faculty who are not tenured/tenure-track (various types of contingent faculty and permanent full-time lecturers) were both seen within the private-sector institution respondent group.

Data show that the anecdotal assumption that most architectural history faculty teach exclusively in either professional design schools or in art history programs is not correct. Faculty who teach in professional design schools and art history programs reported high rates of teaching assignments between these two programs of study as well as in a wide range of other architectural history-related disciplines such as historic preservation and urban/regional planning.

Almost two-thirds of faculty who teach architectural history and hold a master's degree as their most advanced degree teach in professional design programs.

In terms of both salary compensation and employment benefit data, by far the most variation between members of a demographic category occurred when the data were disaggregated by faculty rank/status. Those faculty teaching at the part-time/adjunct level reported the dataset's lowest salaries and fewest employment benefits. Other clear variations were indicated for both salary and benefits when the data were disaggregated for international status and for disabilities. There was also some variation regarding salary compensation among those faculty who identify with at least one non-white U.S. Census racial/ethnic demographic group.

Childcare was very clearly the least common

employment benefit reported. All faculty groups, regardless of demographic self-identity, indicated receiving childcare benefits at rates that were at or just above 0%. This finding may reflect the study's focus on U.S. institutions of higher education; those with an interest in this issue may want to look for models beyond the borders of the United States and/or outside the higher education setting.

The trend in the number of announcements for open tenured/tenure-track positions in architectural history and related fields in the U.S. indicates no net change at all since 2015. Meanwhile, the annual difference between the number of available architectural history jobs and the number of new architectural history doctoral graduates has widened gradually in recent years. Both of these trends were negatively impacted by a dramatic drop in architectural history job opportunities in 2020, presumed to be as a result of COVID-19 pandemic-related hiring freezes like those experienced over the past year by other humanities disciplines. Until these freezes are lifted, the moving three-year trend in job opening announcements will also continue to drop. And if these freezes are accompanied by a continued rise in completed doctorates, the surplus PhD gap can be expected to widen to almost trend-high levels.

Non-tenure-track faculty who are not actively

pursuing a full-time tenure-track position offered a range of reasons for not continuing with their job search, including job market fatigue, incompatibility with family responsibilities, and a preference for non-teaching/non-academic work. Meanwhile, information reported by non-tenure-track faculty who are actively seeking full-time tenure-track positions indicate they have been on the job market for a relatively long time. This finding complicates the anecdotal assumption that job seekers are typically postdoctoral or “early career” scholars and also suggests a potential correlation between the availability of contingent teaching positions and an individual's ability to prolong their active job search.

About two-thirds of current architectural history

doctoral students reported interest in an ideal career that includes tenure-track teaching in an institution of higher education. That amount is roughly on par with what doctoral students report in other humanities disciplines.

About one-quarter of current master's degree

students reported interest in an ideal career that includes tenure-track teaching in an institution of higher education. In other humanities disciplines, this kind of teaching is often assumed to refer to teaching at community colleges. However, as noted earlier, some architectural historians have found teaching opportunities with a master's degree in professional design schools.

● **Students who plan to earn an architectural history**

graduate degree reported much lower interest in tenure-track teaching as an ideal career when compared to current graduate students. Although these students may self-select in favor of tenure-track teaching as they decide whether to act on their plans to earn an architectural history degree, what they report now may suggest a potential downward trend overall among future generations of architectural history job seekers.

● **In addition to tenure-track teaching, students who**

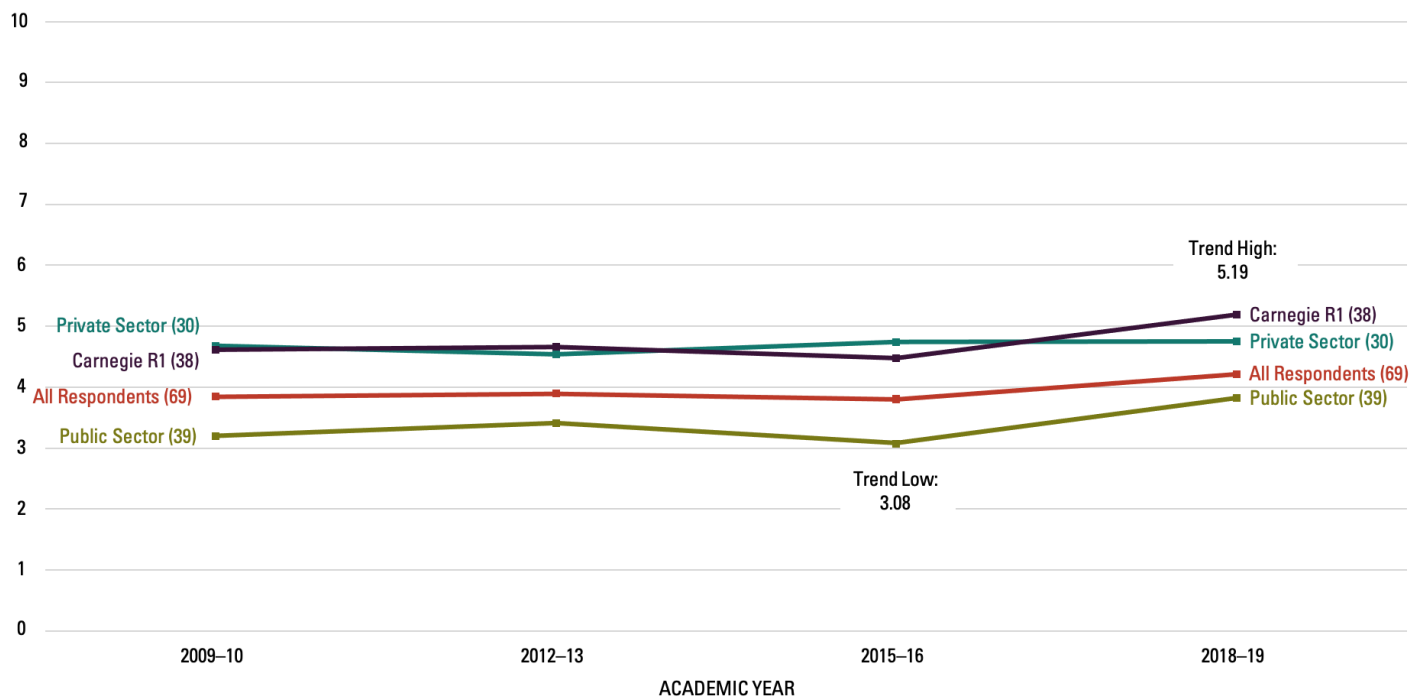
plan to earn an architectural history graduate degree also reported interest in a variety of non-academic ideal careers including historic preservation, museums/curatorial, and publishing. They also indicated strong interest in conducting their careers as independent scholars/consultants. The top non-academic ideal career answer option was different depending on the intended graduate degree; people who plan to earn a master's degree indicated clear interest in the art/design professions while people who plan to earn a doctorate indicated strong interest in museums/curatorial work.

● **Current faculty (both part-time and full-time)**

reported performing some non-academic architectural history work that could inform their responsibilities as advisors/mentors to future graduate students with non-academic career goals, especially in the areas of historic preservation and publishing. Part-time faculty also reported the highest percentage of personal experience conducting their careers as independent scholars/consultants, which could serve as a model for future graduate students as well. Neither faculty respondent group reported significant levels of personal work experience as art/design professionals or in museum/curatorial work, which were the top non-academic ideal career answer options for students who plan to earn an architectural history graduate degree. This imbalance reveals potential challenges and opportunities for architectural history professors as they mentor graduate students toward non-academic careers.

Job Market Trend:

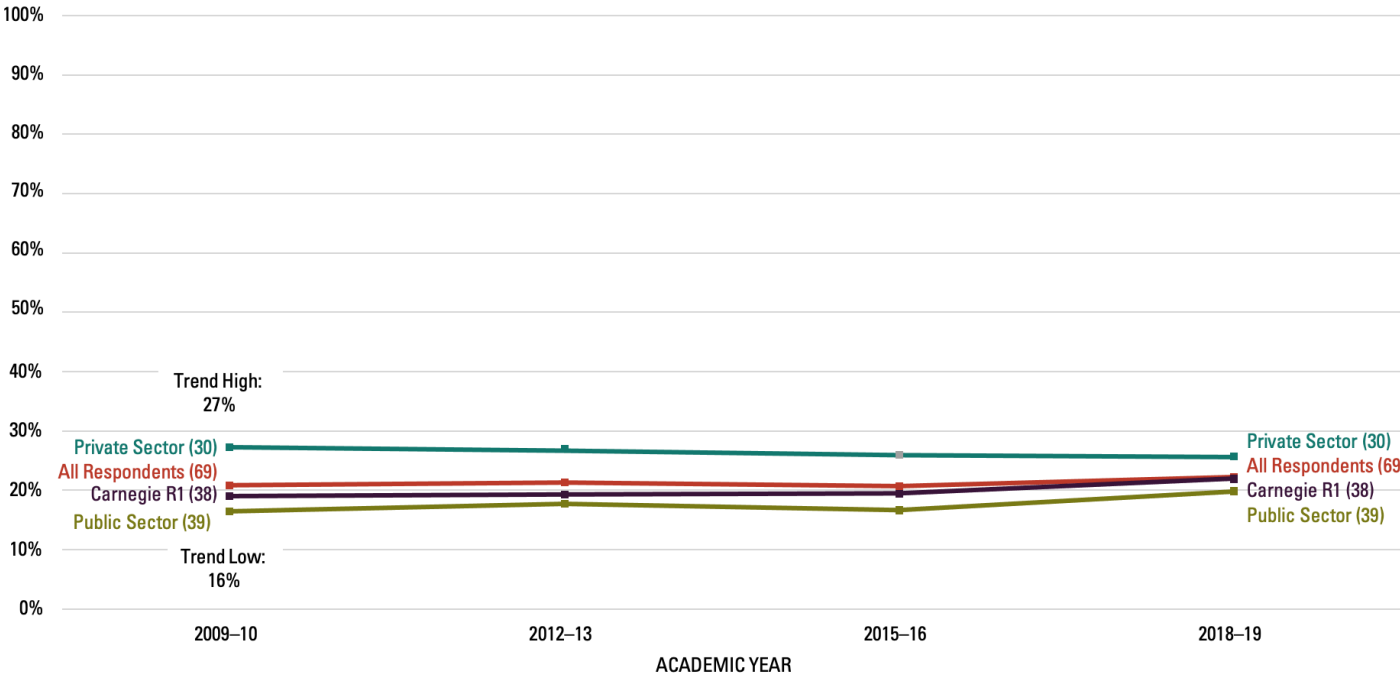
Average number of architectural history
faculty per institutional respondent



Source: SAH Data Project Institutional Survey

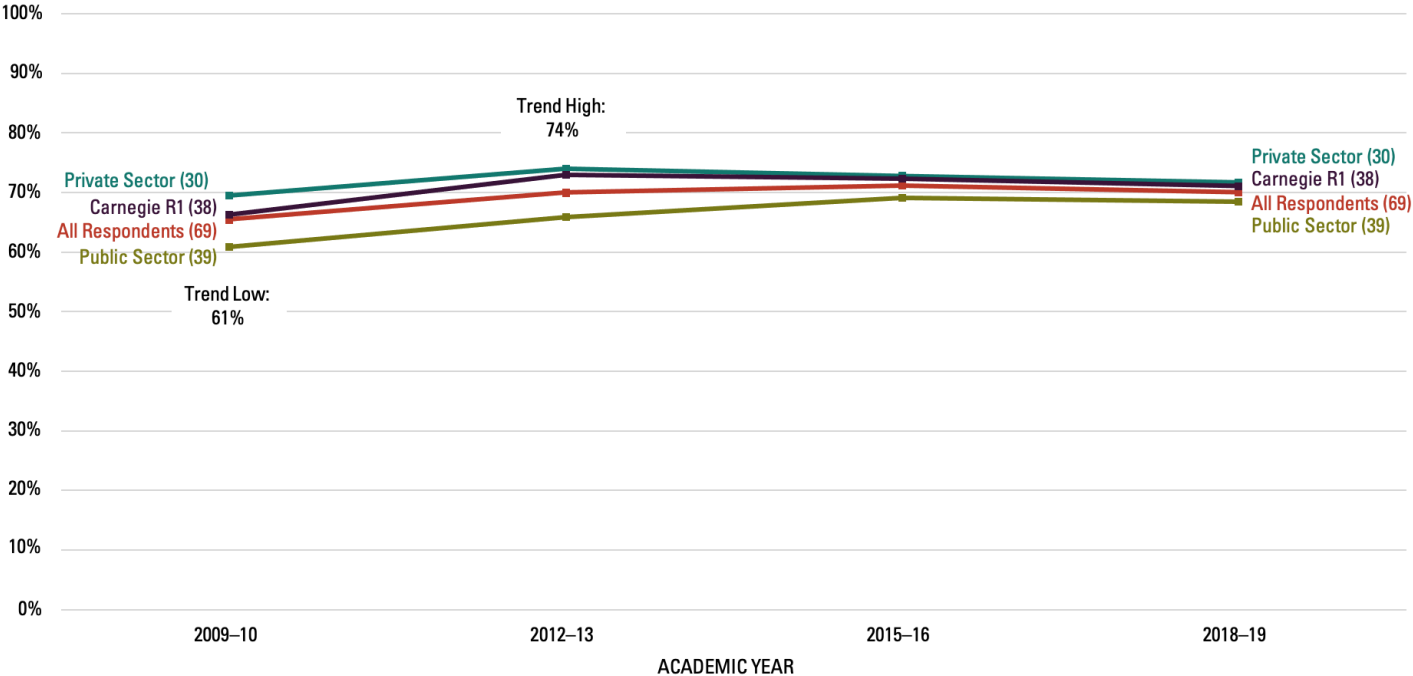
Note: Average number of respondents for each institutional category indicated in parentheses.

Job Market Trend:
Architectural history faculty as a percentage of
total program/department faculty



Source: SAH Data Project Institutional Survey
Note: Average number of respondents for each institutional category indicated in parentheses.

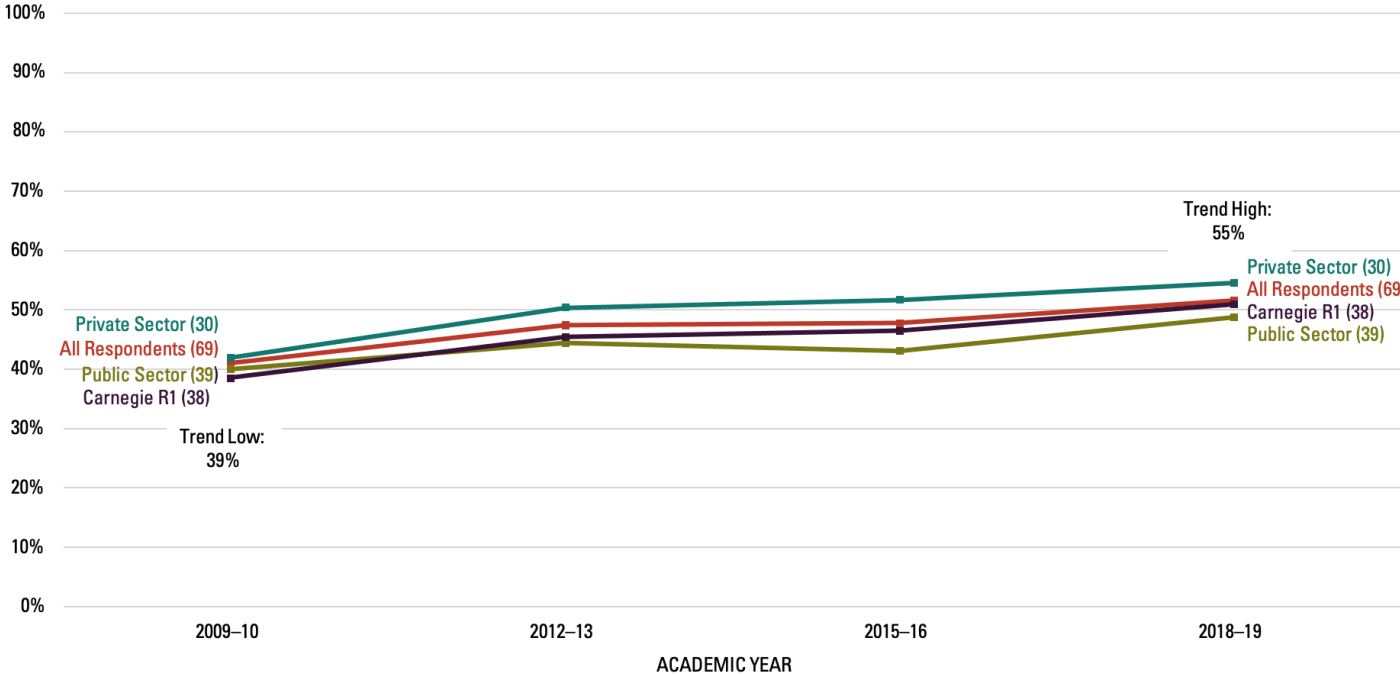
Job Market Trend: Percentage of architectural history faculty who hold PhDs



Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

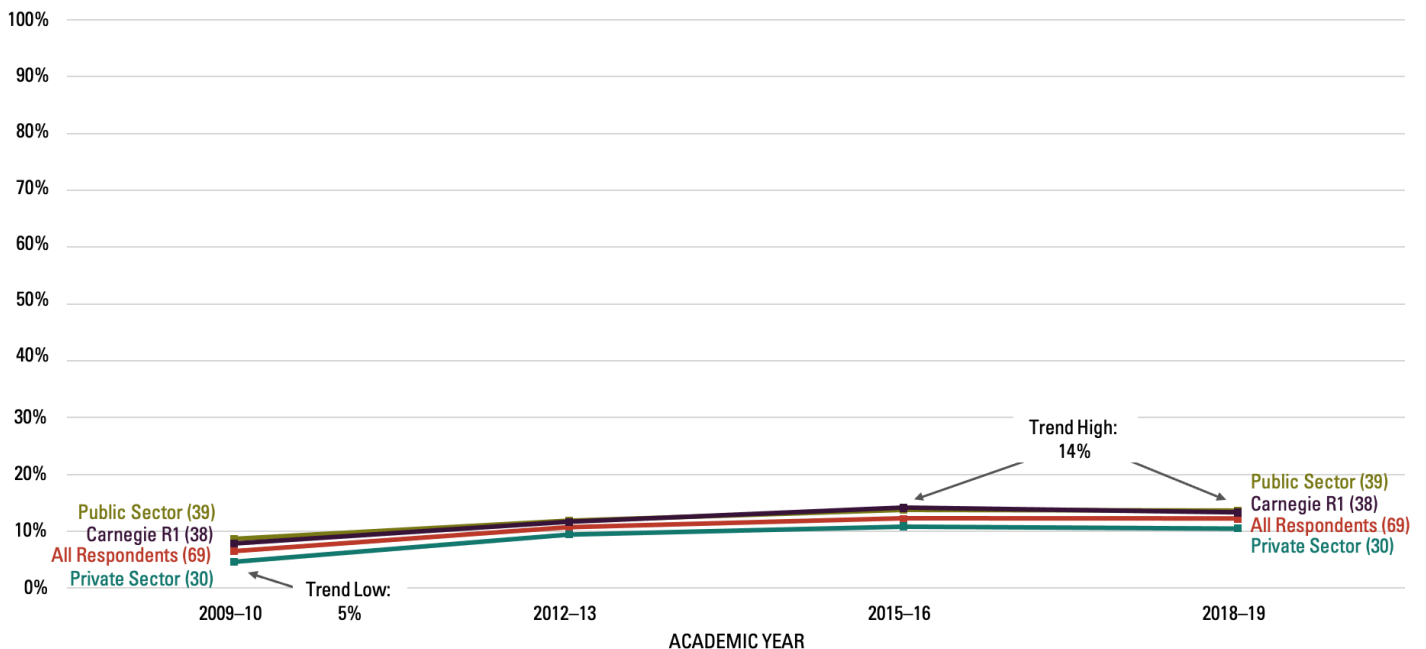
Job Market Trend:
Percentage of architectural history faculty who identify as women



Source: SAH Data Project Institutional Survey
Note: Average number of respondents for each institutional category indicated in parentheses.

Job Market Trend:

Percentage of architectural history faculty who identify with any of the following U.S. Census races/ethnicities: African American or Black; American Indian or Alaska Native; Asian; Latinx/Hispanic; Native Hawaiian or other Pacific Islander

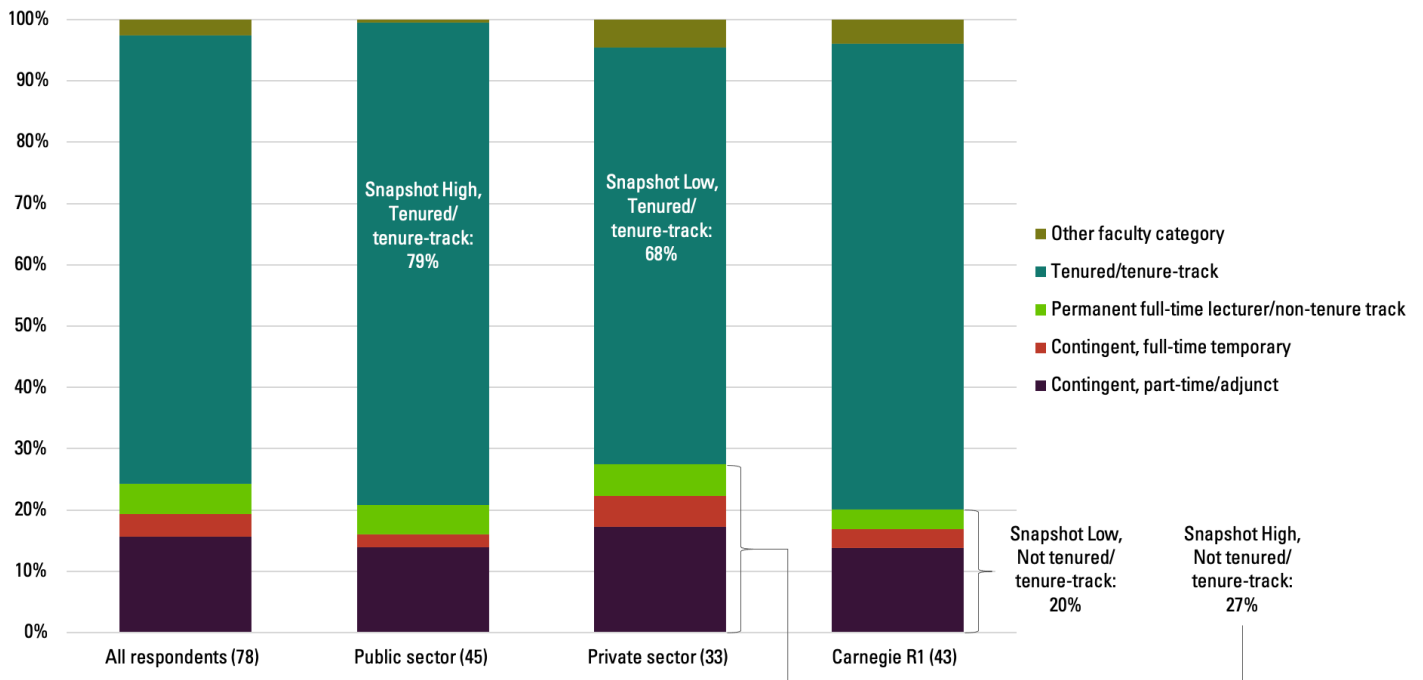


Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Job Market Snapshot:

Total number of faculty in the following categories who currently teach architectural history-related classes



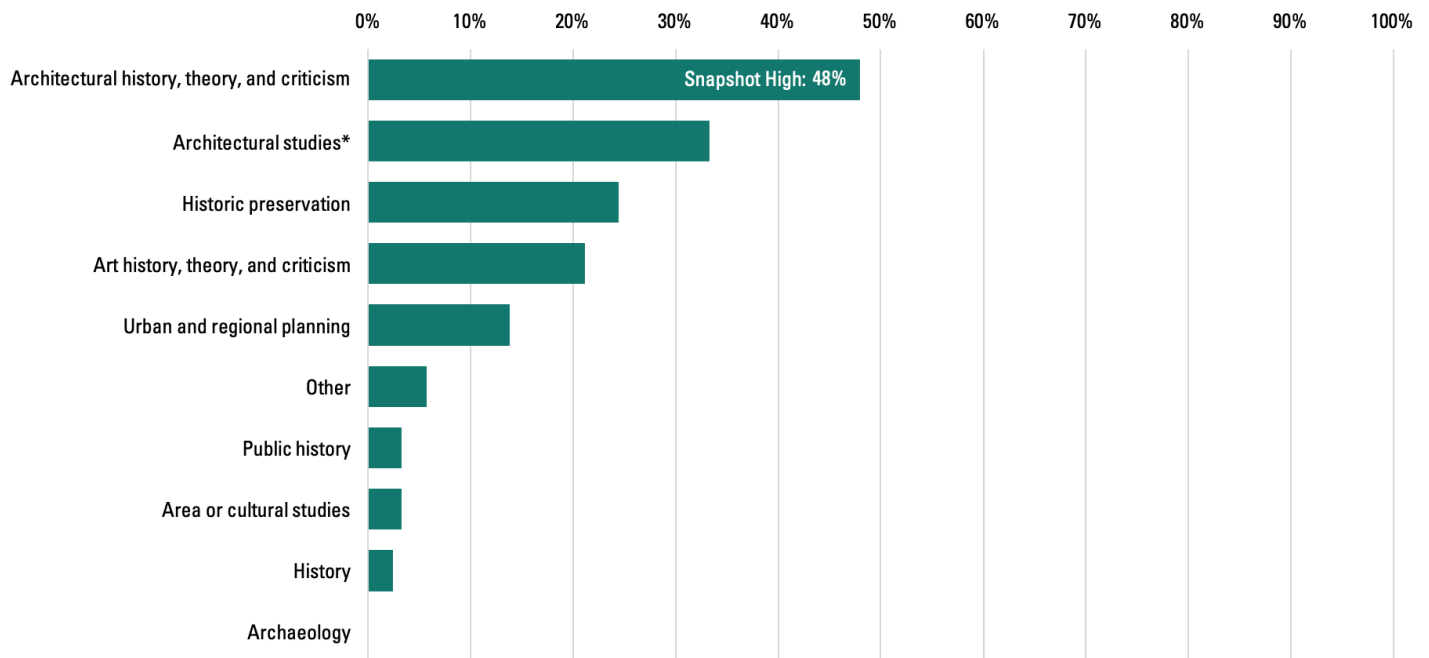
Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each institutional category indicated in parentheses.

Job Market Snapshot:

Do you teach architectural history for any of the following programs of study?
(select all that apply)

Respondents who teach for professional design programs



Source: SAH Data Project Faculty Survey

Note: Number of respondents who teach for professional design programs: 123

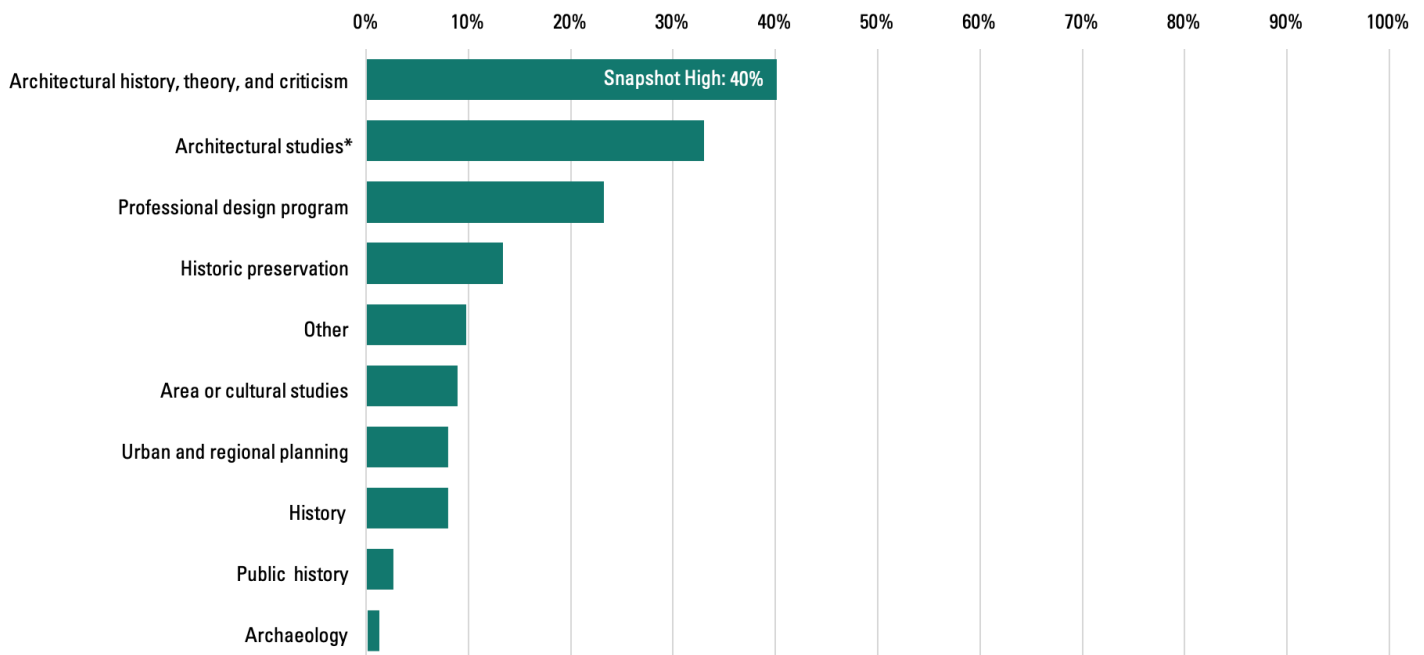
Professional design programs include architecture, landscape architecture, interior architecture, etc.

* Architectural Studies data may not reflect actual conditions. See Methodology for more details.

Job Market Snapshot:

Do you teach architectural history for any of the following programs of study?
(select all that apply)

Respondents who teach for art history programs



Source: SAH Data Project Faculty Survey

Note: Number of respondents who teach for art history programs: 112

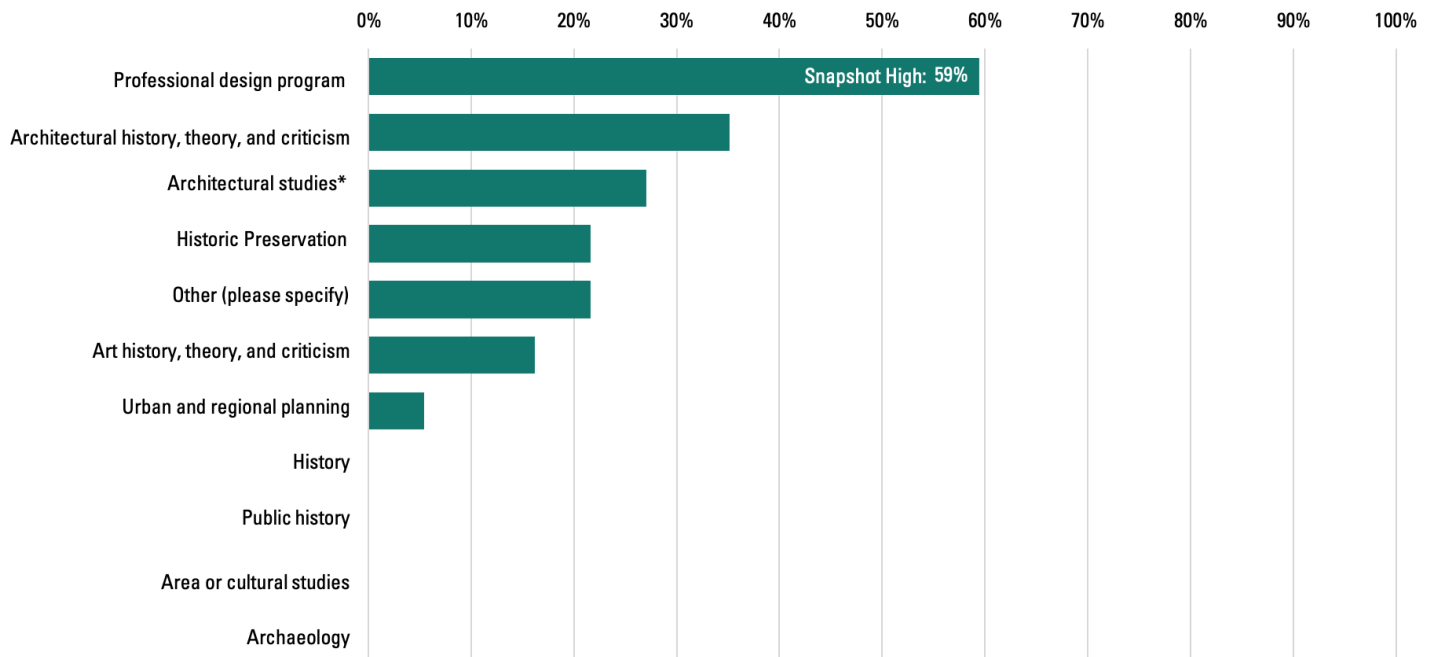
Professional design programs include architecture, landscape architecture, interior architecture, etc.

* Architectural Studies data may not reflect actual conditions. See Methodology for more details.

Job Market Snapshot:

Do you teach architectural history for any of the following programs of study?
(select all that apply)

Respondents who reported a master's degree as their most advanced degree



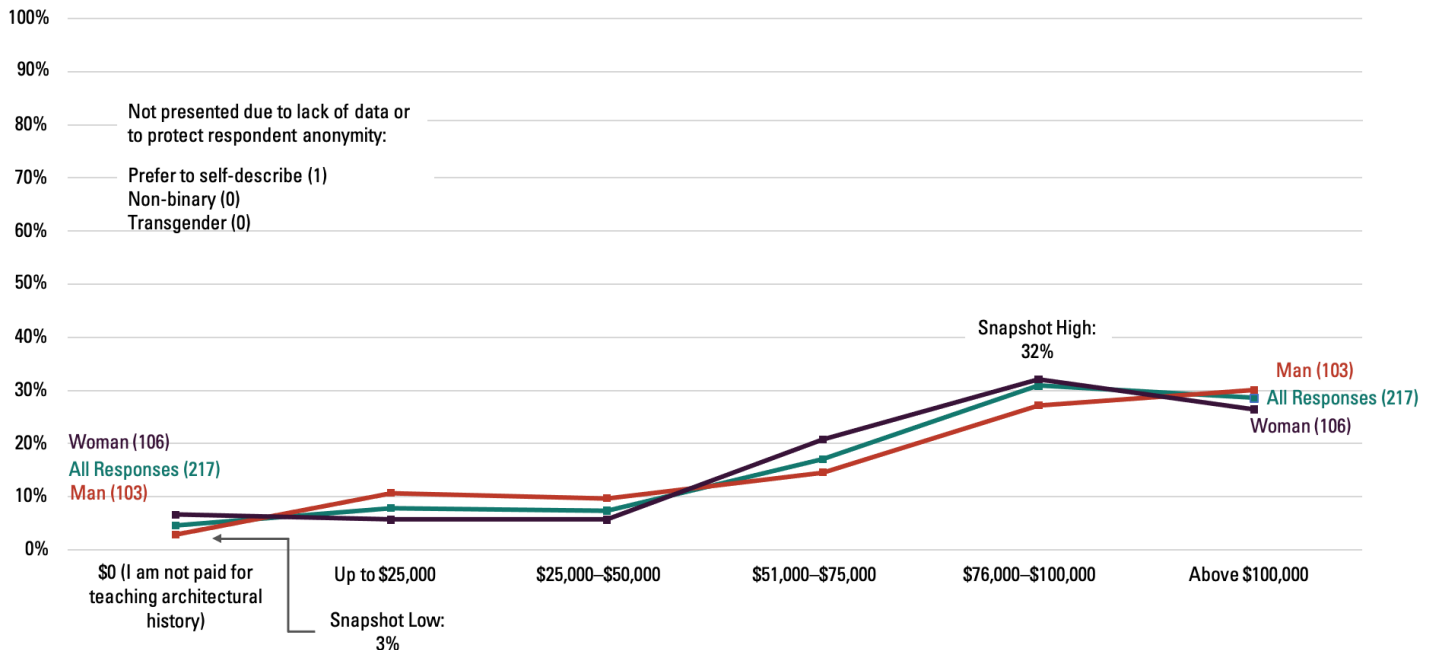
Source: SAH Data Project Faculty Survey

Note: Number of respondents who reported a master's degree as their most advanced degree: 37
Professional design programs include architecture, landscape architecture, interior architecture, etc.

* Architectural Studies data may not reflect actual conditions. See Methodology for more details.

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
Gender Identity (above minimum response rate)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

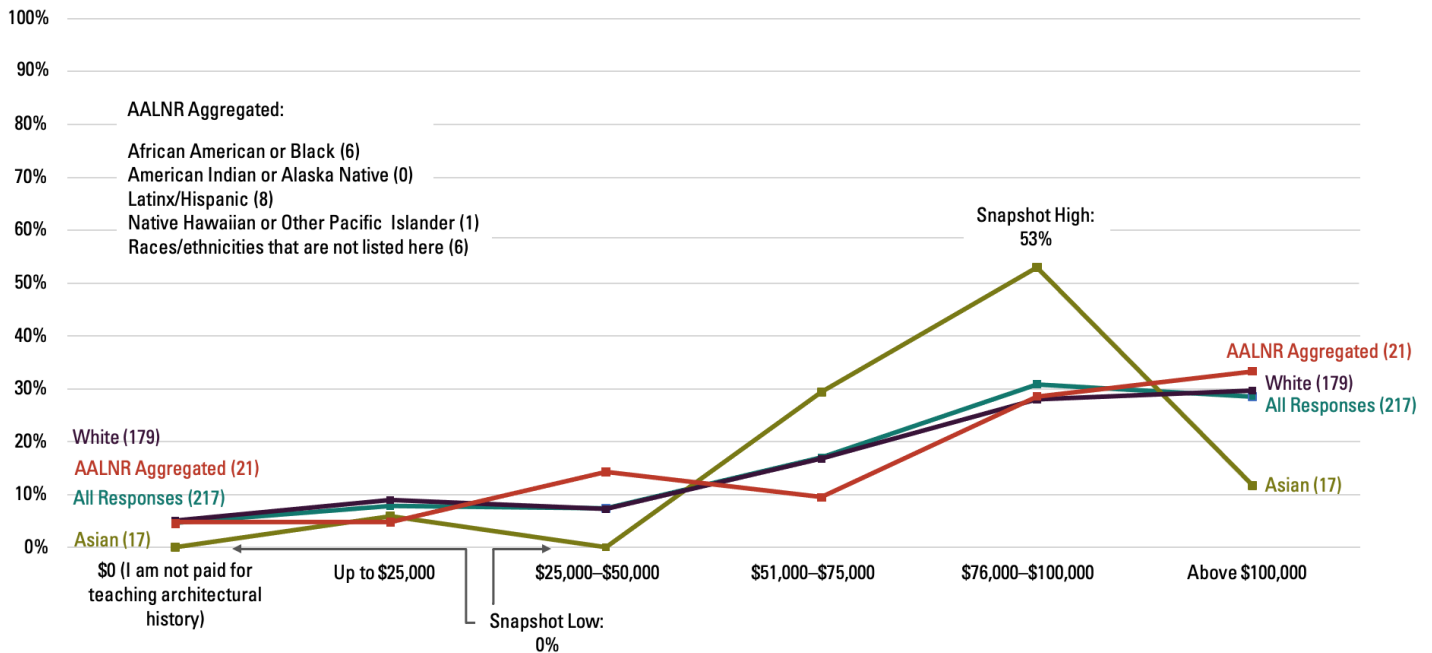
Project minimum response rate is 10 responses.

Respondents who did not report at least one gender identity: 8

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?

Race/Ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

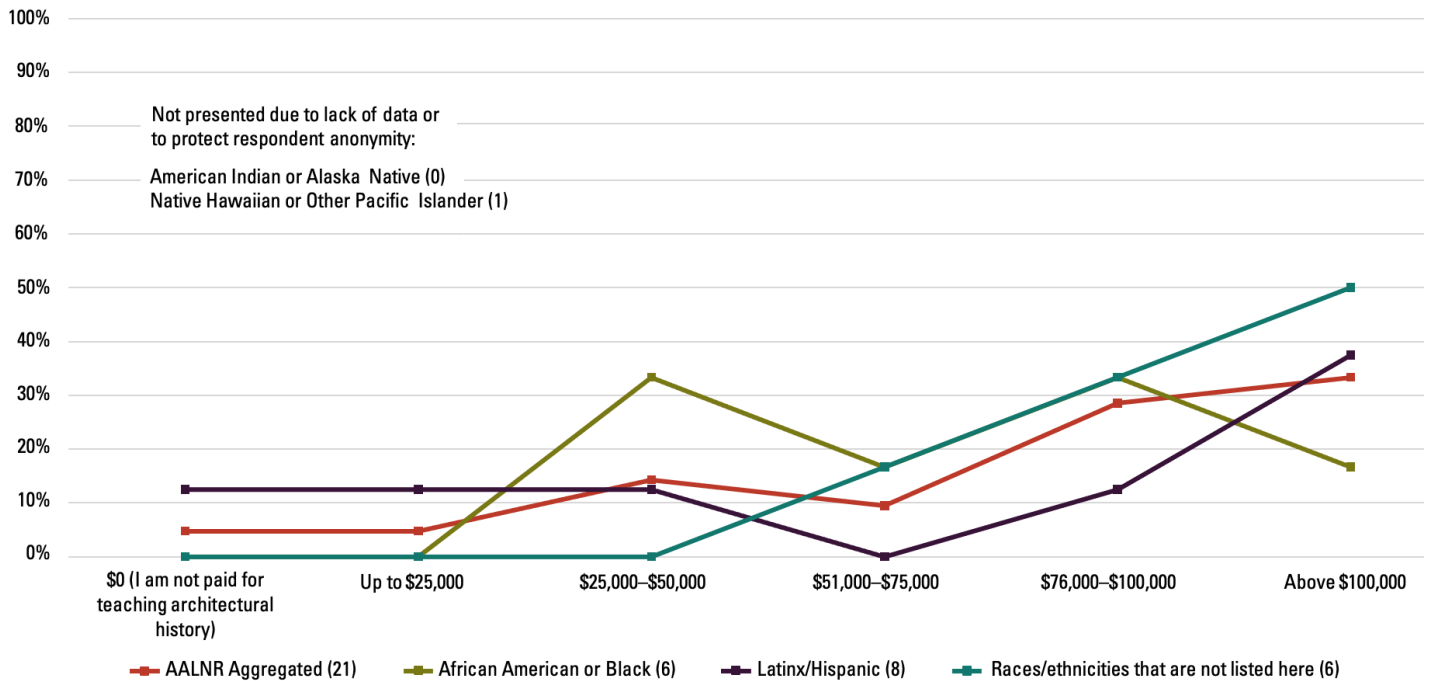
Project minimum response rate is 10 responses.

Respondents who did not report at least one racial/ethnic identity: 12

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?

Race/Ethnicity (2 of 2: AALNR Disaggregated)



Source: SAH Data Project Faculty Survey

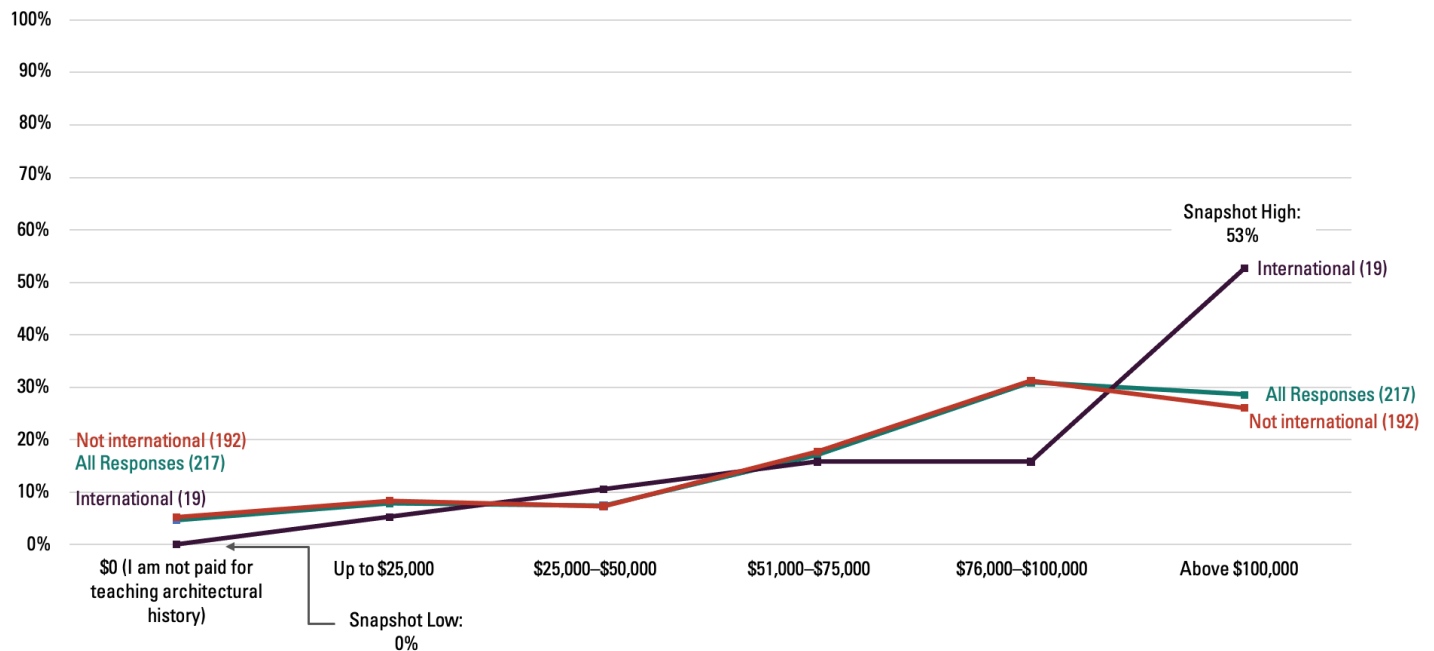
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?

International Status



Source: SAH Data Project Faculty Survey

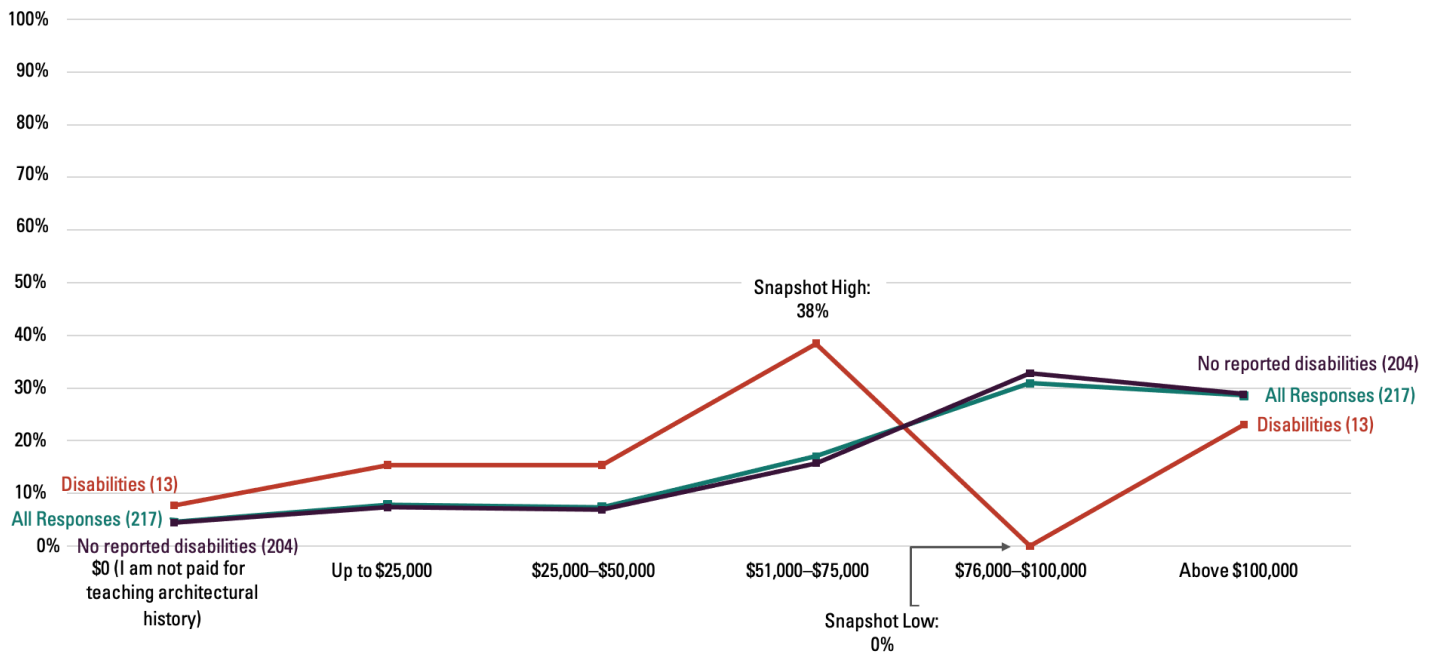
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Respondents who did not report an international status: 6

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
Disabilities that substantially limit the performance of architectural history-related work



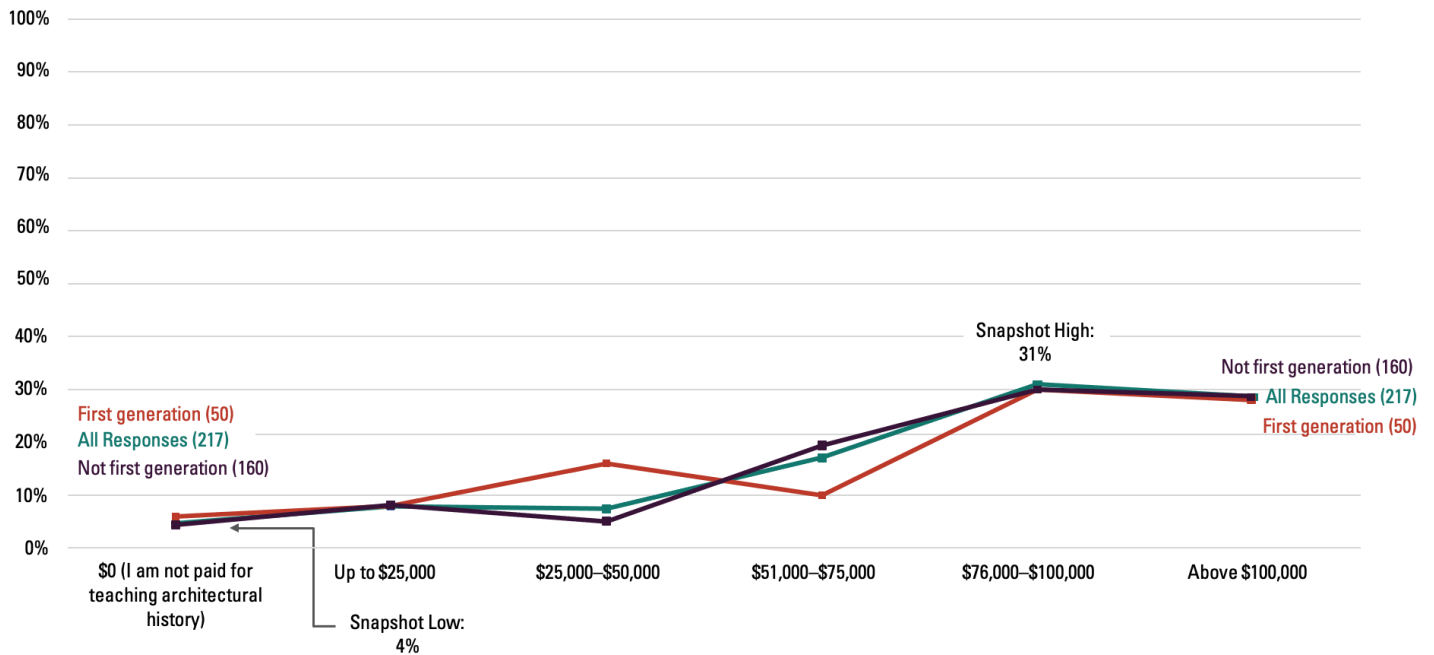
Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
First-generation college student



Source: SAH Data Project Faculty Survey

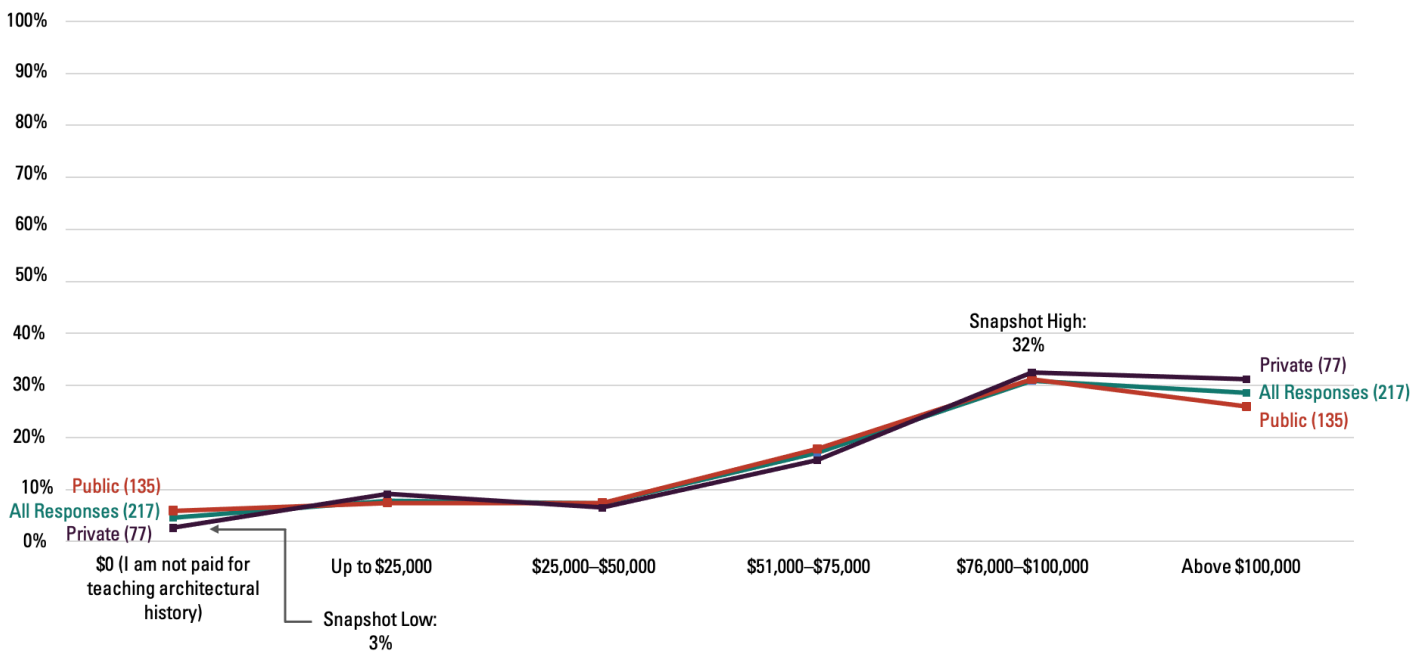
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Respondents who did not report a first-generation college student status: 7

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
Institutional Sector



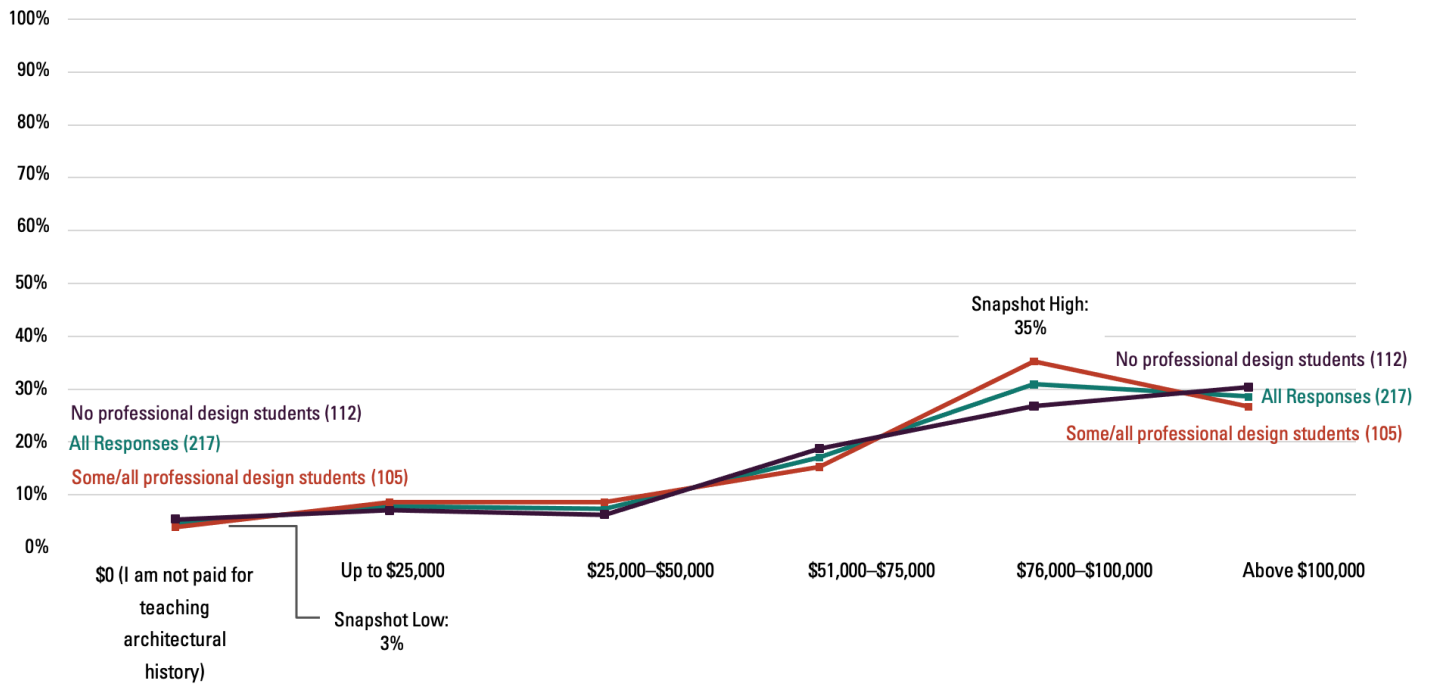
Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
Student Type



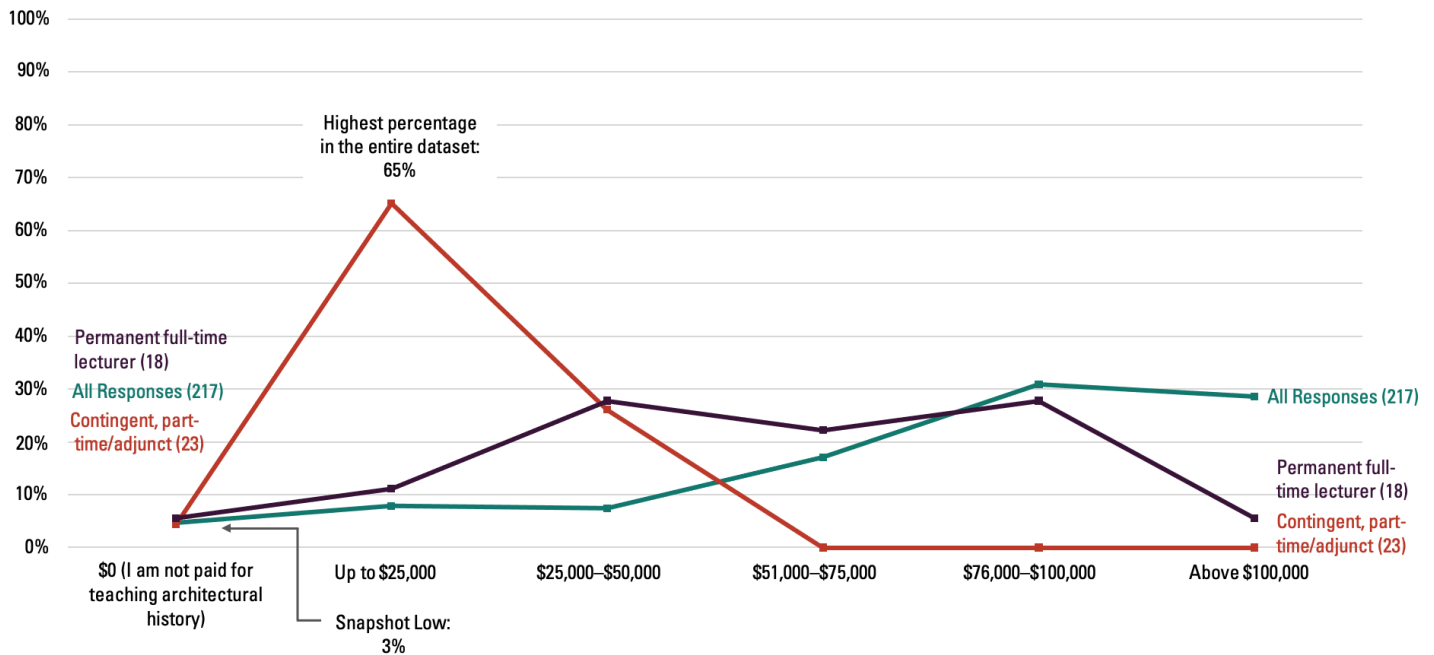
Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
Faculty rank/status (1 of 3: not tenured/tenure track, above minimum response rate)



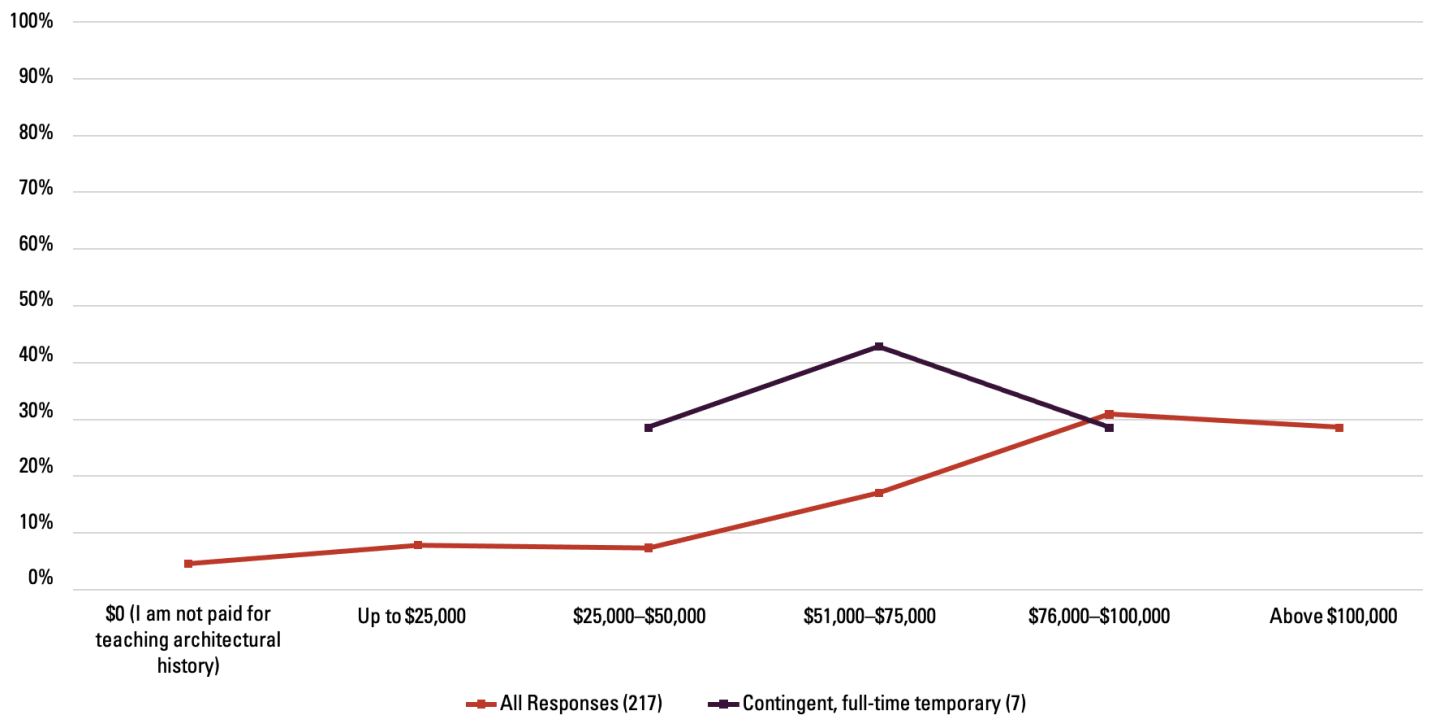
Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
Faculty rank/status (2 of 3: not tenured/tenure track, below minimum response rate)



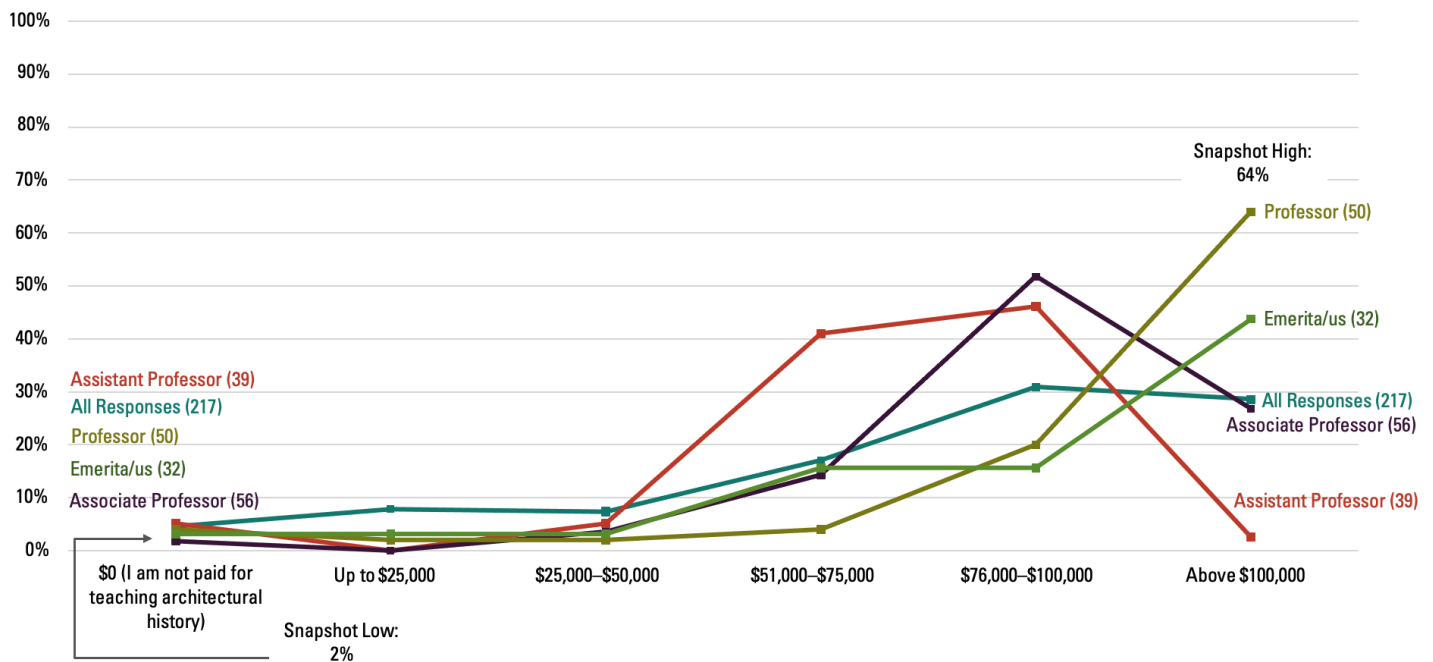
Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

What is your approximate annual compensation as architectural history faculty?
Faculty rank/status (3 of 3: tenured/tenure track)



Source: SAH Data Project Faculty Survey

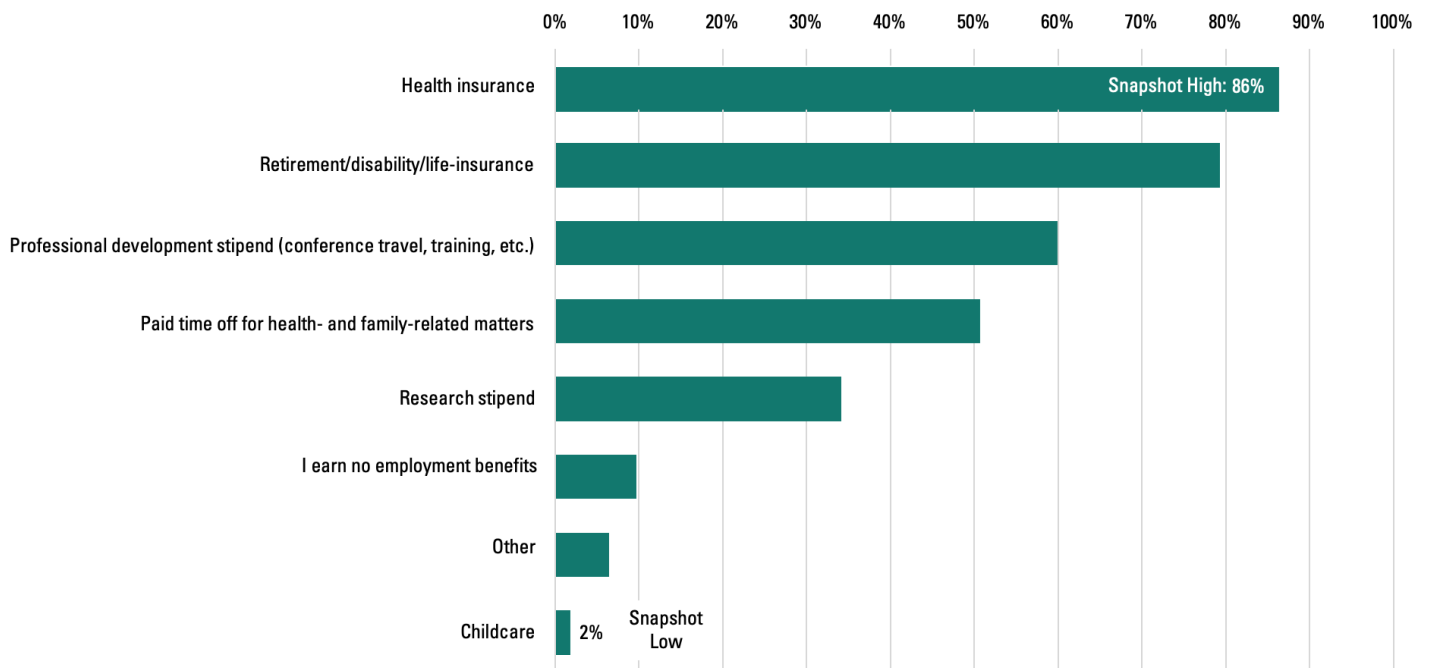
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

All Respondents



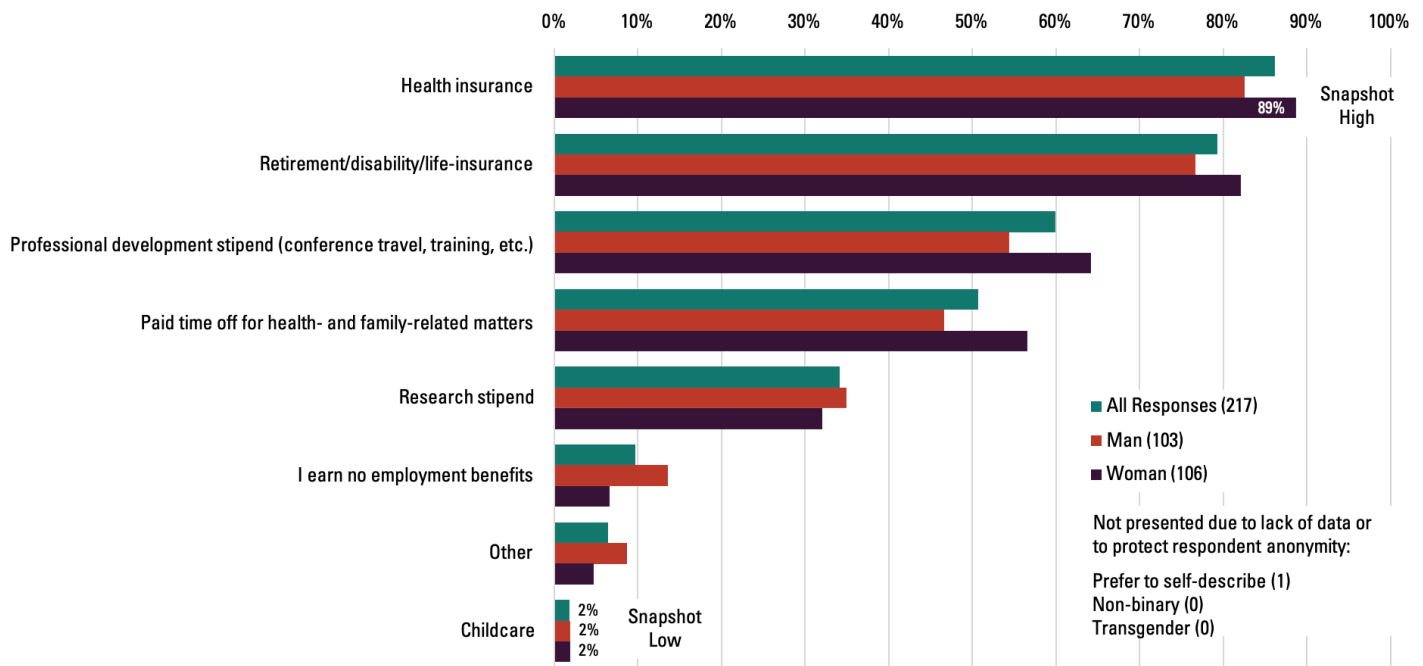
Source: SAH Data Project Faculty Survey

Note: Number of respondents: 217

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Gender identity (above minimum response rate)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

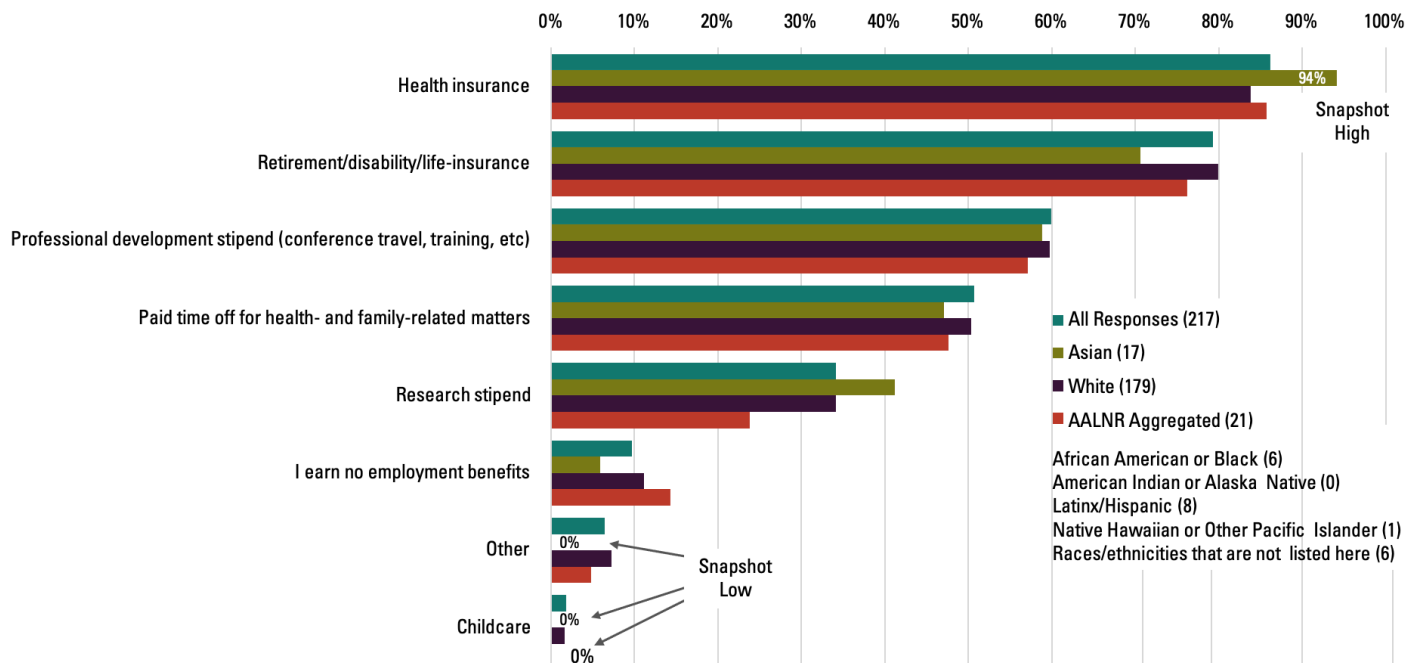
Project minimum response rate is 10 responses.

Respondents who did not report at least one gender identity: 8

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Race/Ethnicity (1 of 2: above minimum response rate)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

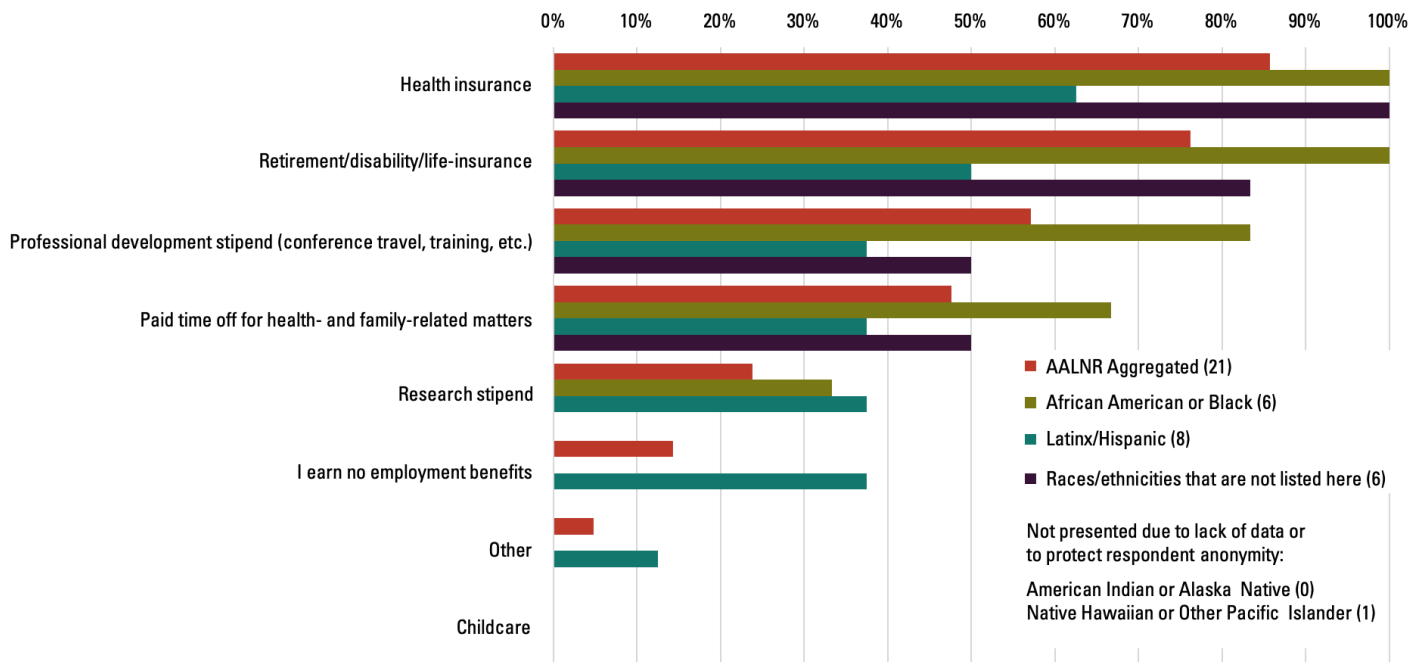
Project minimum response rate is 10 responses.

Respondents who did not report at least one racial/ethnic identity: 12

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Race/Ethnicity (2 of 2: AALNR Disaggregated)



Source: SAH Data Project Faculty Survey

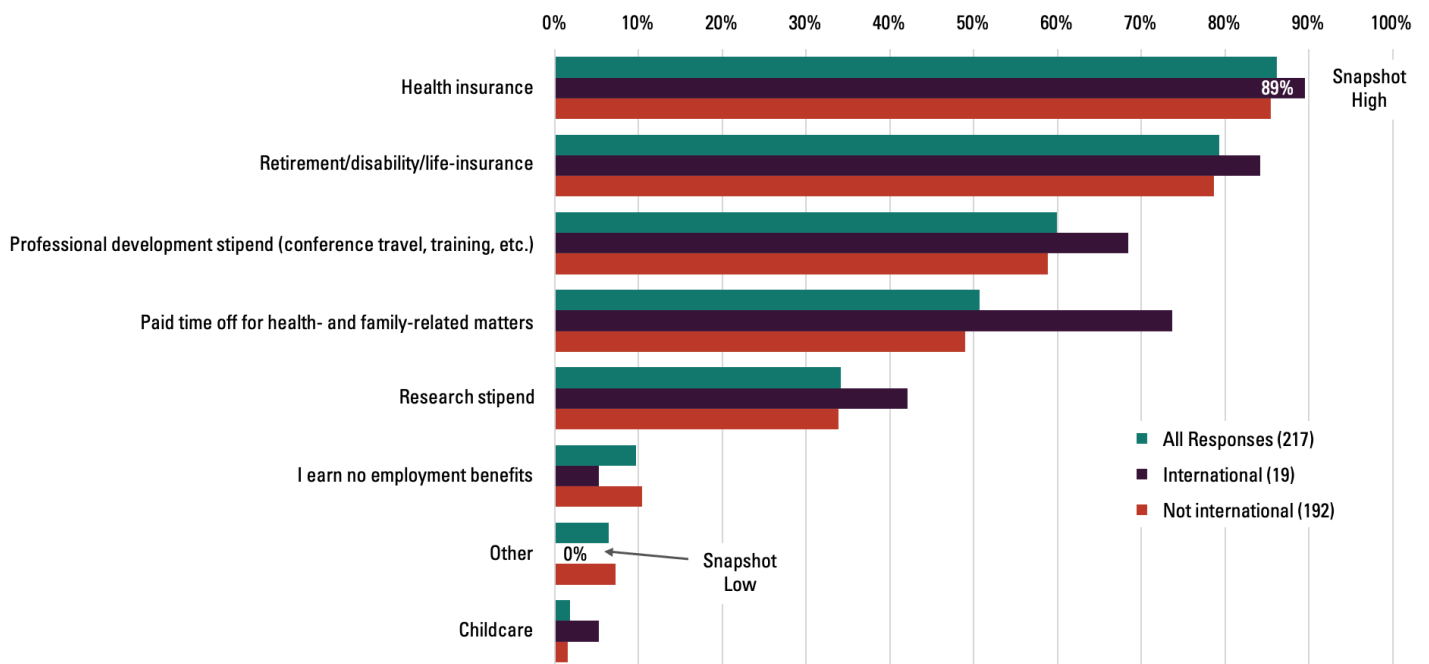
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

International Status



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

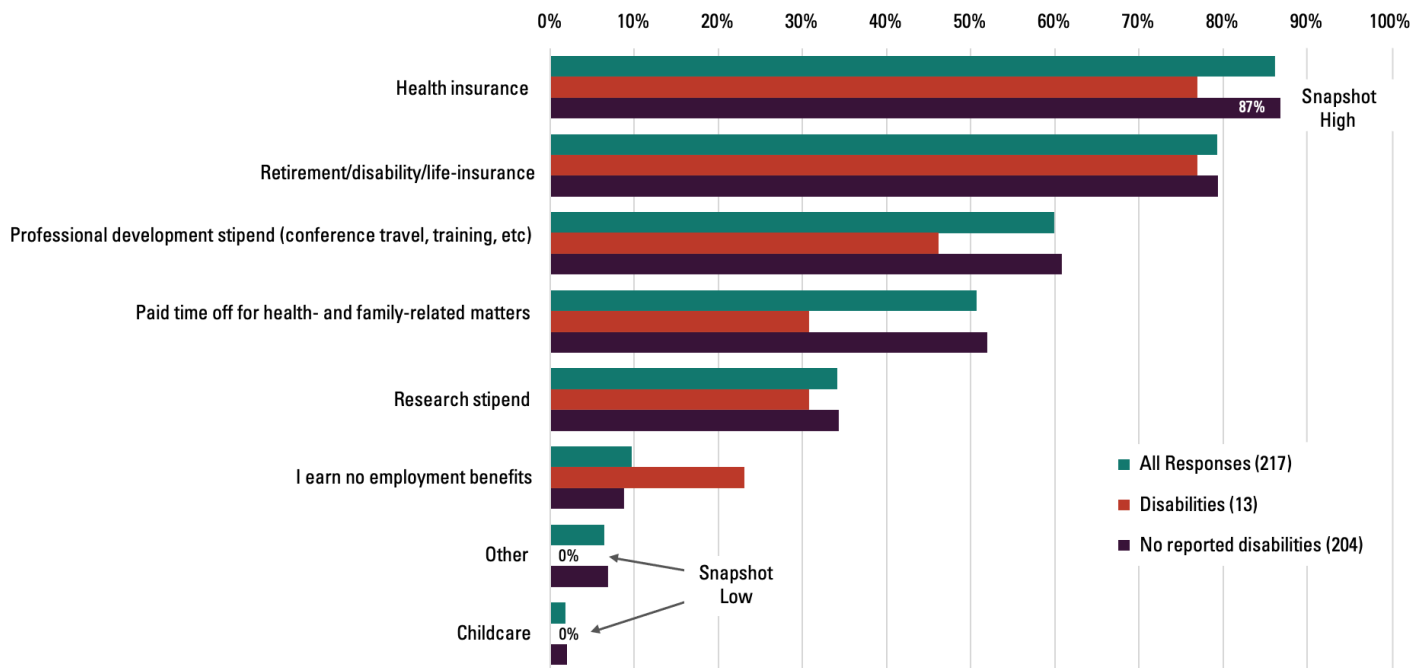
Project minimum response rate is 10 responses.

Respondents who did not report an international status: 6

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Disabilities that substantially limit the performance of architectural history-related work



Source: SAH Data Project Faculty Survey

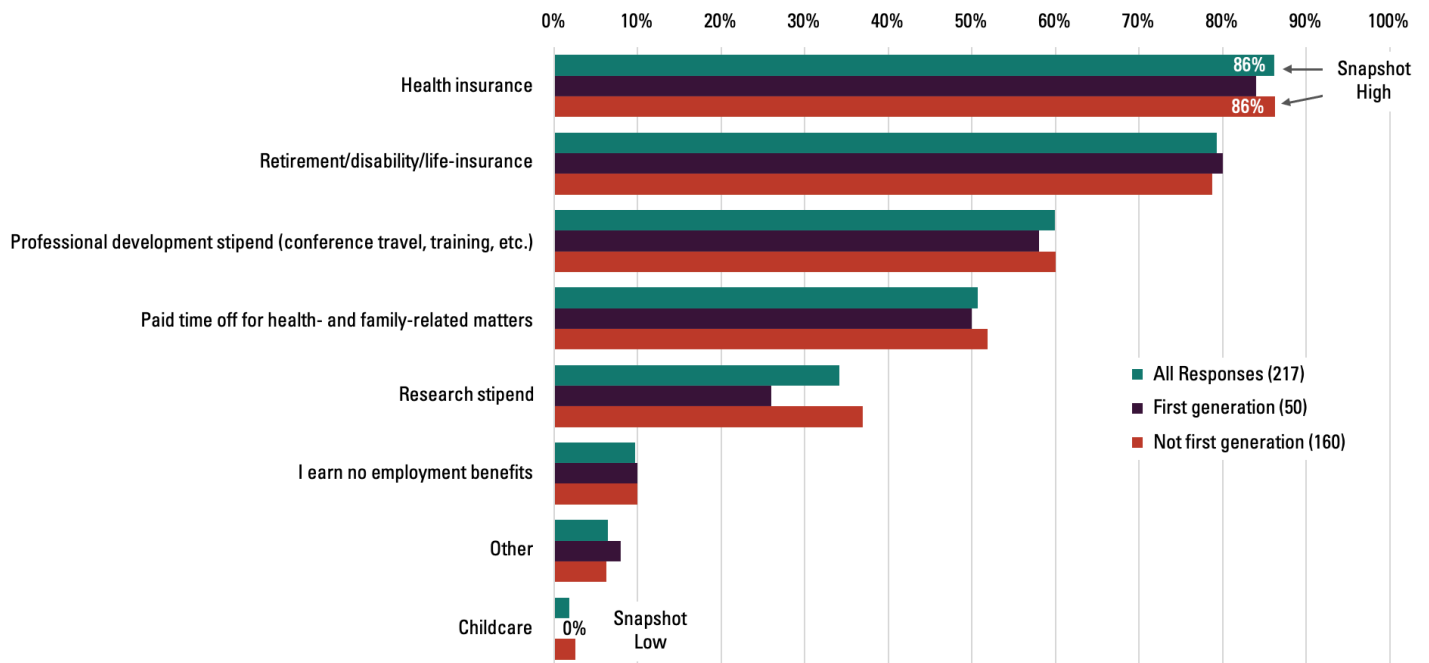
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

First-generation college student



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

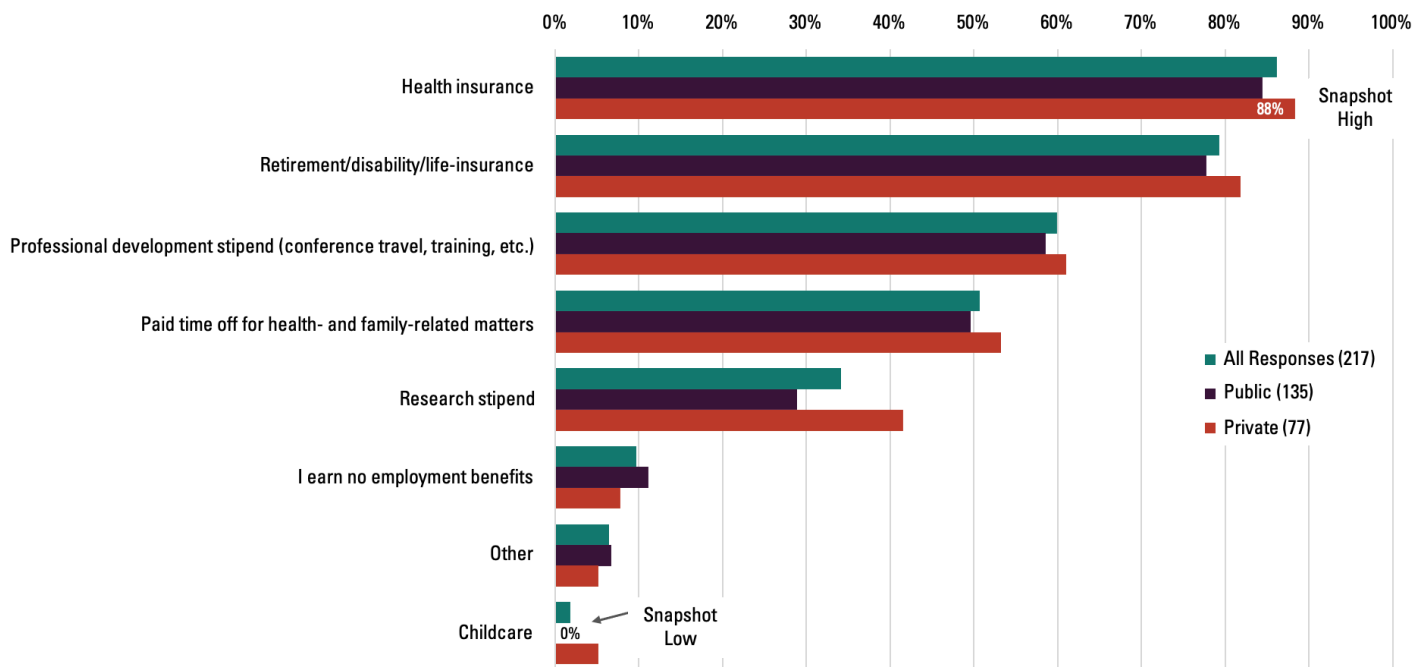
Project minimum response rate is 10 responses.

Respondents who did not report a first-generation college student status: 7

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Institutional Sector



Source: SAH Data Project Faculty Survey

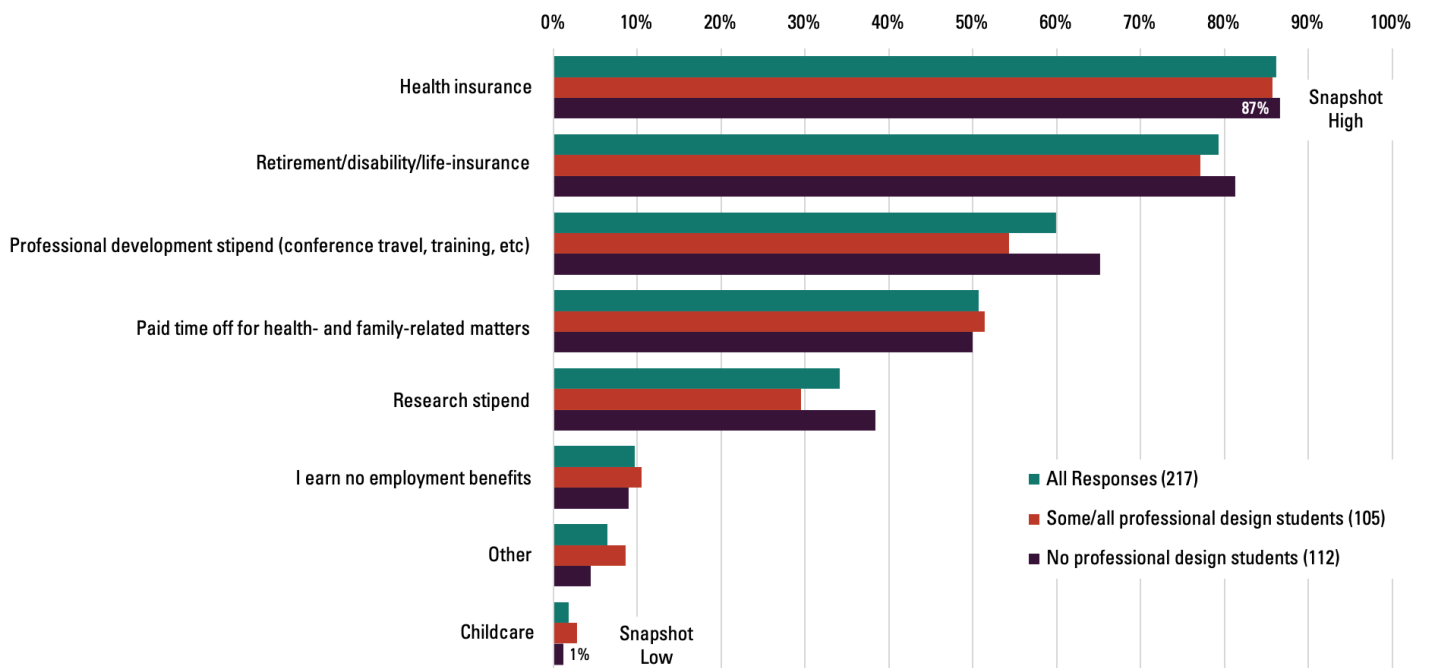
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Student Type



Source: SAH Data Project Faculty Survey

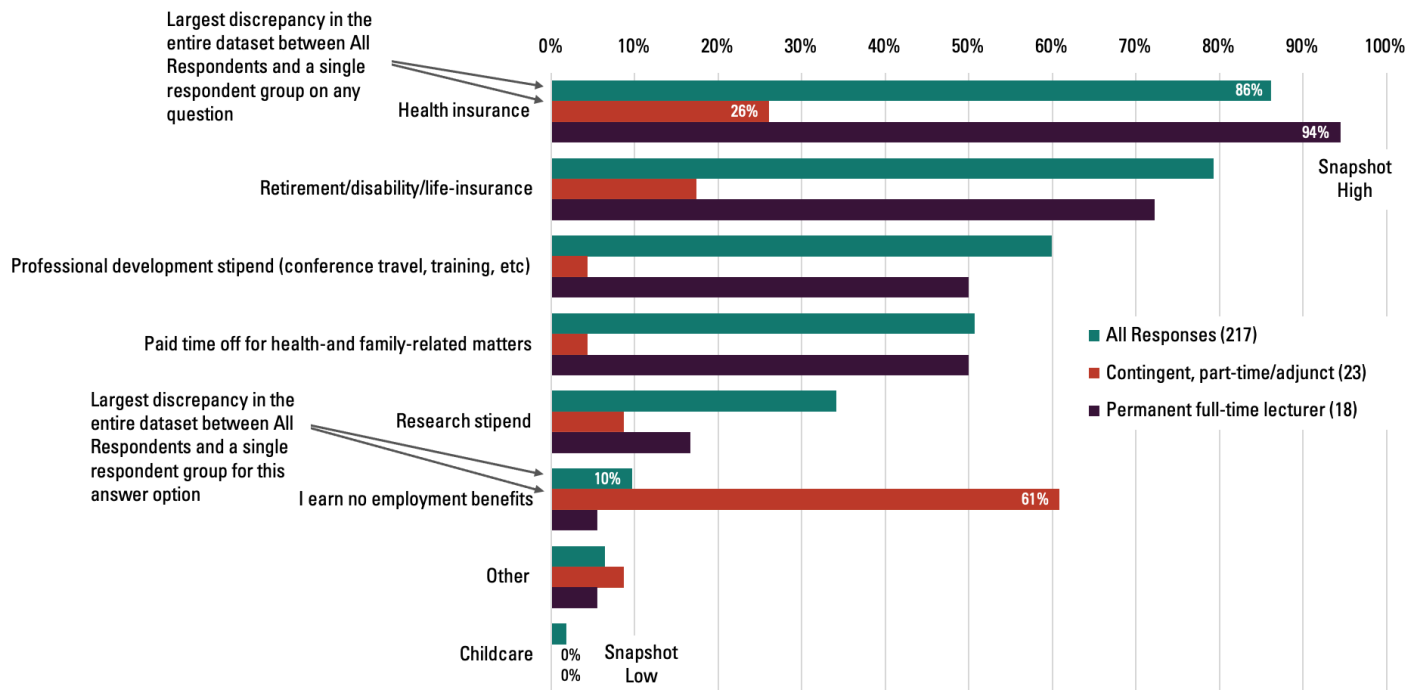
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Faculty rank/status (1 of 3: not tenured/tenure track, above minimum response rate)



Source: SAH Data Project Faculty Survey

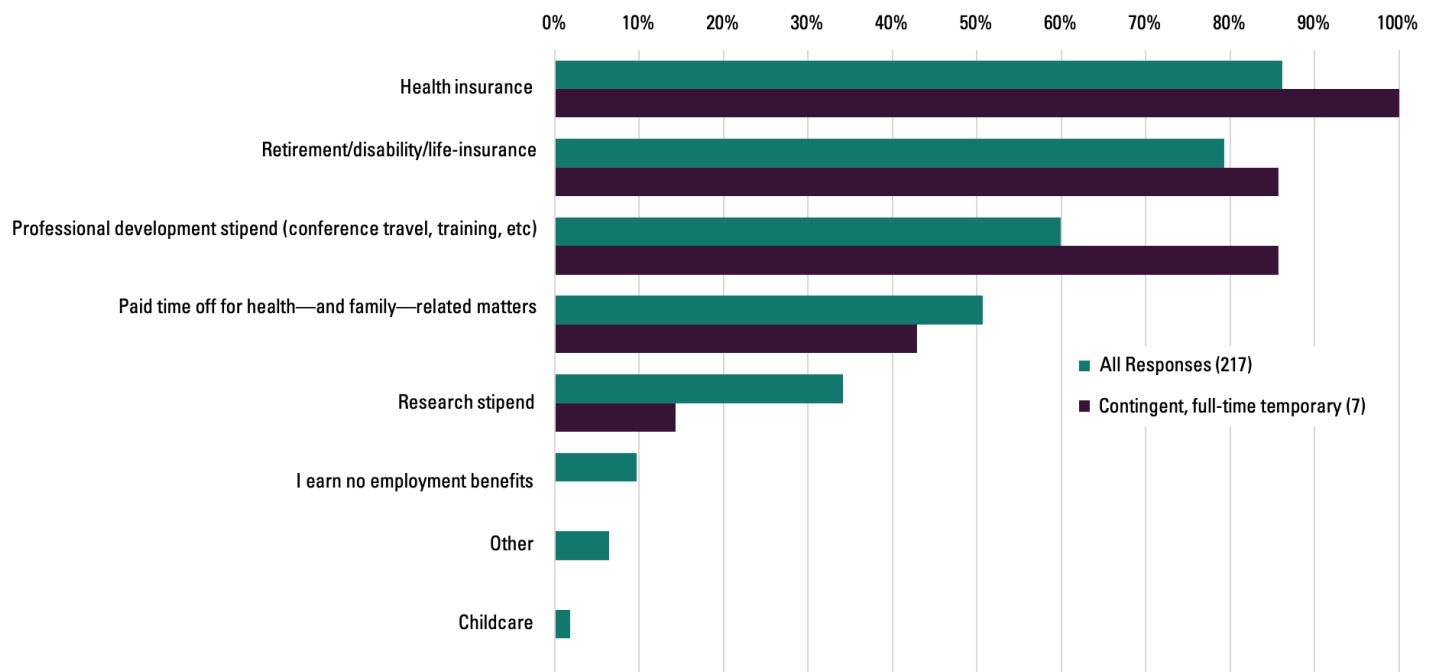
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Faculty rank/status (2 of 3: not tenured/tenure track, below minimum response rate)



Source: SAH Data Project Faculty Survey

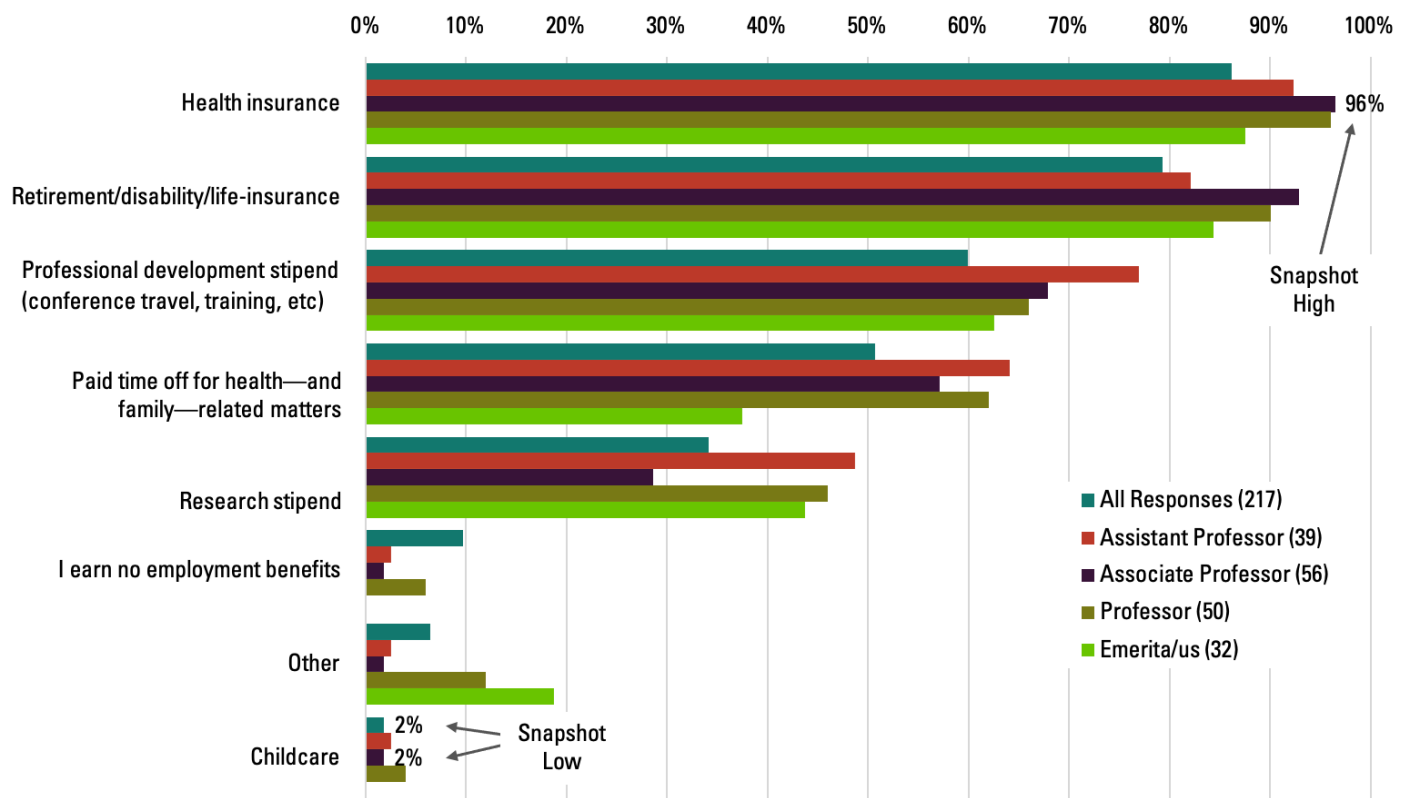
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Job Market Snapshot:

Which of the following employment benefits do you earn teaching architectural history?
(select all that apply)

Faculty rank/status (3 of 3: tenured/tenure track)



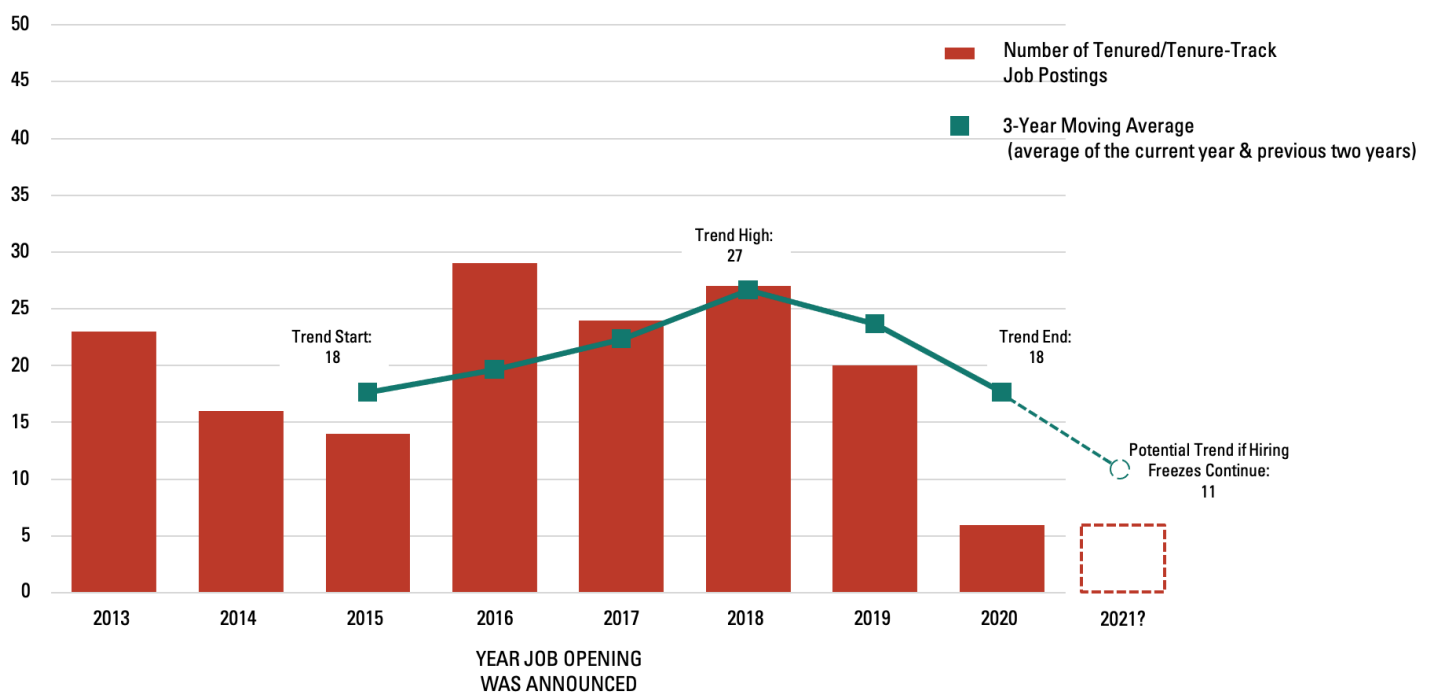
Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

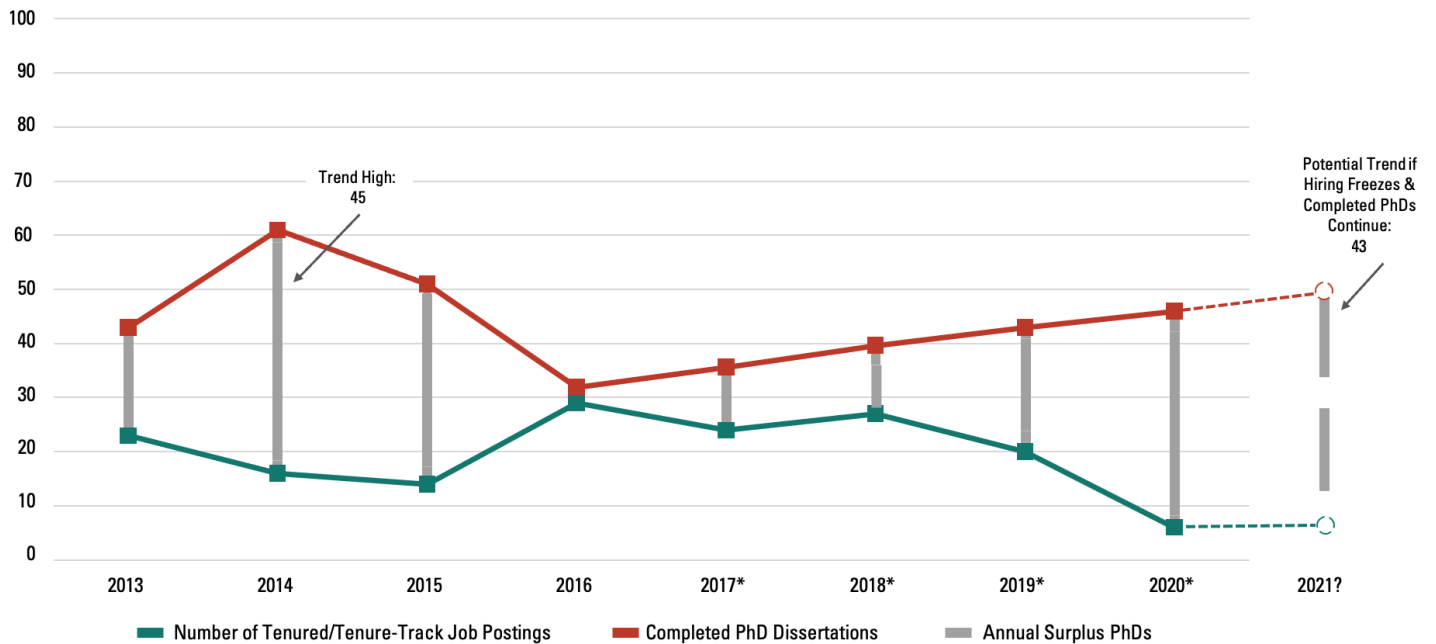
Job Market Trend:

SAH Career Center Job Announcements for Tenured/Tenure-Track Positions in Architectural History & Related Fields, 2013–20



Source: Society of Architectural Historians Archive of Career Center Job Announcements

Job Market Trend: Annual Surplus PhDs in Architectural History & Related Fields, 2013–20



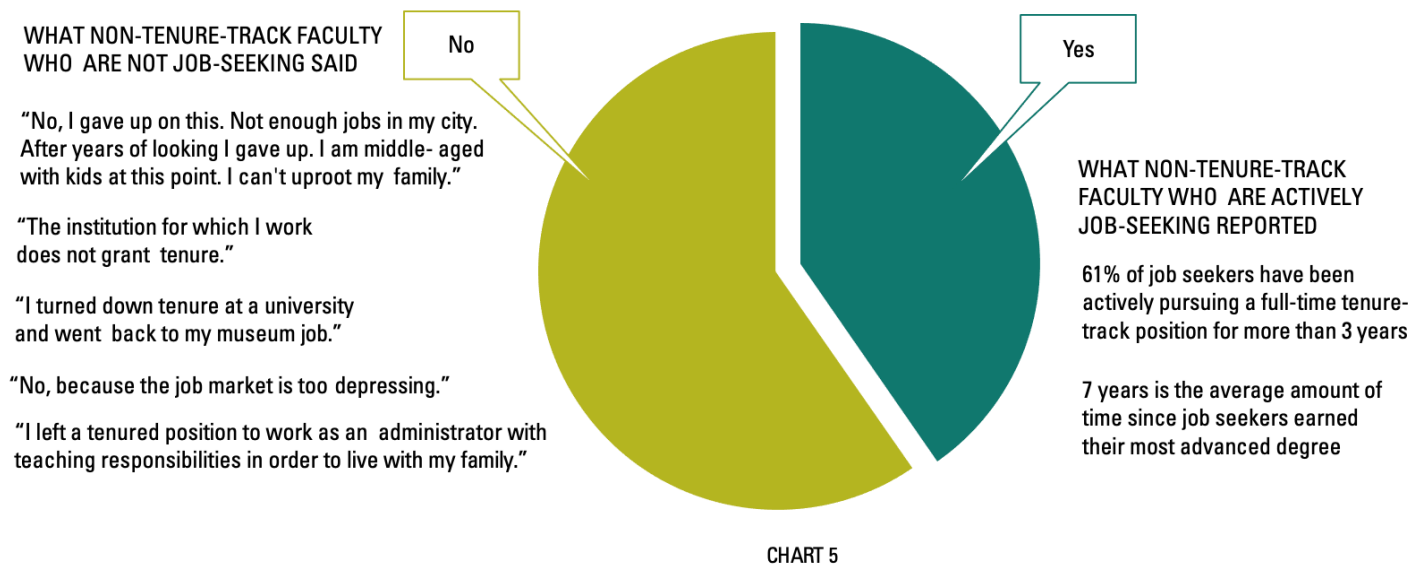
Source: Society of Architectural Historians Archive of Career Center Job Announcements

Note: Annual surplus PhD calculation does not include people who completed their PhDs in previous years and continue to seek teaching jobs in subsequent years.

* Indicates years for which the number of completed dissertations has been calculated based on SAH Data Project Institutional Survey data for 2016 and 2019 completed dissertations.

Job Market Snapshot:

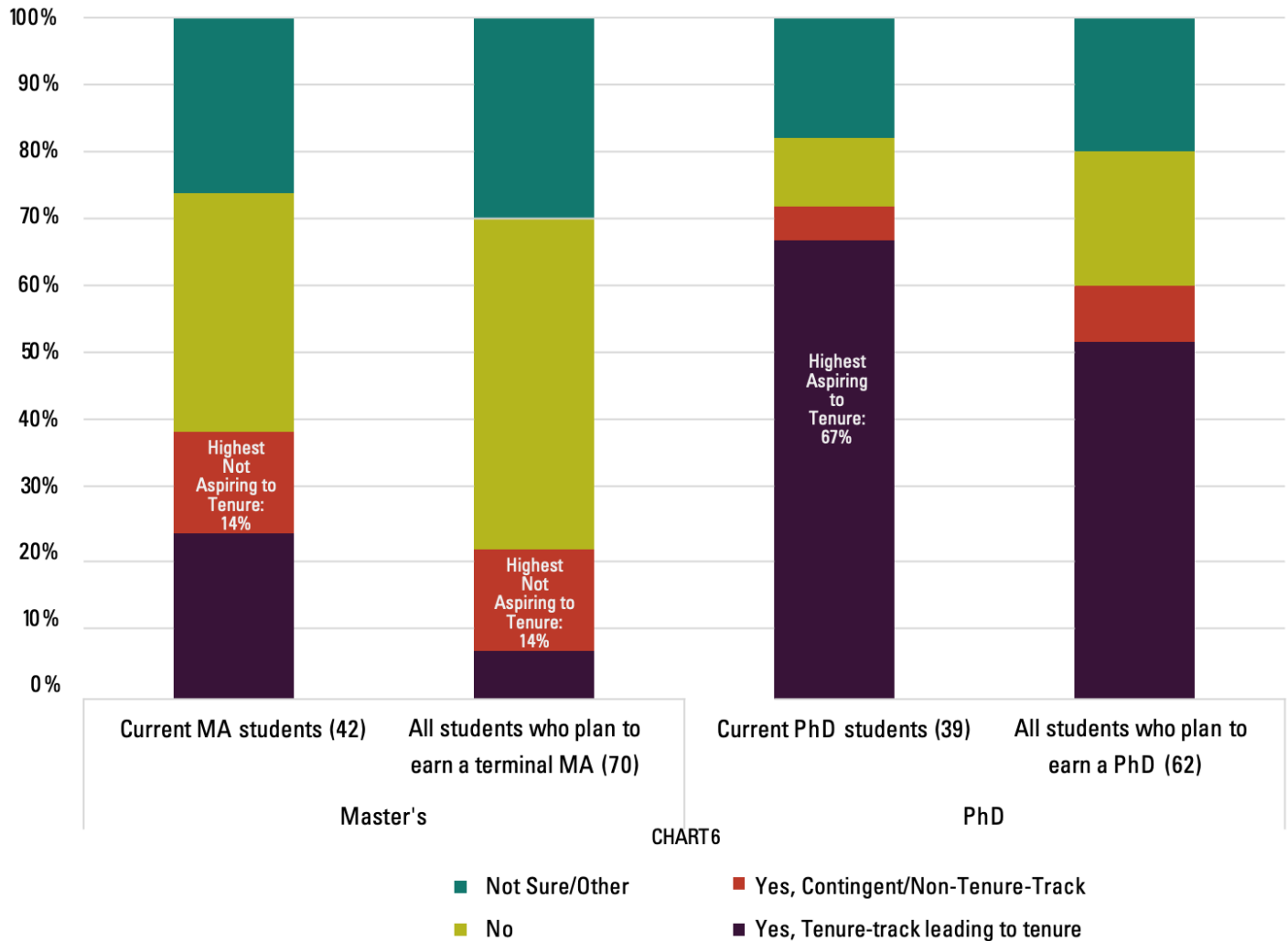
If you do not have tenure or are not the tenure track,
are you actively pursuing a full-time tenure track position?



Source: SAH Data Project Faculty Survey
Note: Number of respondents: 62

Job Market Snapshot:

Does your ideal career specifically include a higher education teaching position in an architectural history-related discipline?



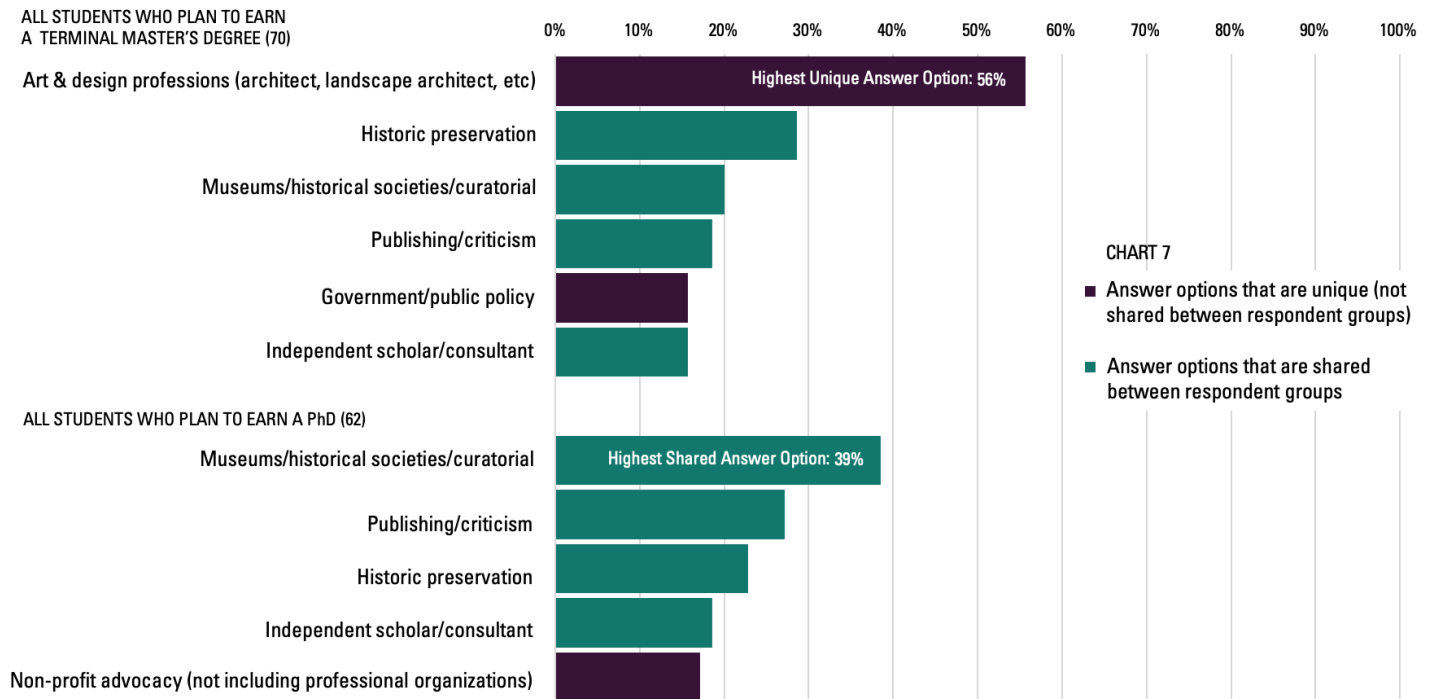
Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Job Market Snapshot:

What types of architectural history-related work would you most like to perform in your ideal career?

Top five non-academic answer options



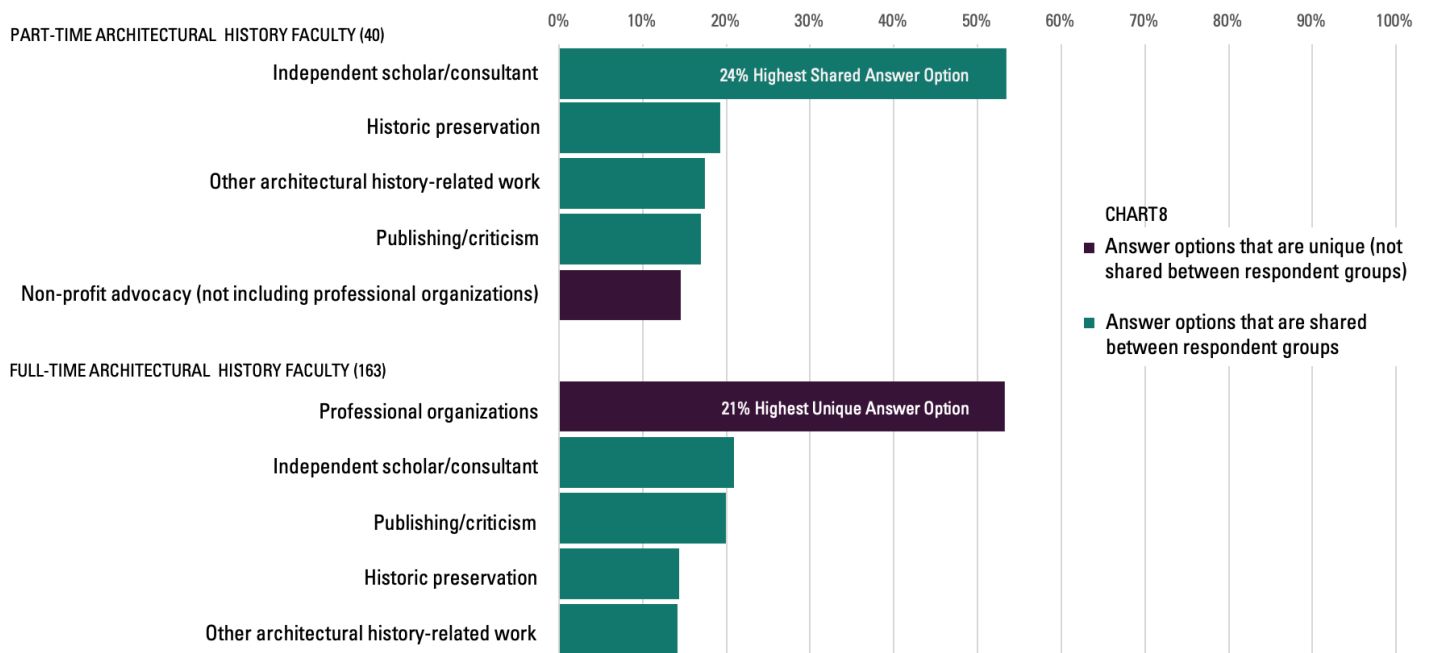
Source: SAH Data Project Student Survey

Note: Each respondent could select up to four answer options.

Average number of respondents for each respondent group indicated in parentheses.

Job Market Snapshot:

In addition to teaching, please indicate the other types of architectural history-related work you perform most often



Source: SAH Data Project Faculty Survey

Note: Each respondent could select up to four answer options.

Average number of respondents for each respondent group indicated in parentheses.



RESONANCE AND PUBLIC ENGAGEMENT: SOCIAL JUSTICE-THEMED ARCHITECTURAL HISTORY COURSES, RESEARCH, AND PUBLICATIONS

Resonance and Public Engagement:

Social Justice-Themed Architectural

History Courses, Research, and Publications

Gathering social justice-focused information about architectural history courses, research, and publications has been central to the SAH Data Project.

From the beginning, the core leadership team agreed on this as a major goal and found universal consensus on the matter in the project's Advisory Committee as well. Stakeholder conversations during the survey design phases consistently indicated strong interest in making sure the field's social justice realities were illuminated and, during the subsequent survey phase, all of the questions touching on social justice themes elicited very robust rates of response. The project team then presented preliminary social justice findings at the post-survey feedback workshops and, without exception, stakeholders engaged these datasets with passion and commitment.

It should be noted here that this is not the only part of the SAH Data Project that focused on social justice concerns. Indeed, the entire project's decision-making process was guided with this mindset. See other dataset analyses for how those findings and trends intersect with social justice ideas. And see the methodology section for a description of how equity and transparency best practices were followed in selecting advisors and

stakeholders, communicating with constituents, determining data analysis priorities, and so on. The project's social justice-focused data analyzed below are composed of three data subsets. The most extensive by far explores the type and extent of architectural history courses with social justice themes. In addition to studying which courses are offered, the project has considered where they are offered, how often they are offered, who teaches

and/or could teach them, and who takes and/or would be interested in taking them. Although the surveys invited respondents to contribute qualitative information about all social justice-themed courses, the project focused its quantitative data-gathering efforts on courses with three themes in particular: climate crisis; global/non-Eurocentric architecture; and marginalized voices. When prioritization was required, the project emphasized global/non-Eurocentric architecture. This decision came in direct response to the theme's role within NAAB's 2014–2015 accreditation standards, policies which underlie many of the curricular choices during the academic years this project studied.

The other two social justice-focused data subsets explore a wider thematic range within the universe of architectural historians' research and publication activity. Data for the research subset are drawn from the faculty and student surveys' suite of questions about expertise/interest while data for the publication subset are drawn from the project's bespoke expertise analysis of SAH's dissertation and book lists. Within these data subsets, the project prioritized non-Eurocentric geographic scope, climate crisis, and marginalized voices.

Finally, disaggregating data is crucial to identifying underlying structural problems and taking meaningful action to minimize barriers to access and equity. As such, the project team disaggregated the social justice-themed course dataset by demographic category as much as possible. However, some respondents who answered the social justice-themed course questions did not also answer the demographic questions. This resulted in 273 missing demographic datapoints and, in turn, reduced the ability to disaggregate the data as thoroughly as the team had hoped.

For those demographic groups in which response rates were below the project's minimum of 10, responses were first aggregated to guarantee their voices were included in the analysis and then also presented as disaggregated information to ensure full transparency.

The reasons people do not provide demographic data on surveys are wide-ranging and complicated. This is certainly not an issue that is exclusive to the SAH Data Project, nor is it one with an easy solution. The project team believes that any and all attention that SAH's decision-makers can give to increasing demographic question response rates on future surveys, especially in the category of race/ethnicity, will be well worth the effort. To aid in that work, the project has provided the following statistics for this dataset:

Percentage of faculty who answered the social justice-themed course questions but did not report...

...at least one gender identity: **10%**

...at least one racial/ethnic identity: **12%**

...an international status: **12%**

...a first-generation college student status: **10%**

Percentage of students who answered the social justice-themed course questions but did not report...

...at least one gender identity: **23%**

...at least one racial/ethnic identity: **27%**

...an international status: **21%**

...a first-generation college student status: **24%**

Findings and Trends

The vast majority of programs where architectural

history is taught offer some form of introductory architectural history course or set of courses with a broad temporal and geographic scope and with content that includes global/non-Eurocentric traditions. In general, enrollment in these courses is trending slightly upward.

Architectural history courses of any type that include

global/non-Eurocentric architecture are offered more frequently than courses related to the climate crisis or marginalized voices. This is likely due in part to the global focus in NAAB's 2014–15 accreditation standards. Architectural history courses related to the climate crisis are offered least often by a wide margin.

The institutional data on social justice-themed

course offerings varied considerably depending on respondents' institutional sector. In general, respondents from public institutions reported less frequent social justice-themed course offerings than respondents from private institutions.

Comparing aggregated faculty and student

responses about their social justice-themed course experiences reveals very significant differences. In particular, over half of all faculty respondents indicated no expertise in teaching climate crisis-themed courses while nearly half of all students indicated interest in taking such courses if they were offered.

Although institutional respondents reported offering

social justice-themed architectural history courses and faculty reported teaching these courses, data across all student respondent categories and for all three social justice course themes very clearly indicate that architectural history students believe they did not take social justice-themed courses in large numbers during the 2019–20 academic year. The notable gap between institutional and faculty data on the one hand and student data on the other suggests the existence of a significant generational difference in perception about what constitutes a social justice-related architectural history course.

Disaggregated faculty data for climate crisis-themed

courses are generally consistent with the aggregated faculty data in that the vast majority of respondents reported no expertise in teaching these courses. The respondents who indicated actually teaching these courses most during the 2019–20 academic year were international faculty and faculty with some/all professional design students.

Disaggregated faculty data for global/non-

Eurocentric- and marginalized voices-themed courses are also generally consistent with the aggregated faculty data in that the majority of respondents reported teaching these courses during the 2019–20 academic year. In both cases, international faculty are the respondents with the highest percentage teaching these courses.

Faculty who teach for a professional design program

reported teaching more social justice-themed architectural history courses than faculty who do not teach for professional design programs.

Disaggregated student data for all social justice-

themed courses are generally consistent with the aggregated student data with some significant discrepancies. In particular, the data show an especially heterogeneous mix of engagement and interest reported by students with various racial/ethnic self-identities.

Students enrolled at private-sector institutions and

students in PhD/doctoral programs indicated levels of interest in these courses that are comparatively higher than their peers in most cases.

Like the disaggregated faculty data, students who

are taking at least some professional design courses as part of their studies indicated much higher rates of taking climate crisis and global/non-Eurocentric architecture-themed courses than their non-design peers. For marginalized voices-themed courses, however, that pattern is reversed.

The expertise research data subset indicates

substantial alignment between what faculty reported about their social justice-focused expertise and what graduate students reported as their social justice-focused expertise/interests. In both cases, colonialism/postcolonialism is the strongest thematic scope.

Trends within the social justice-focused publication

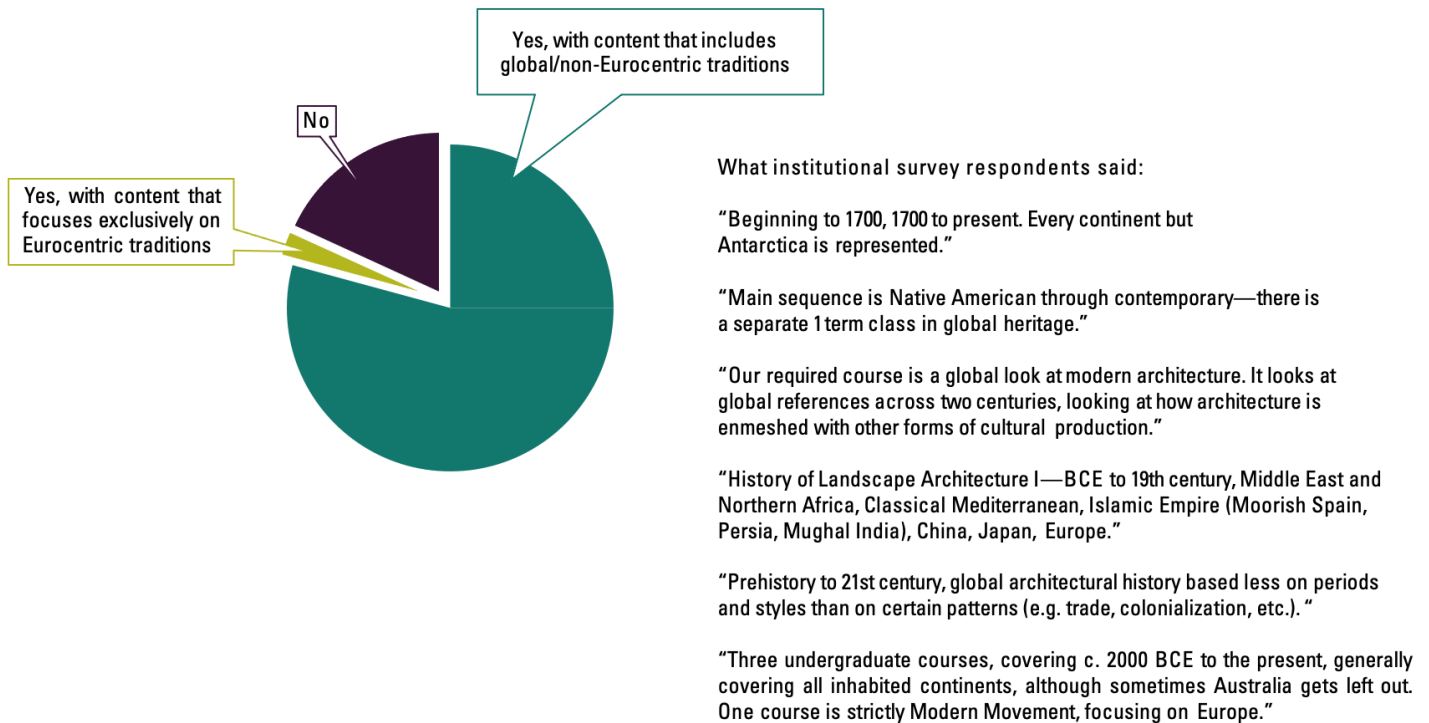
data subset align only on the environment, which is the most evident upward trend since 2003 in both architectural history dissertations and books. Otherwise, the data are very mixed. In particular, the data give no obvious reason to conclude that trends in social justice-focused dissertations will necessarily result in similar trends in social justice-focused books a decade later.

Cross-analysis of the research and publication data

subsets reveals substantial inconsistencies. Not only is the research data subset much more broadly dispersed across a richer range of themes, there is also no evident relationship between what faculty and graduate students report as their expertise/interests and what actually ends up getting written about in dissertations and books. These clear disparities demonstrate the pitfalls of relying exclusively on large projects, such as dissertations and books, as a measure or reflection of the architectural history field overall.

Social Justice Snapshot:

Does your program offer an introductory architectural history course or set of courses with a broad temporal and geographic scope?

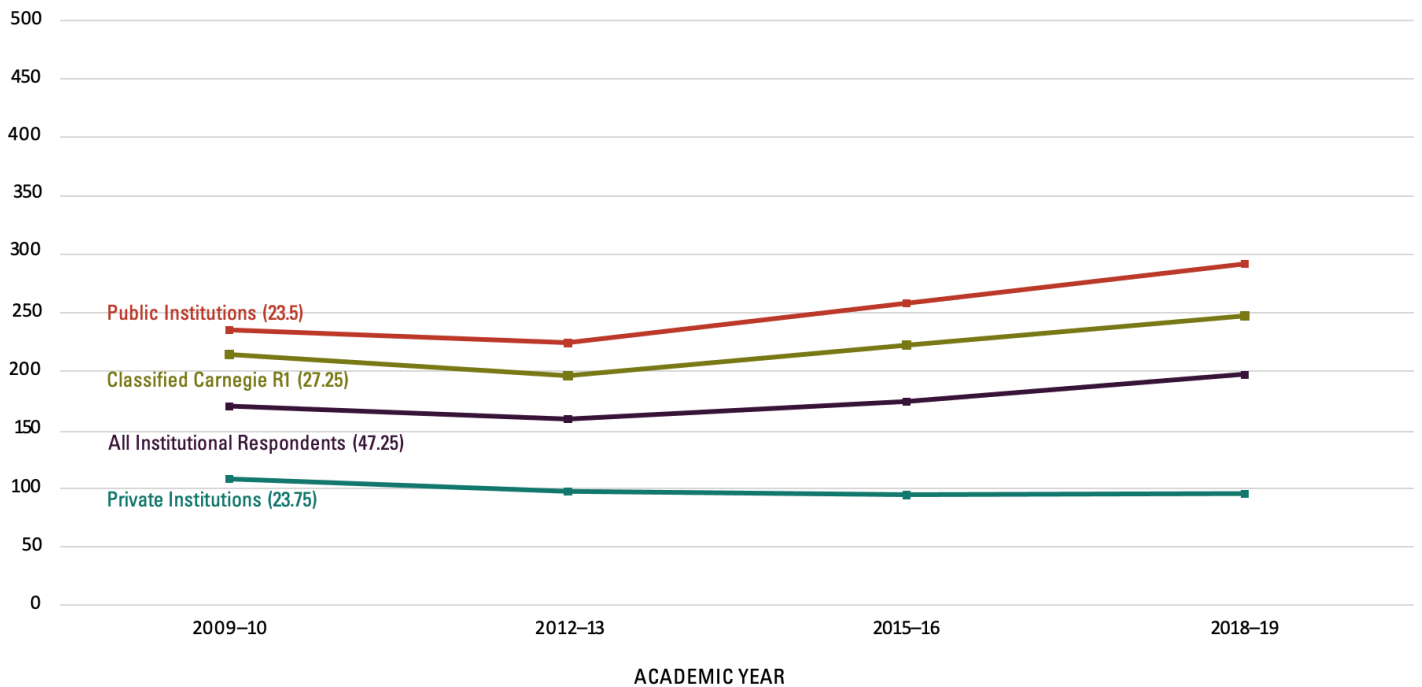


Source: SAH Data Project Institutional Survey

Note: Number of respondents: 77

Social Justice Trend:

Average annual institutional enrollment for introductory architectural history courses with a broad temporal and geographic scope *and* that include global/non-Eurocentric traditions

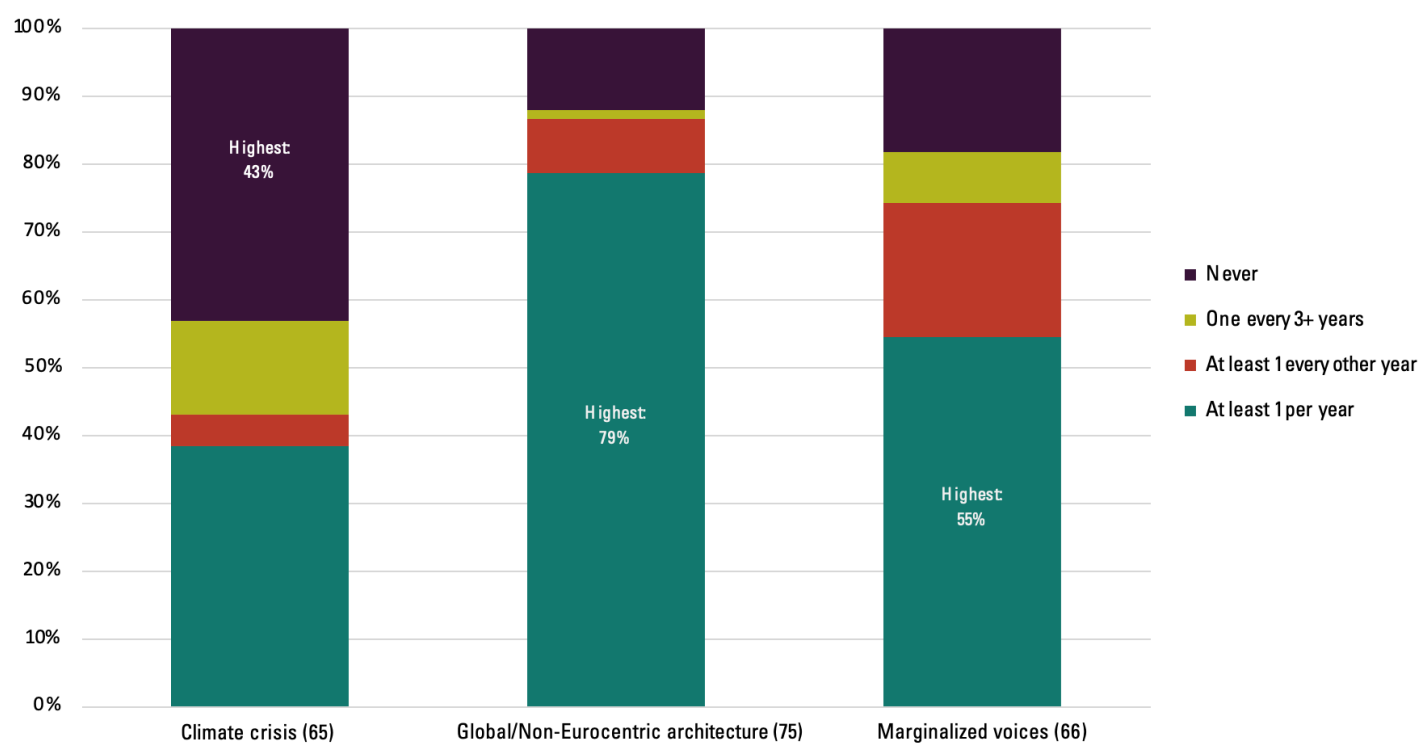


Source: SAH Data Project Institutional Survey

Note: Average number of respondents for each respondent group indicated in parentheses.

Social Justice Snapshot:

How often does your program offer architectural history classes with the following themes?



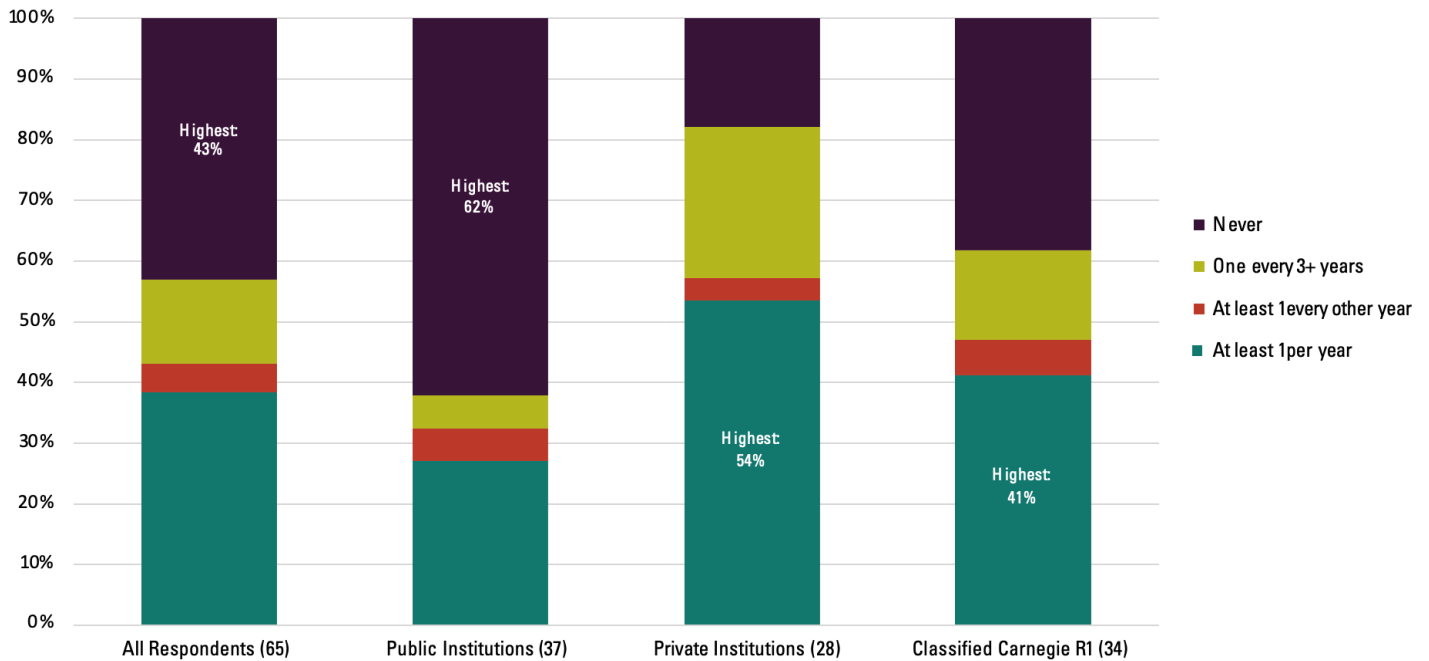
Source: SAH Data Project Institutional Survey

Note: Number of respondents for each theme indicated in parentheses.

Social Justice Snapshot:

How often does your program offer architectural history classes with the following theme?

Climate Crisis



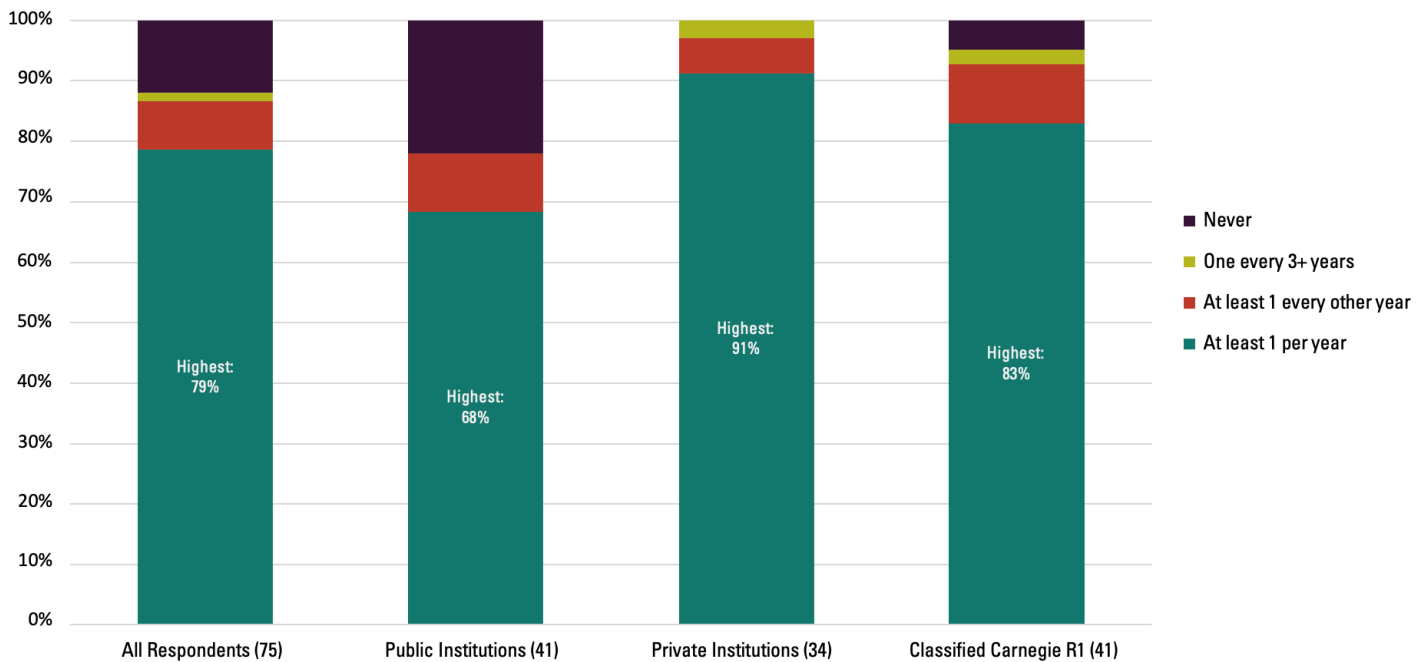
Source: SAH Data Project Institutional Survey

Note: Number of respondents for each institutional category indicated in parentheses.

Social Justice Snapshot:

How often does your program offer architectural history classes with the following theme?

Global/Non-Eurocentric Architecture



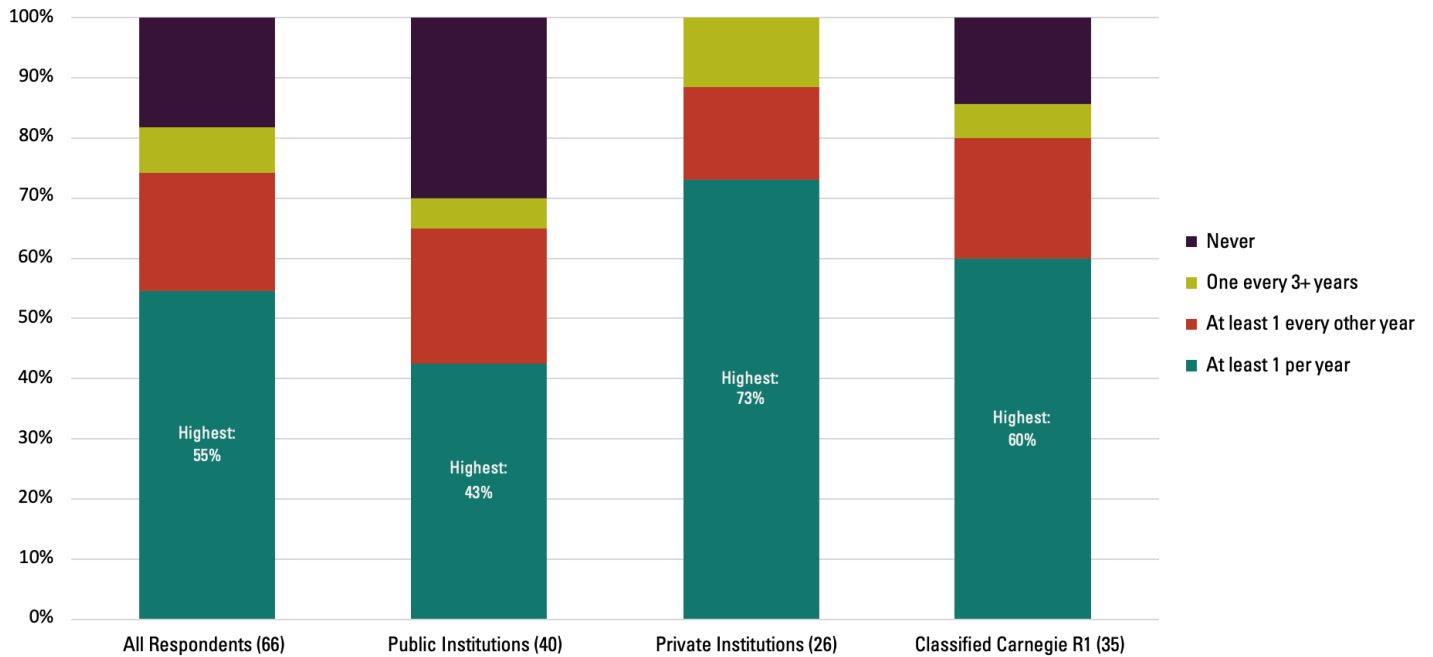
Source: SAH Data Project Institutional Survey

Note: Number of respondents for each institutional category indicated in parentheses.

Social Justice Snapshot:

How often does your program offer architectural history classes with the following theme?

Marginalized Voices



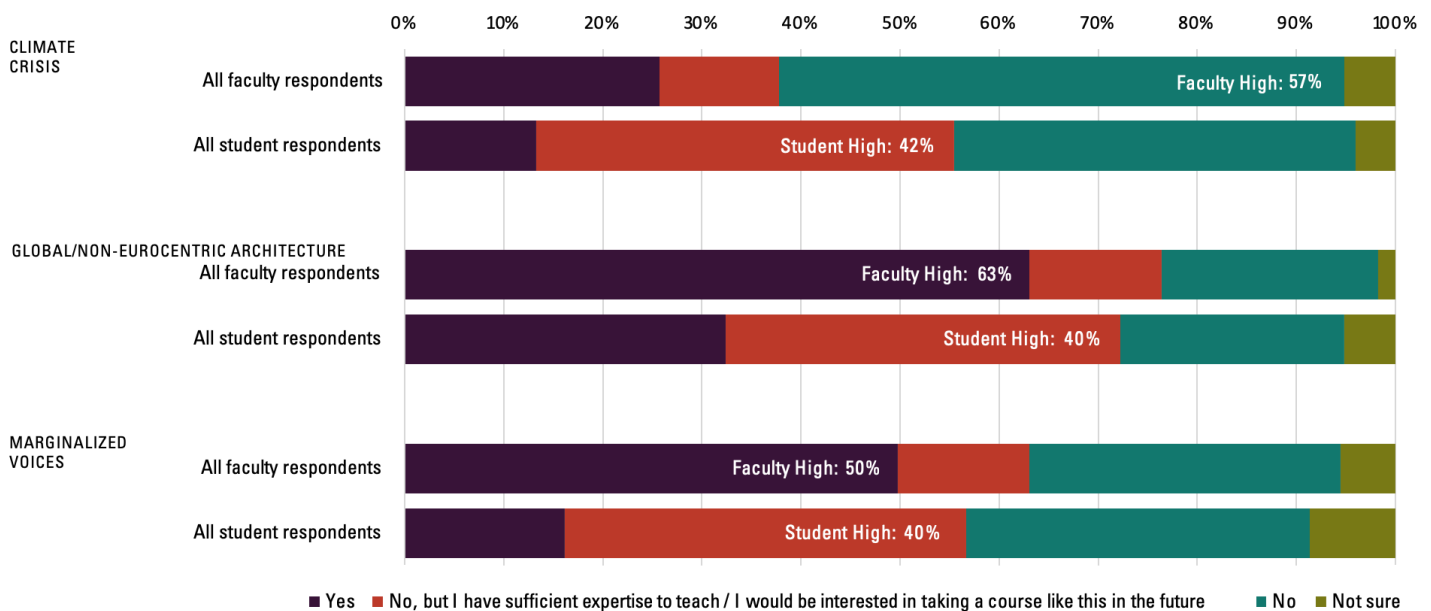
Source: SAH Data Project Institutional Survey

Note: Number of respondents for each institutional category indicated in parentheses.

Social Justice Snapshot:

Are you teaching/taking undergraduate and/or graduate architectural history courses with the following themes during the 2019–20 academic year?

Faculty & Students: All Respondents

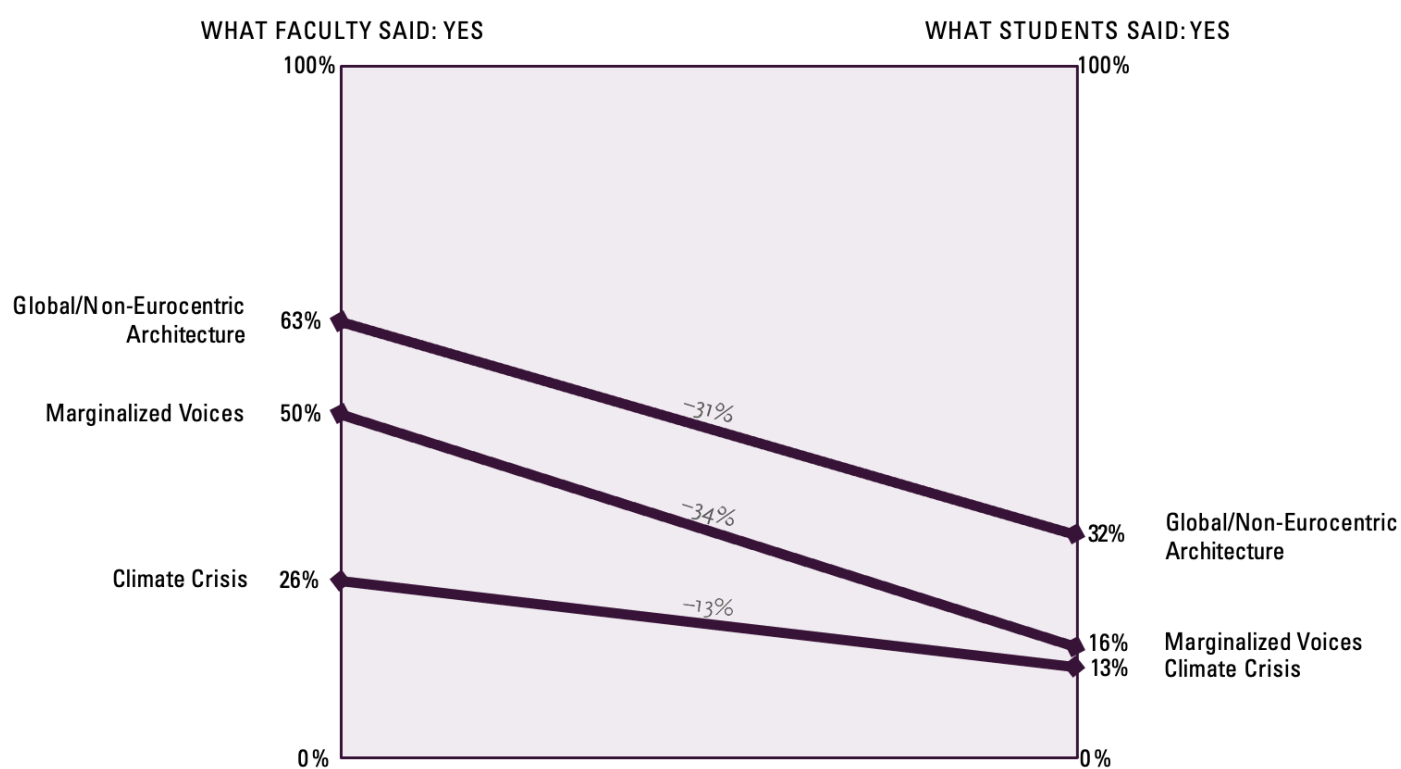


Source: SAH Data Project Faculty Survey & Student Survey

Note: Total number of respondents for this question: 233 faculty and 173 students.

Social Justice Snapshot:

Are you teaching/taking undergraduate and/or graduate architectural history courses with the following themes during the 2019–20 academic year?



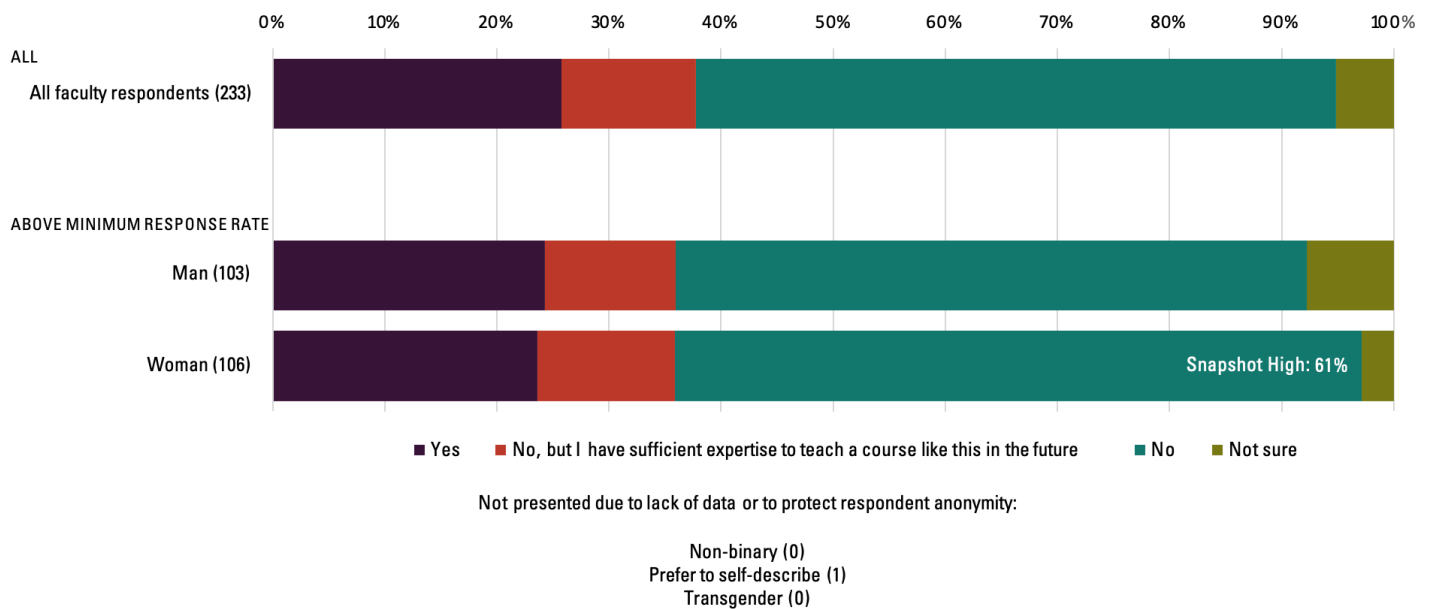
Source: SAH Data Project Faculty Survey & Student Survey

Note: Total number of respondents for this question: 233 faculty and 173 students.

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Climate Crisis, Gender Identity



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

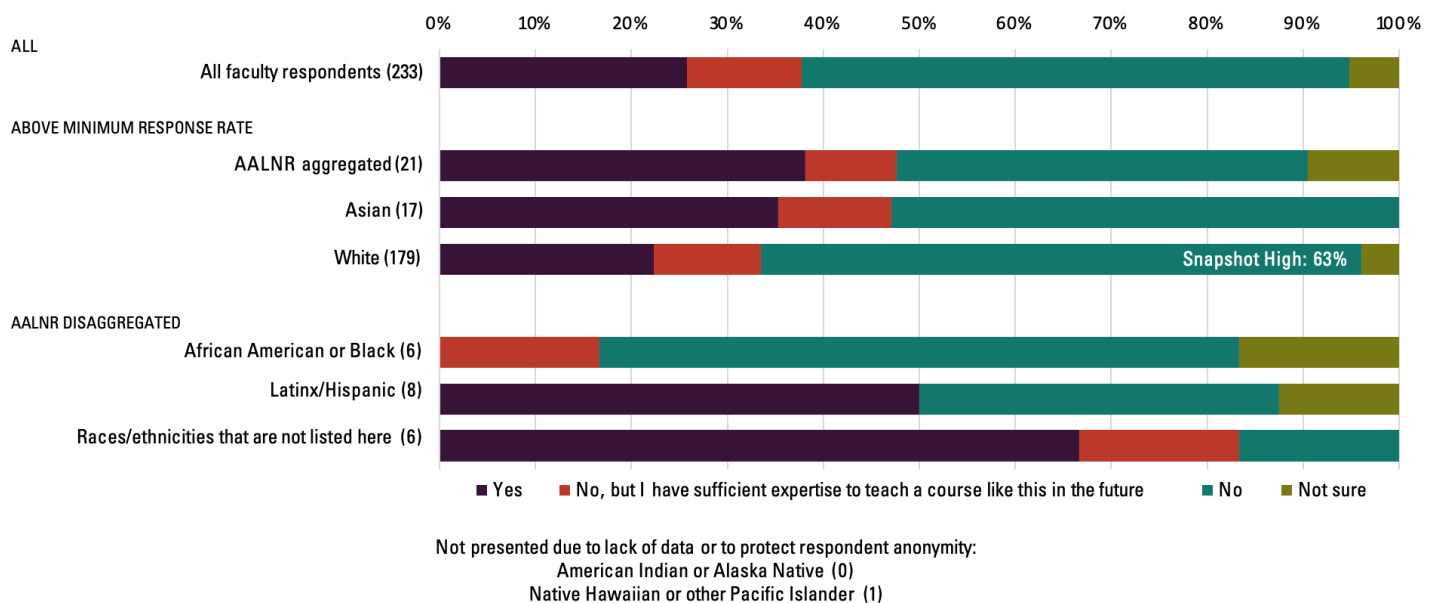
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report at least one gender identity: 24

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Climate Crisis, Race/Ethnicity



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

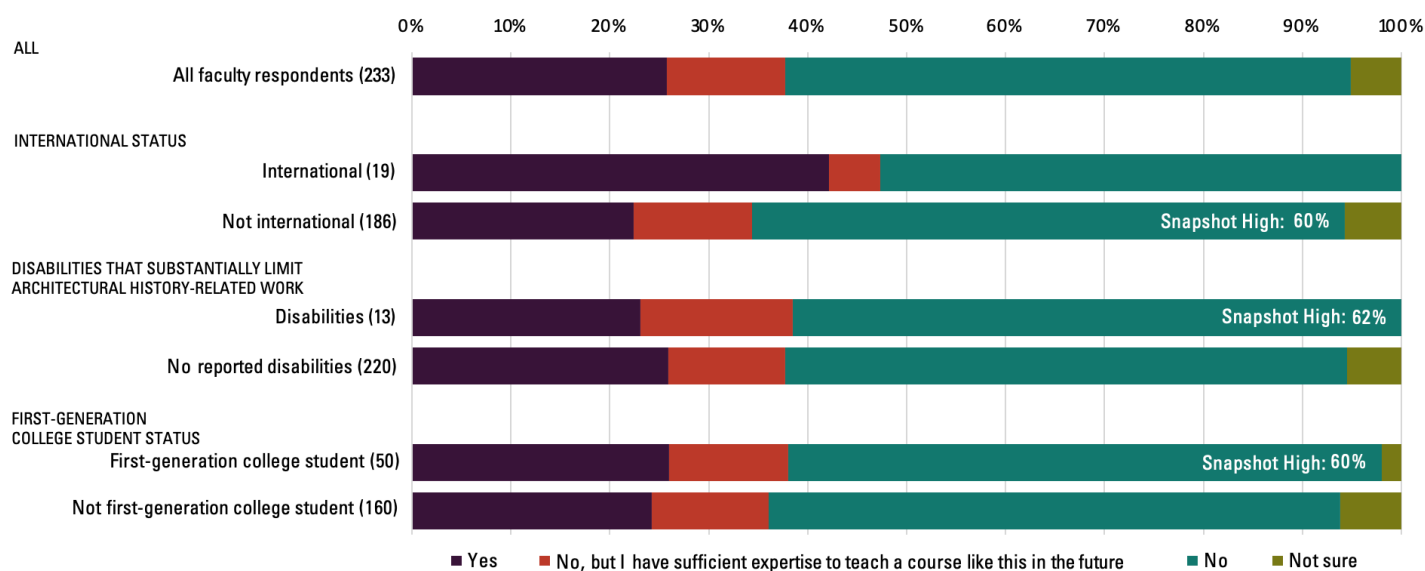
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report at least one racial/ethnic identity: 28

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Climate Crisis, Additional Demographic Groups (1 of 2)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

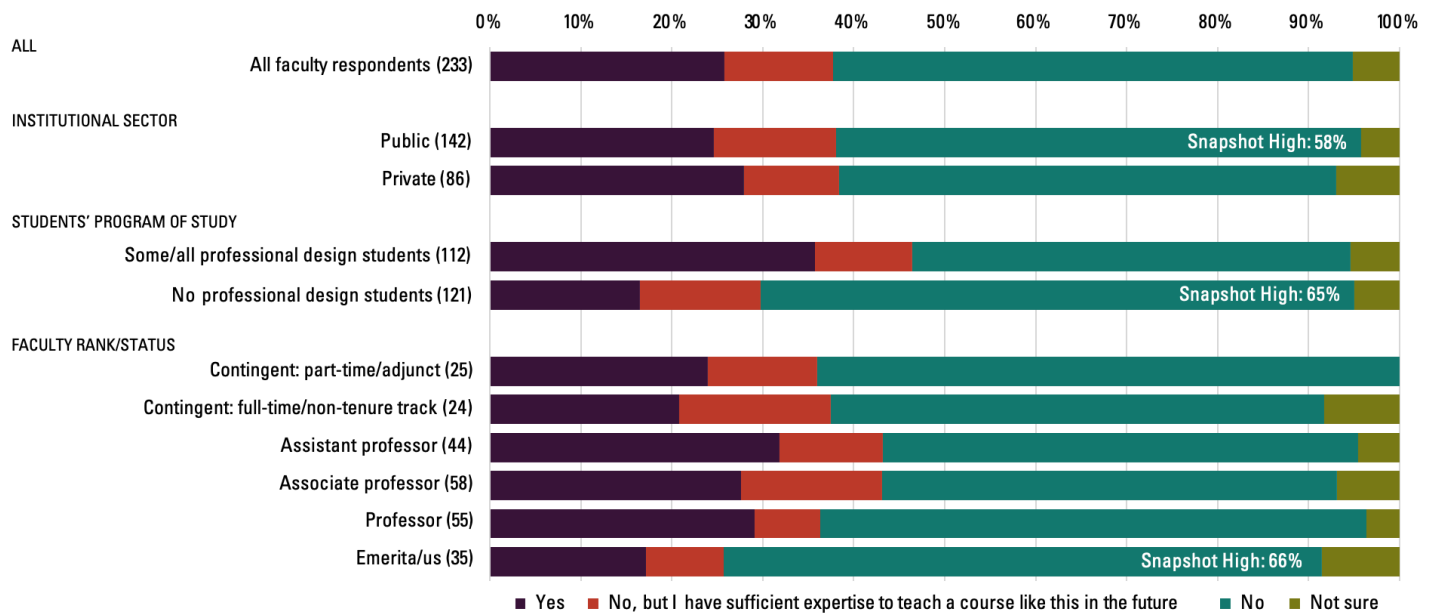
Faculty social justice course respondents who did not report an international status: 28

Faculty social justice course respondents who did not report first-generation college student status: 23

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Climate Crisis, Additional Demographic Groups (2 of 2)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

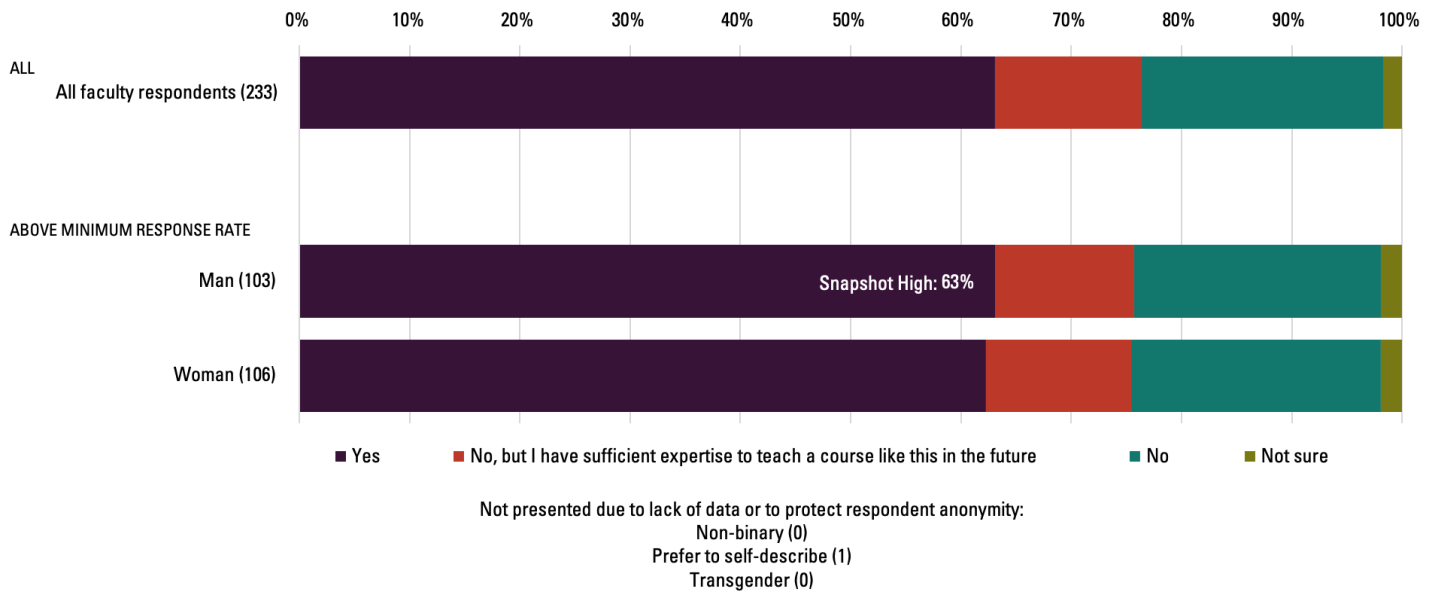
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report institutional sector: 5

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Global/Non-Eurocentric Architecture, Gender Identity



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

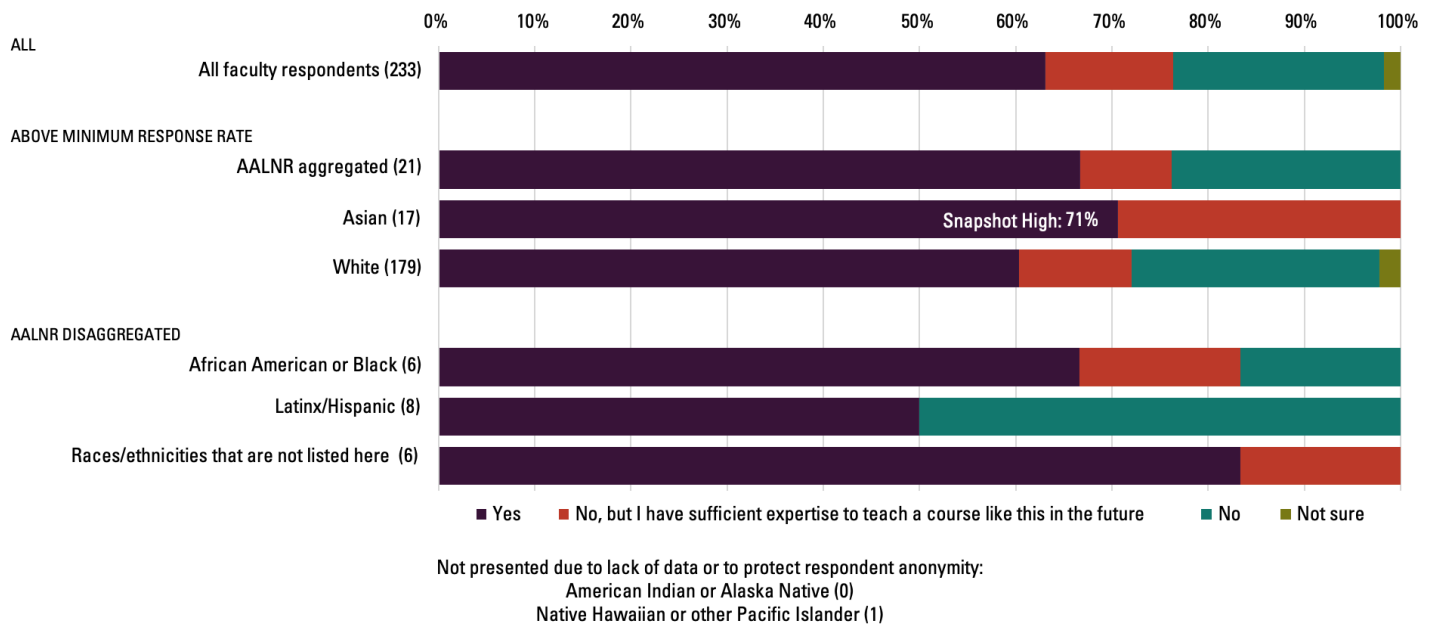
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report at least one gender identity: 24

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Global/Non-Eurocentric Architecture, Race/Ethnicity



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

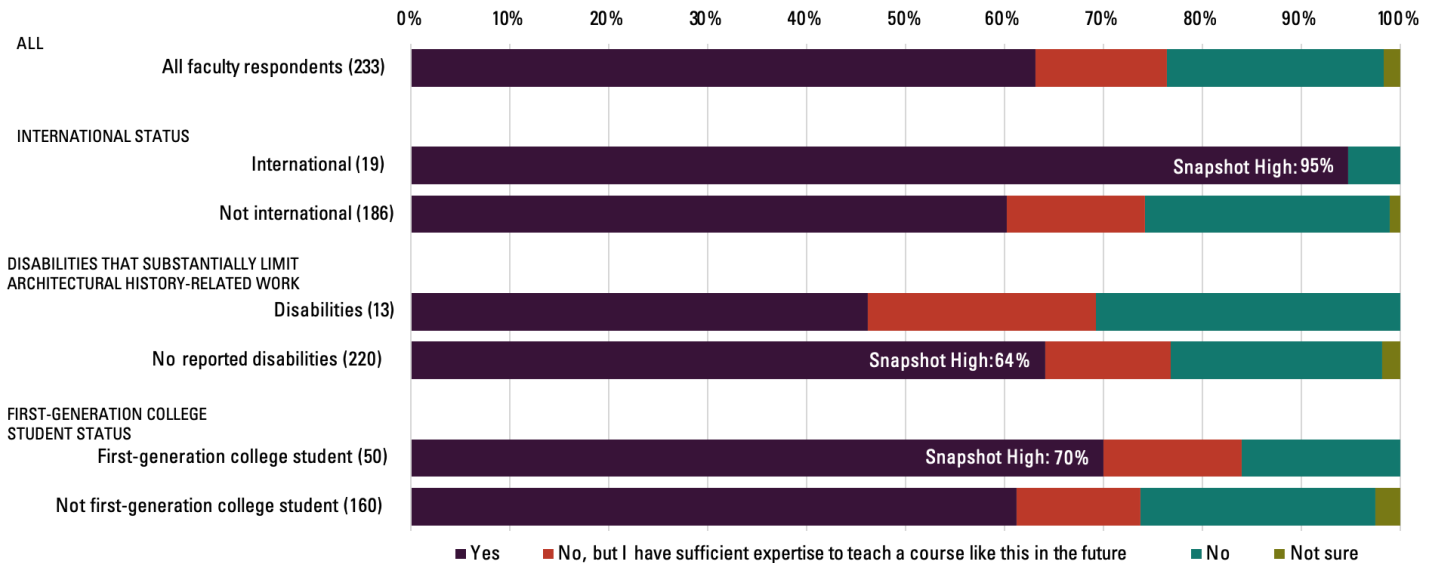
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report at least one racial/ethnic identity: 28

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Global/Non-Eurocentric Architecture, Additional Demographic Groups (1 of 2)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

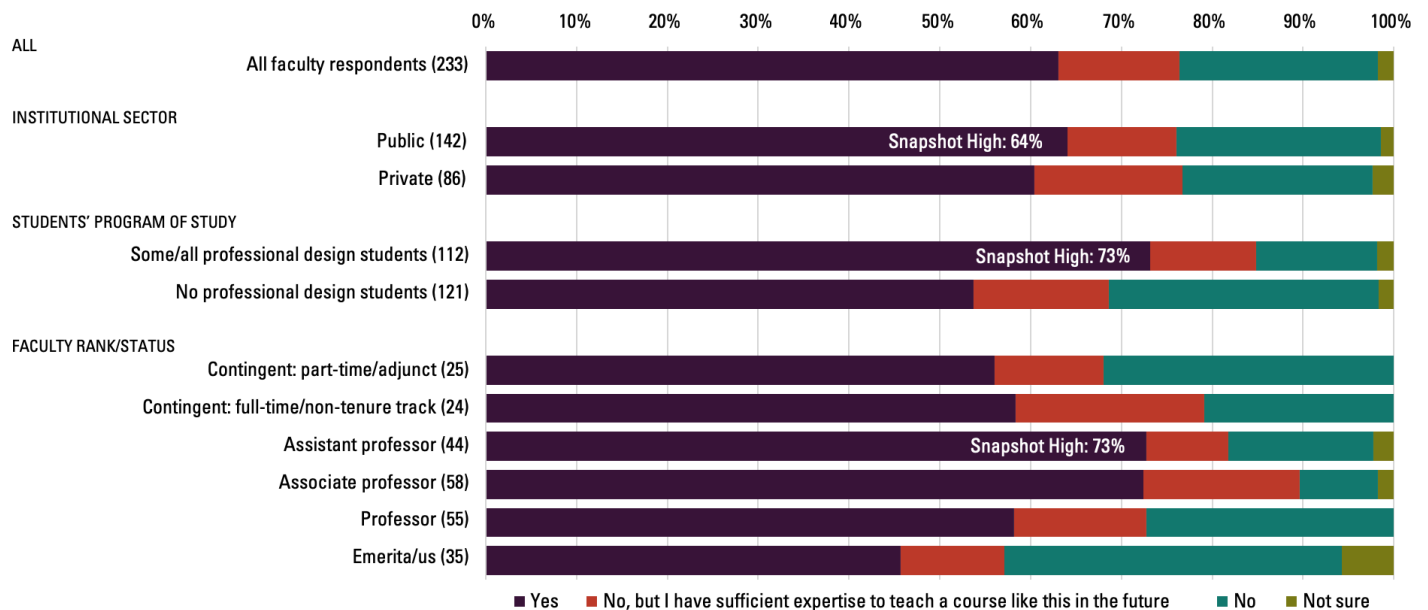
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report first-generation college student status: 23

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Global/Non-Eurocentric Architecture, Additional Demographic Groups (2 of 2)



Source: SAH Data Project Faculty Survey

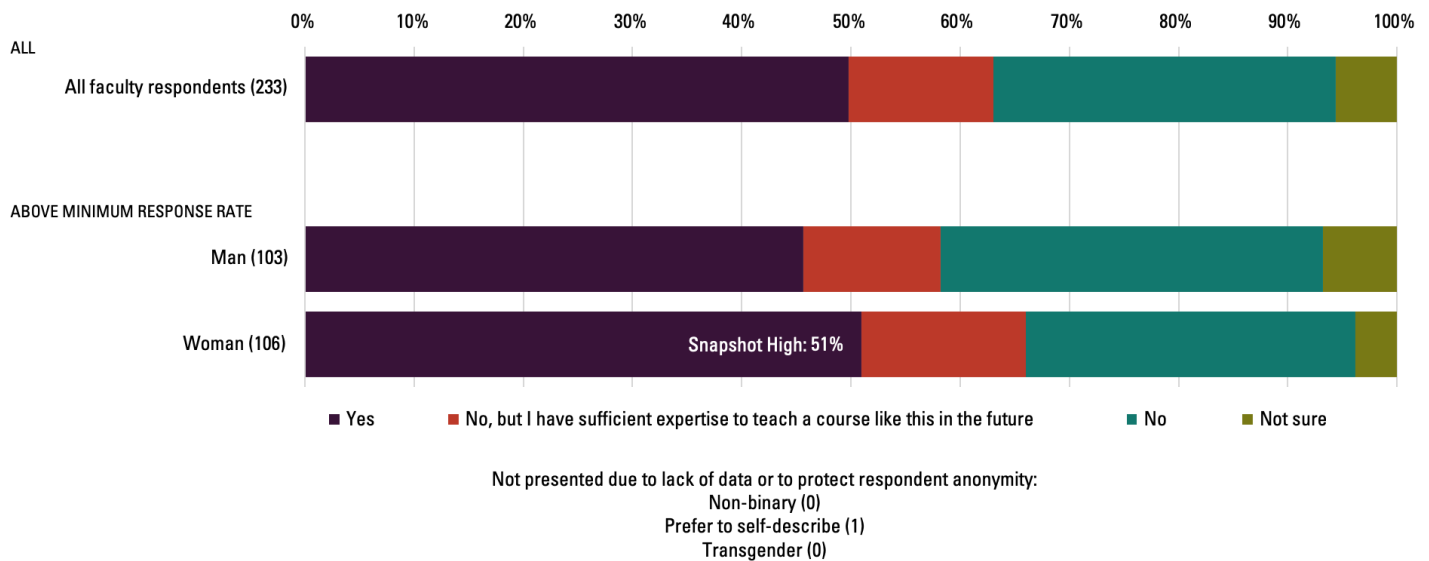
Note: Number of respondents for each respondent group indicated in parentheses.

Faculty social justice course respondents who did not report institutional sector: 5

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Marginalized Voices, Gender Identity



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

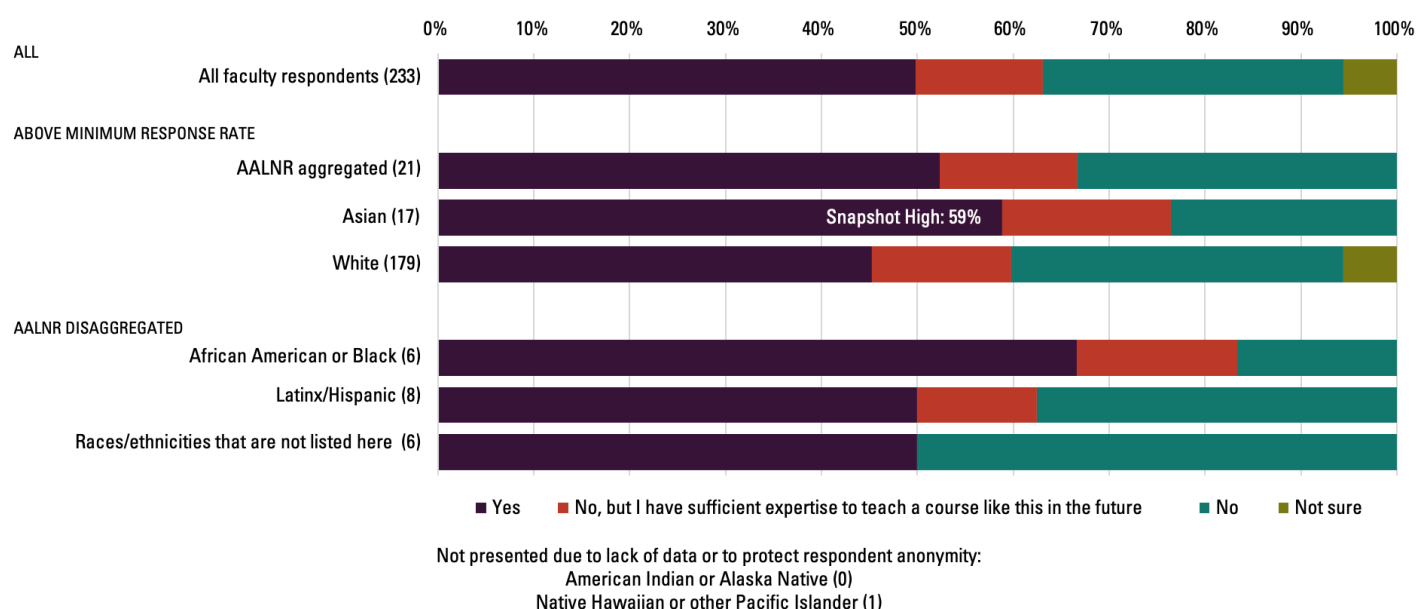
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report at least one gender identity: 24

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Marginalized Voices, Race/Ethnicity



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

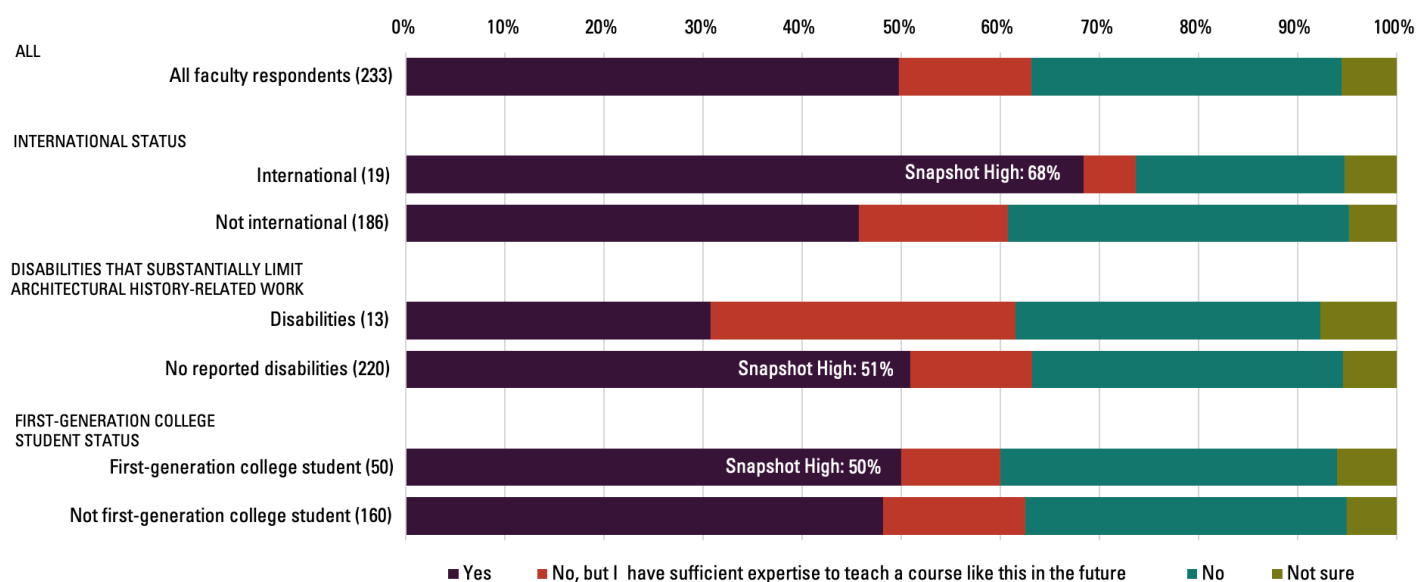
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report at least one racial/ethnic identity: 28

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Marginalized Voices, Additional Demographic Groups (1 of 2)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

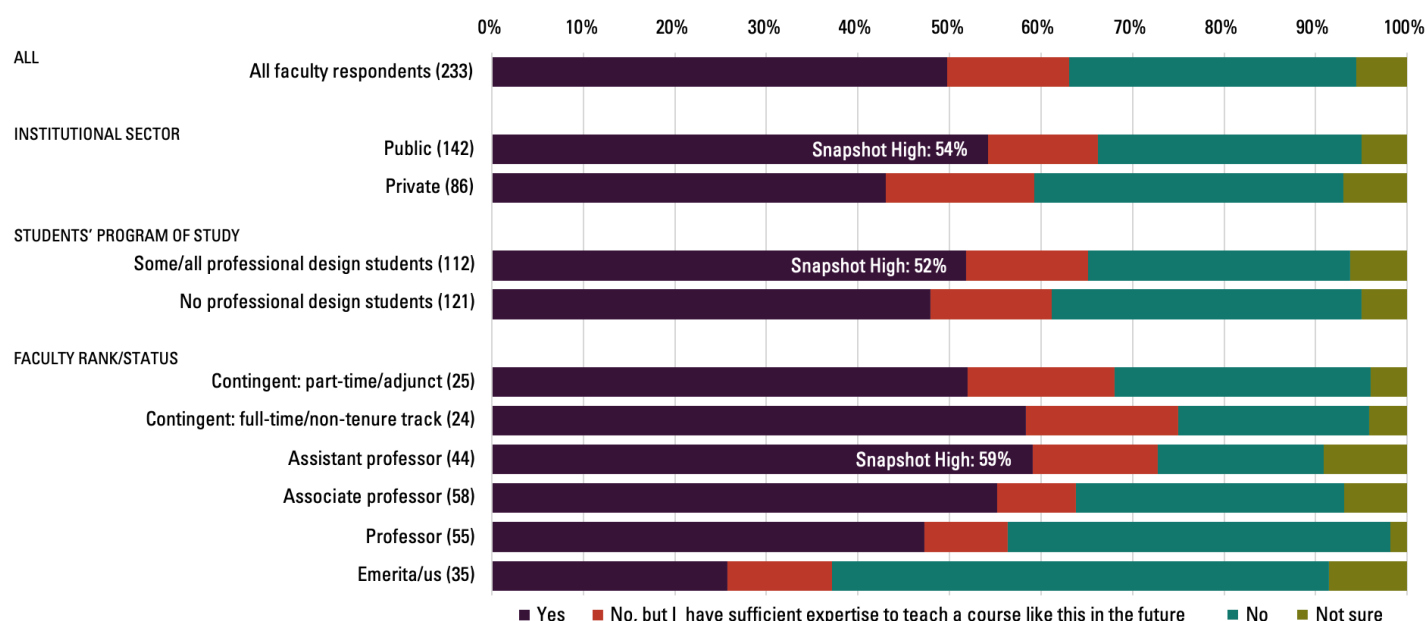
Faculty social justice course respondents who did not report an international status: 28

Faculty social justice course respondents who did not report first-generation college student status: 23

Social Justice Snapshot:

Are you teaching undergraduate and/or graduate architectural history courses with the following theme during the 2019–20 academic year?

Faculty: Marginalized Voices, Additional Demographic Groups (2 of 2)



Source: SAH Data Project Faculty Survey

Note: Number of respondents for each respondent group indicated in parentheses.

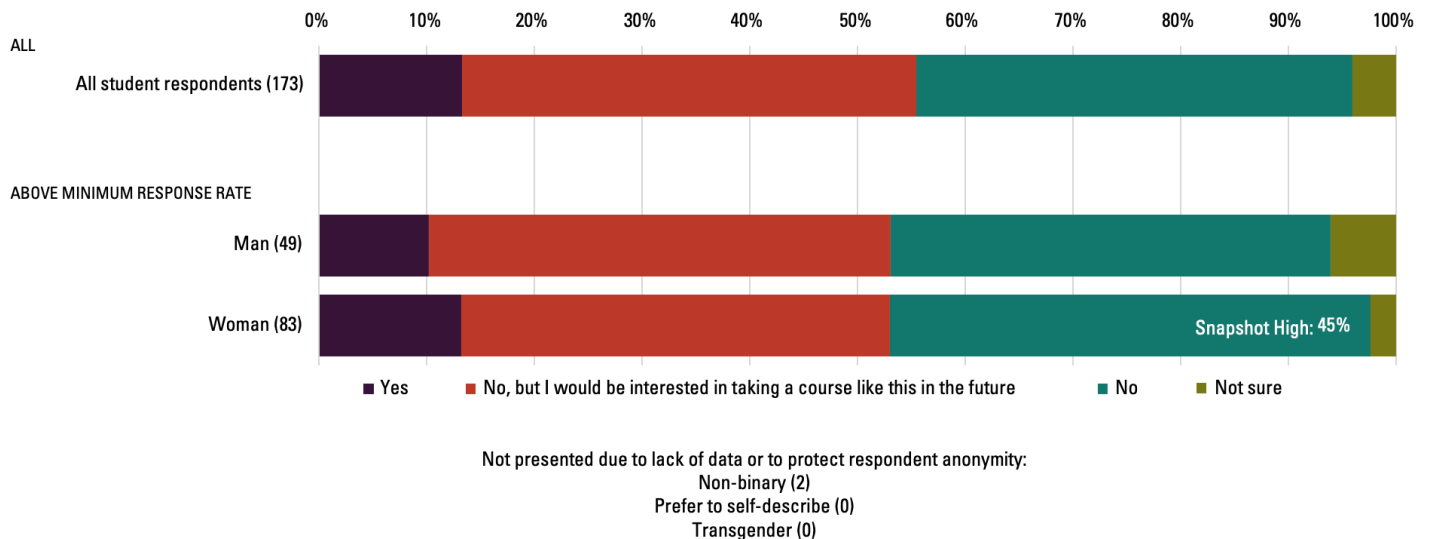
Project minimum response rate is 10 responses.

Faculty social justice course respondents who did not report institutional sector: 5

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Climate Crisis, Gender Identity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

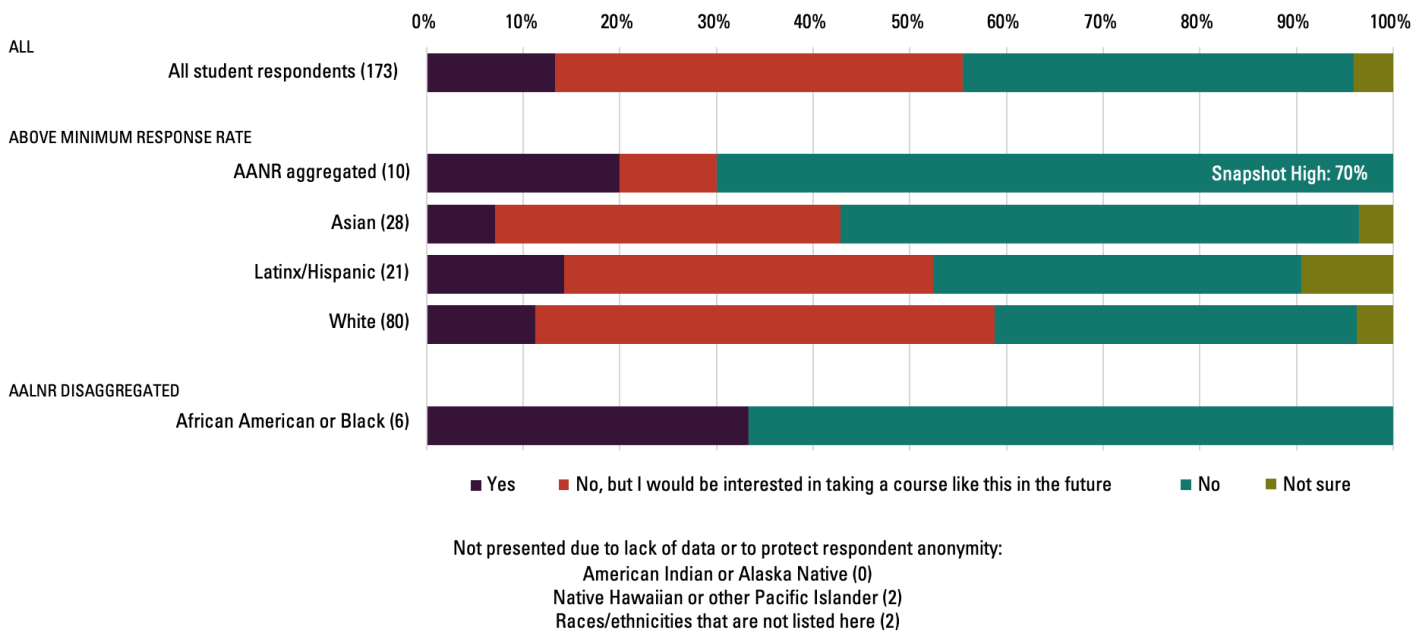
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report at least one gender identity: 40

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Climate Crisis, Race/Ethnicity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

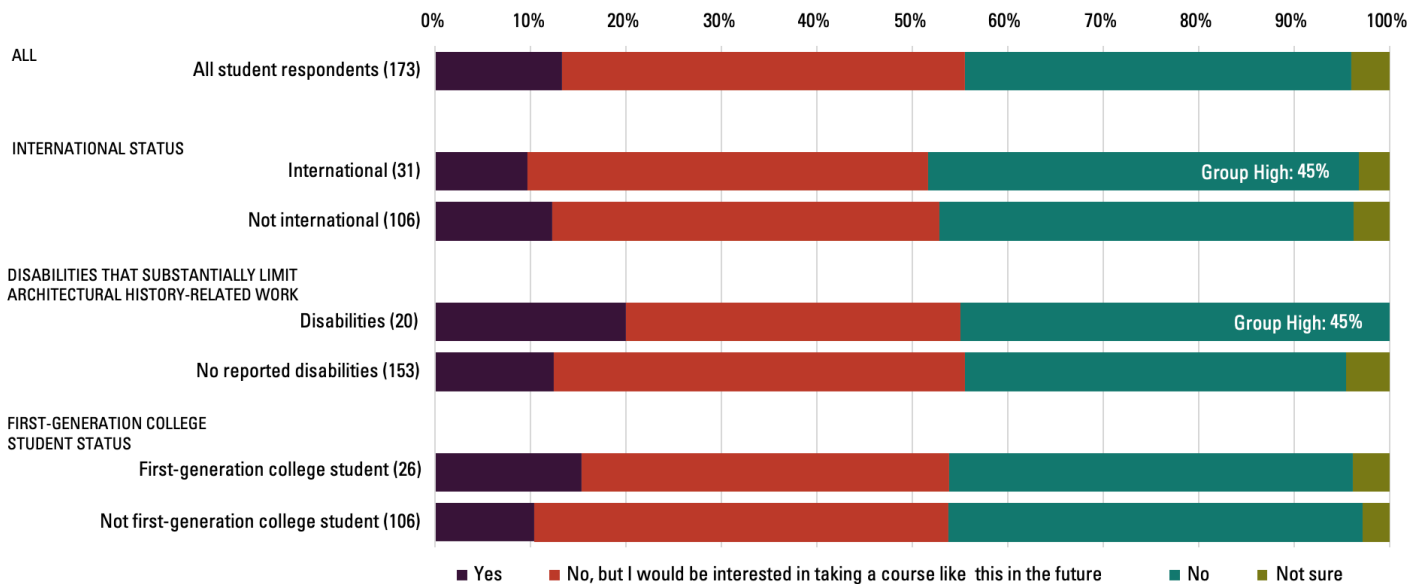
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report at least one racial/ethnic identity: 46

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Climate Crisis, Additional Demographic Groups (1 of 2)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

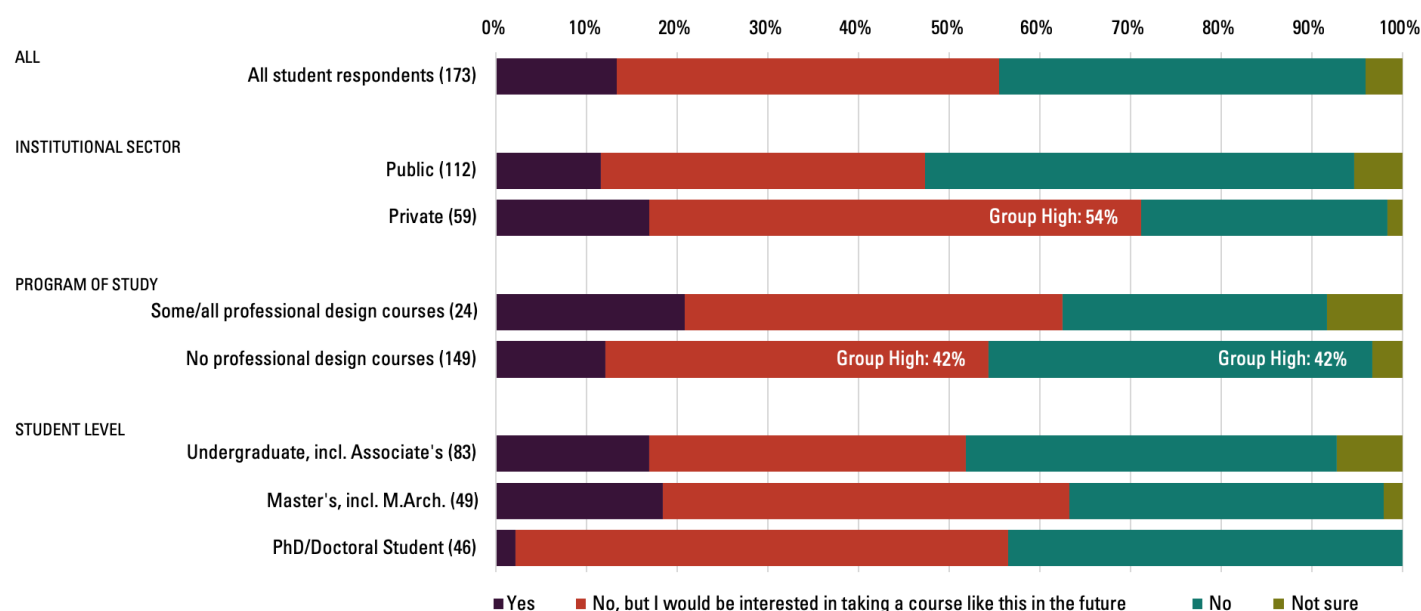
Student social justice course respondents who did not report an international status: 36

Student social justice course respondents who did not report first-generation college student status: 41

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Climate Crisis, Additional Demographic Groups (2 of 2)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

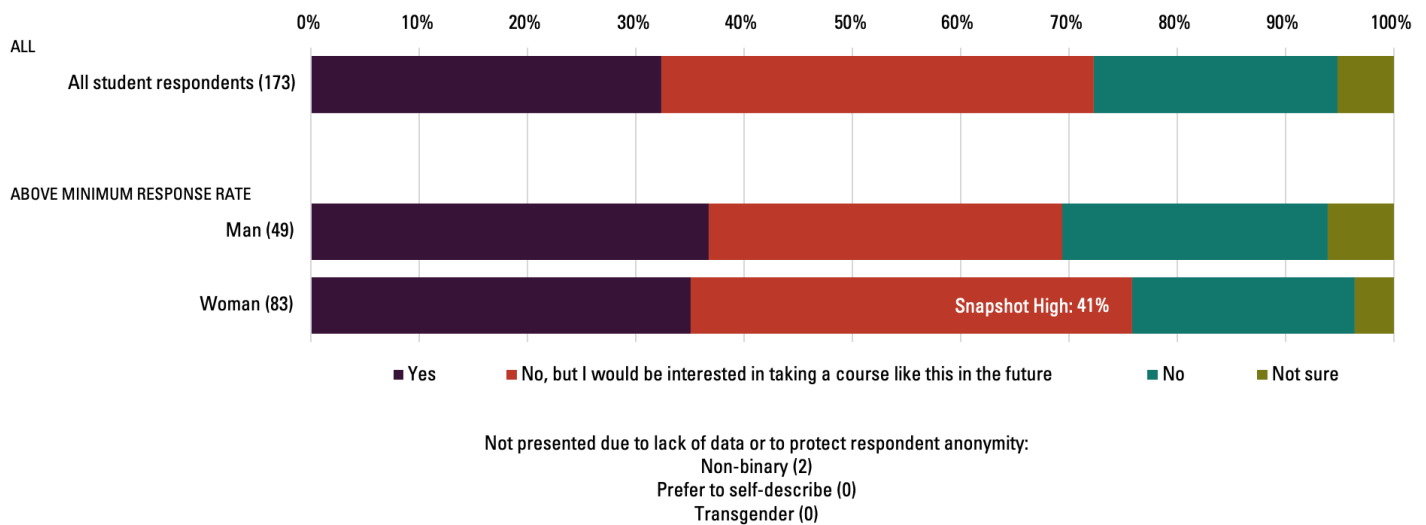
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report institutional sector: 2

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Global/Non-Eurocentric Architecture, Gender Identity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

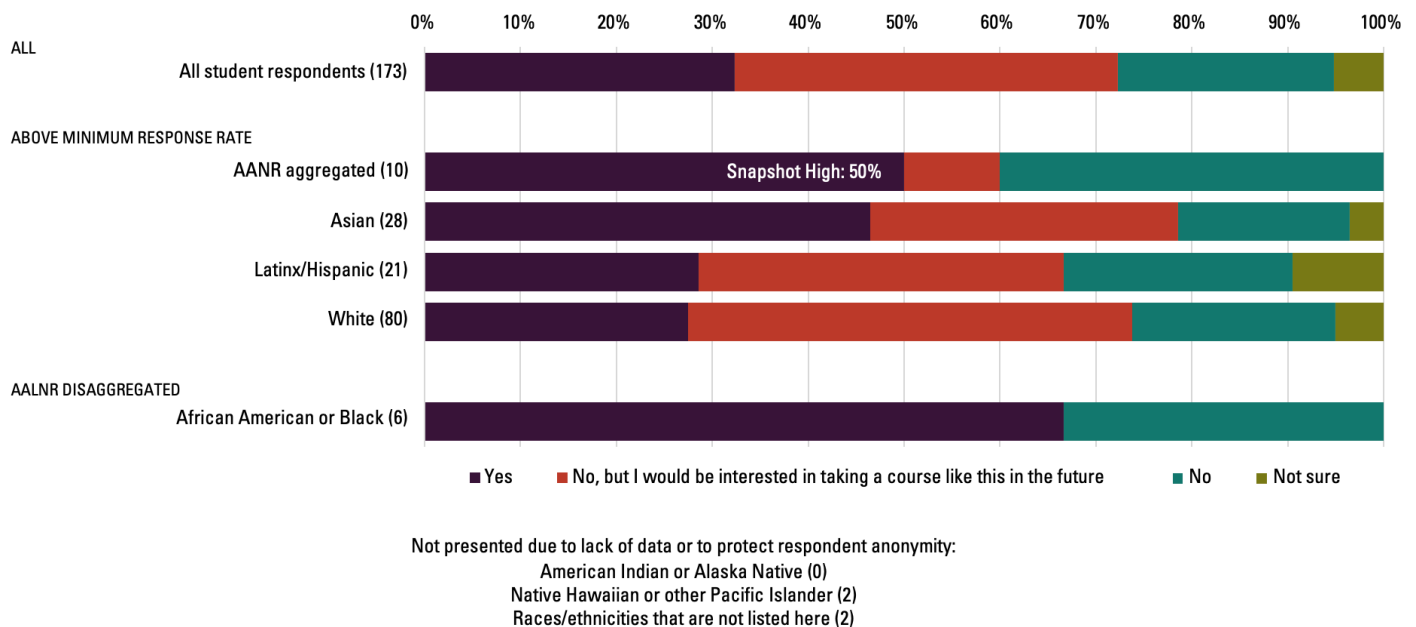
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report at least one gender identity: 40

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Global/Non-Eurocentric Architecture, Race/Ethnicity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

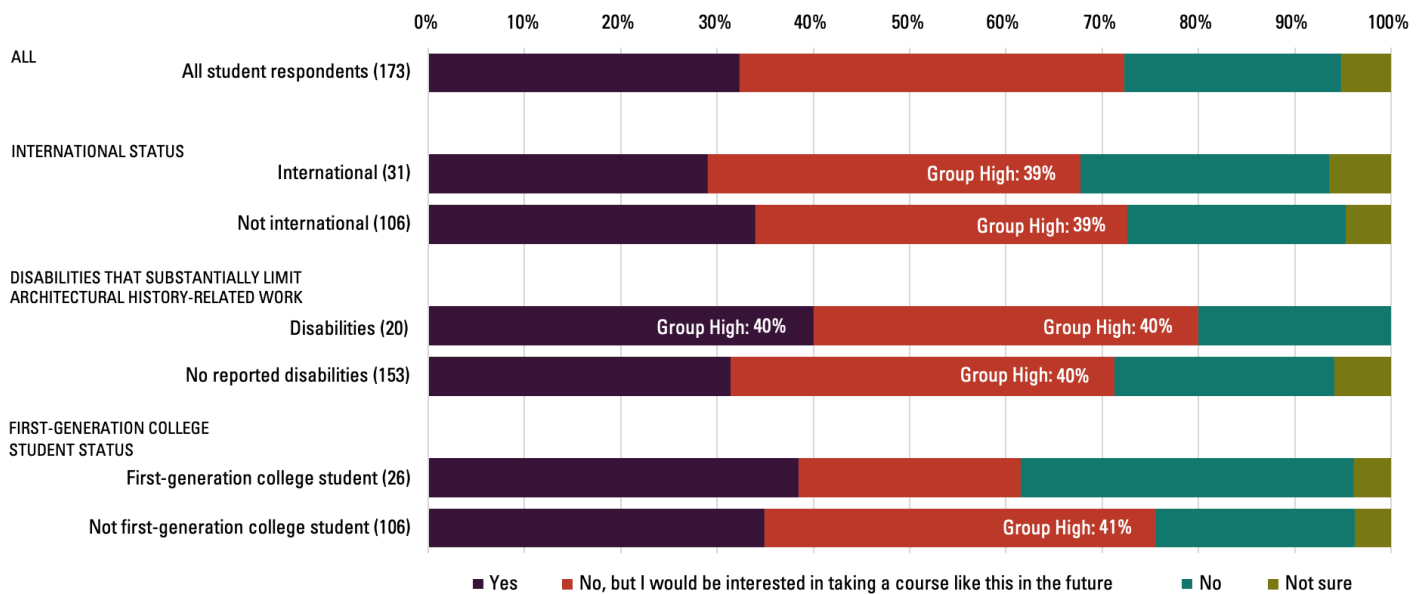
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report at least one racial/ethnic identity: 46

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Global/Non-Eurocentric Architecture, Additional Demographic Groups (1 of 2)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

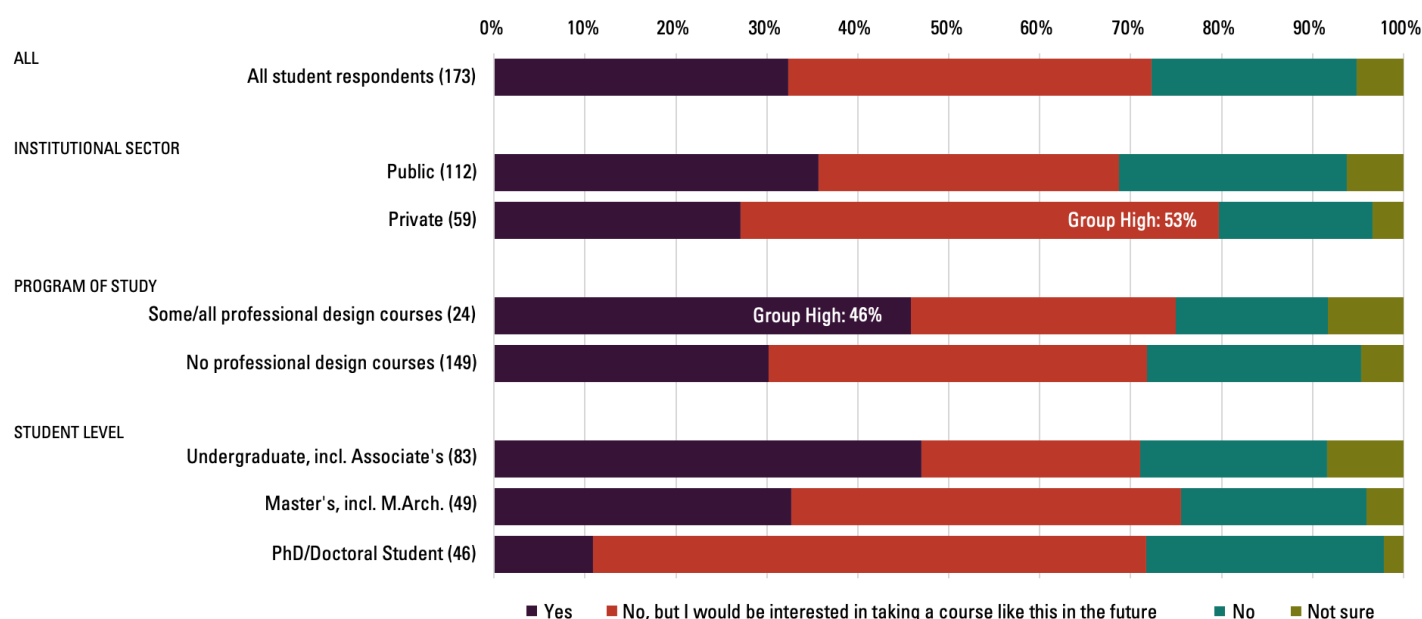
Student social justice course respondents who did not report an international status: 36

Student social justice course respondents who did not report first-generation college student status: 41

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Global/Non-Eurocentric Architecture, Additional Demographic Groups (2 of 2)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses

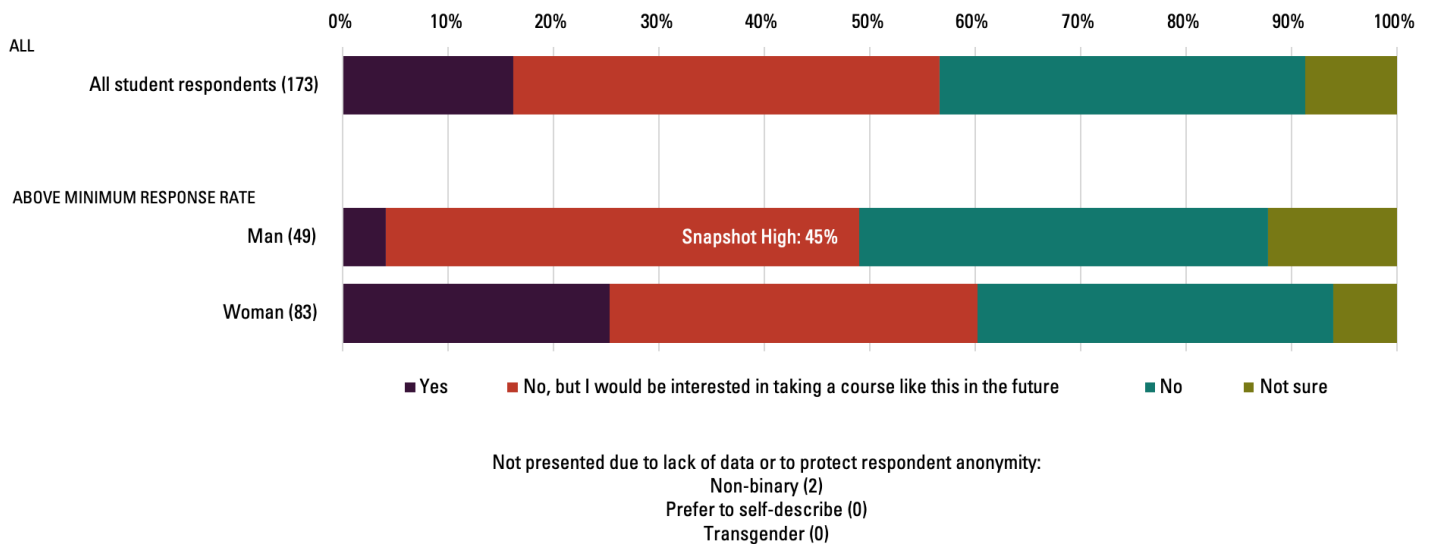
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report institutional sector: 2

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Marginalized Voices, Gender Identity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

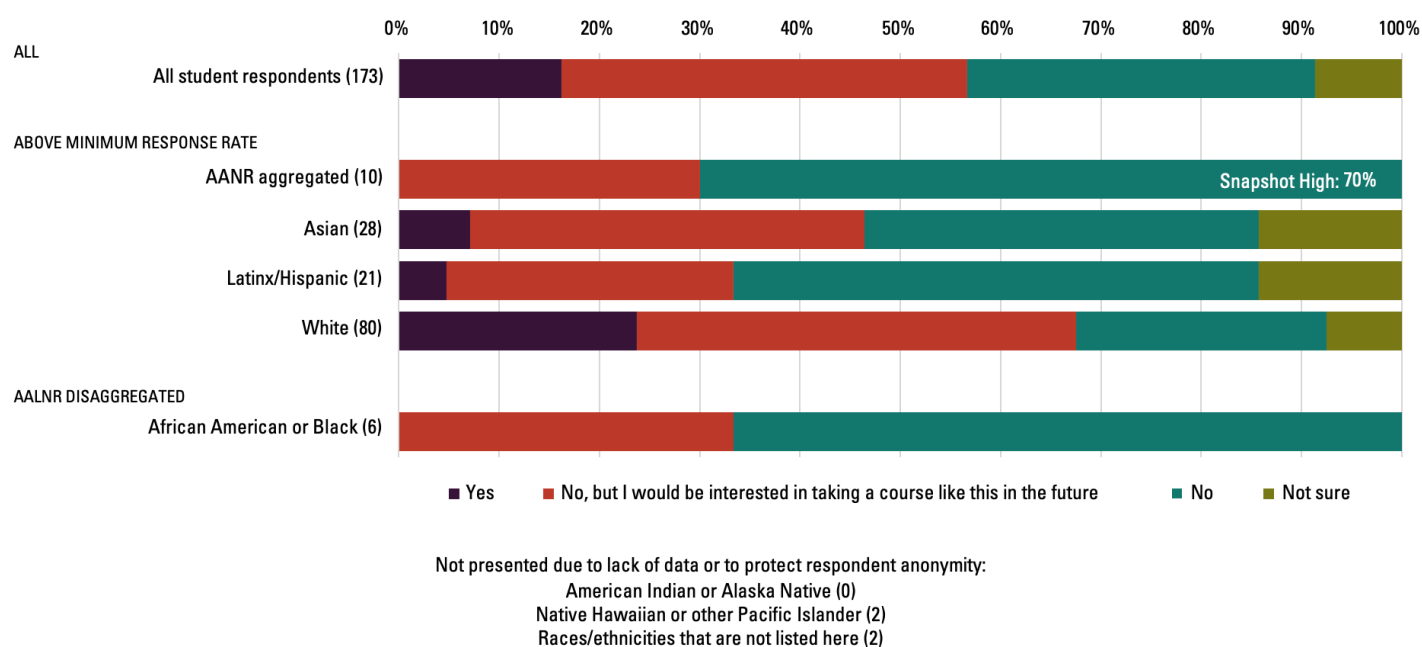
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report at least one gender identity: 40

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Marginalized Voices, Race/Ethnicity



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

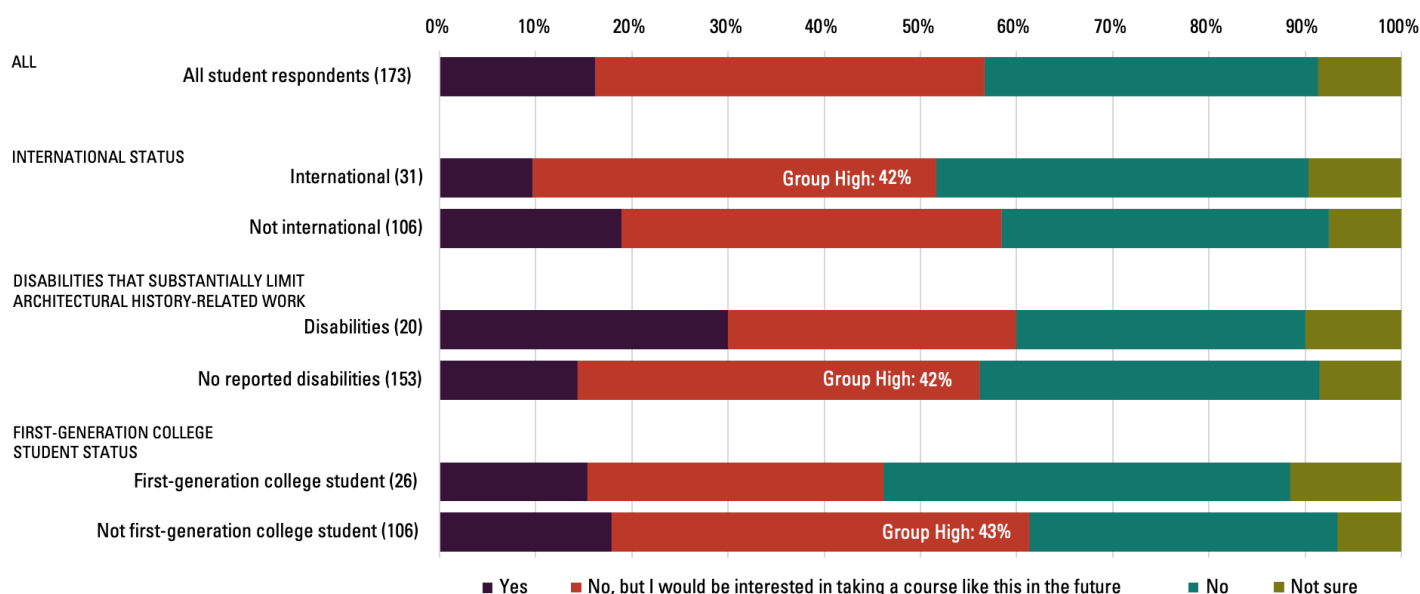
Project minimum response rate is 10 responses.

Student social justice course respondents who did not report at least one racial/ethnic identity: 46

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Marginalized Voices, Additional Demographic Groups (1 of 2)



Source: SAH Data Project Student Survey

Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

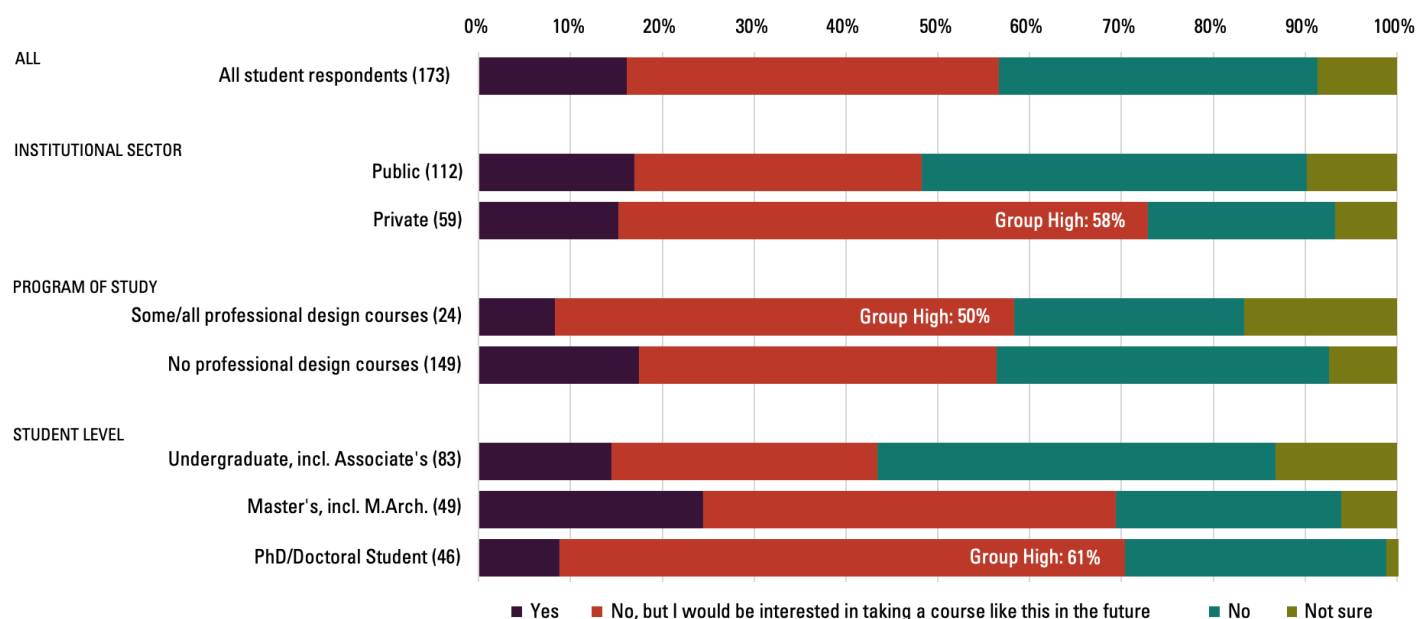
Student social justice course respondents who did not report an international status: 36

Student social justice course respondents who did not report first-generation college student status: 41

Social Justice Snapshot:

Are you taking architectural history courses with the following theme during the 2019–20 academic year?

Students: Marginalized Voices, Additional Demographic Groups (2 of 2)



Source: SAH Data Project Student Survey

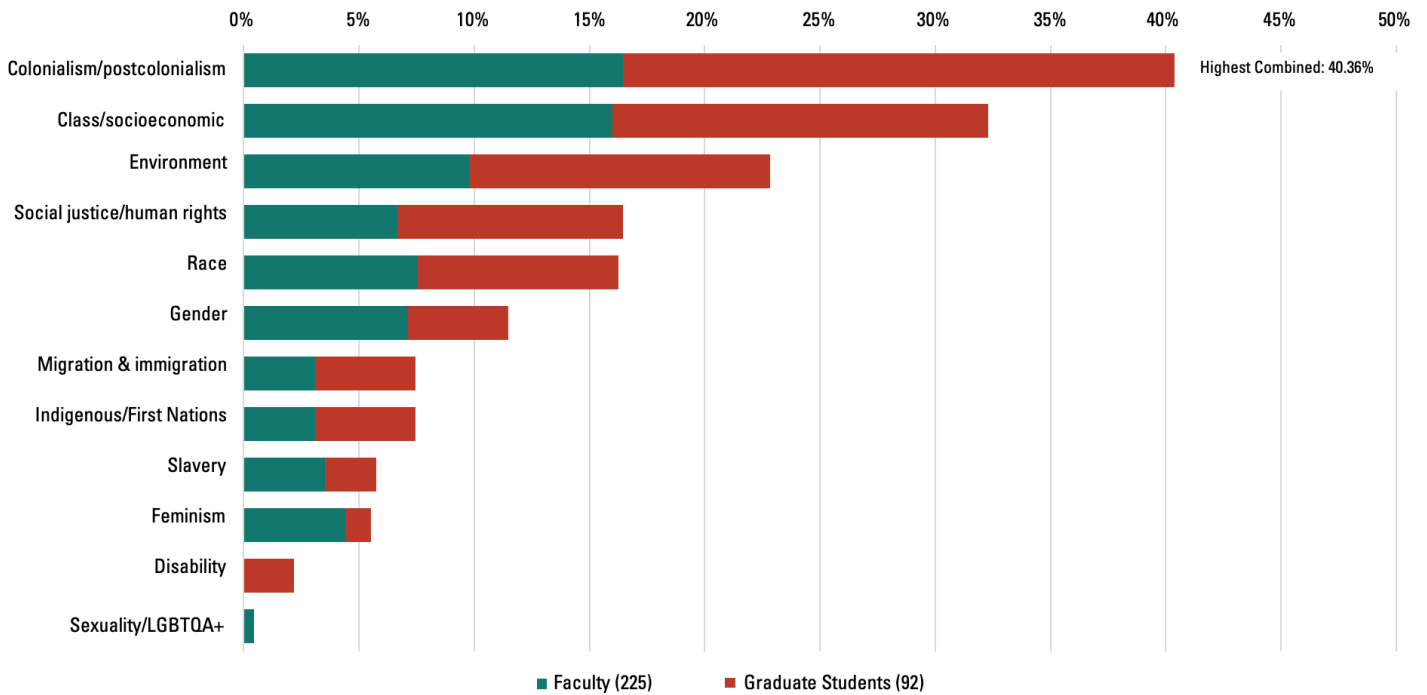
Note: Number of respondents for each respondent group indicated in parentheses.

Project minimum response rate is 10 responses.

Student social justice course respondents who did not report institutional sector: 2

Social Justice Snapshot:

What is the thematic scope of your architectural history expertise/research interests?

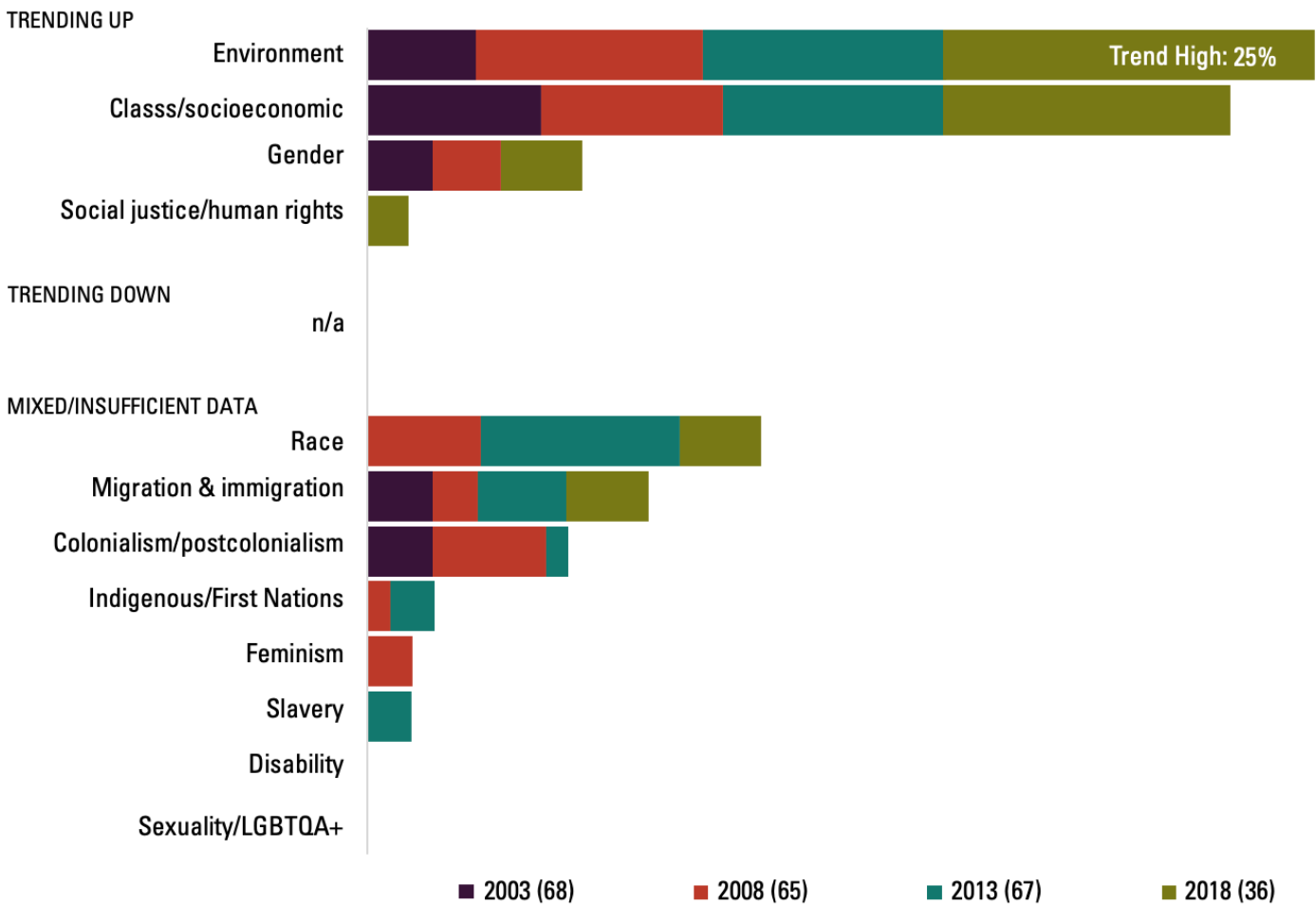


Source: SAH Data Project Faculty Survey and Student Survey

Notes: Number of respondents for each respondent group indicated in parentheses.

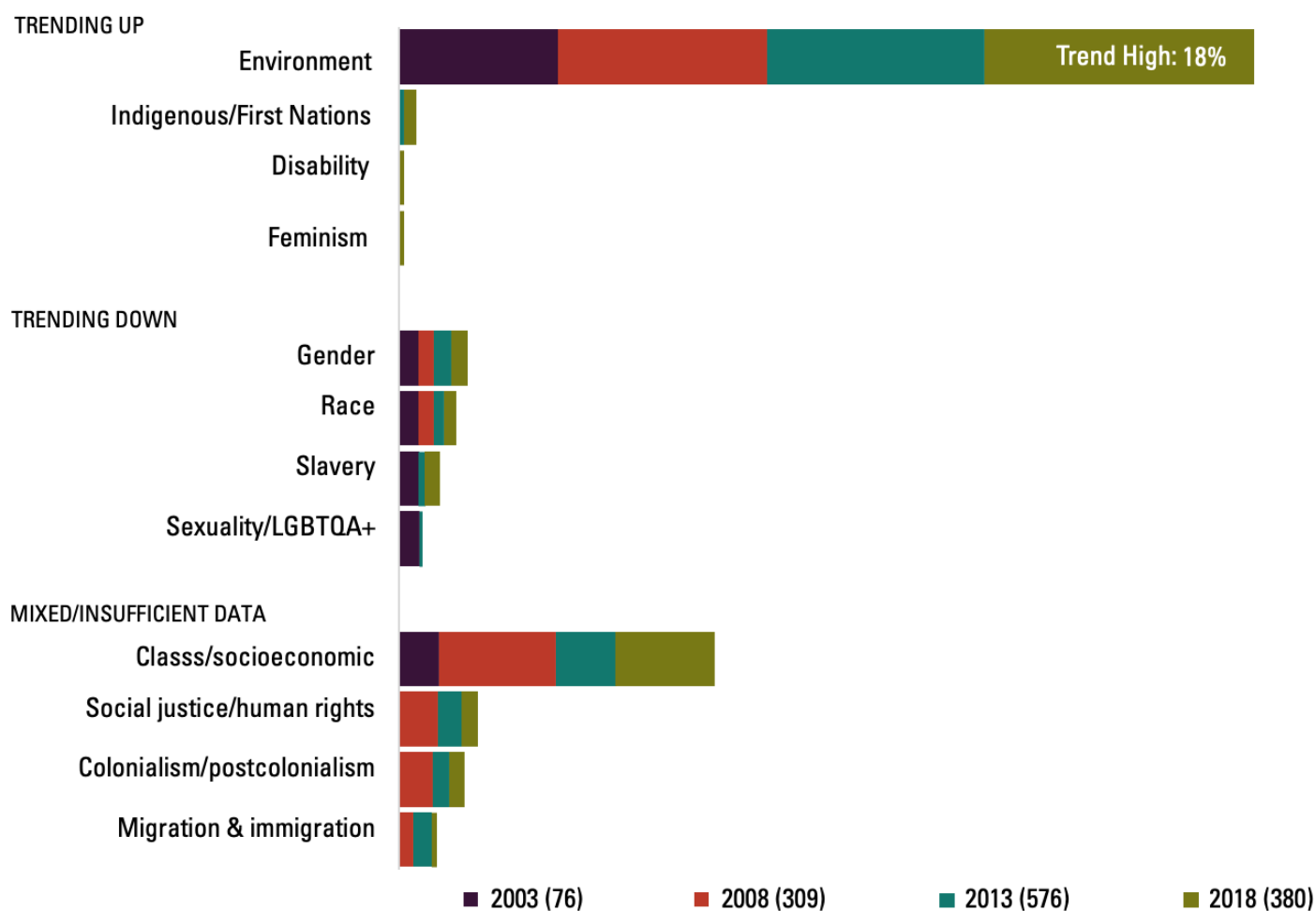
Respondents could select up to five themes from a list of sixty possible answer options.

Social Justice Trend: Social Justice-Themed Architectural History Dissertations



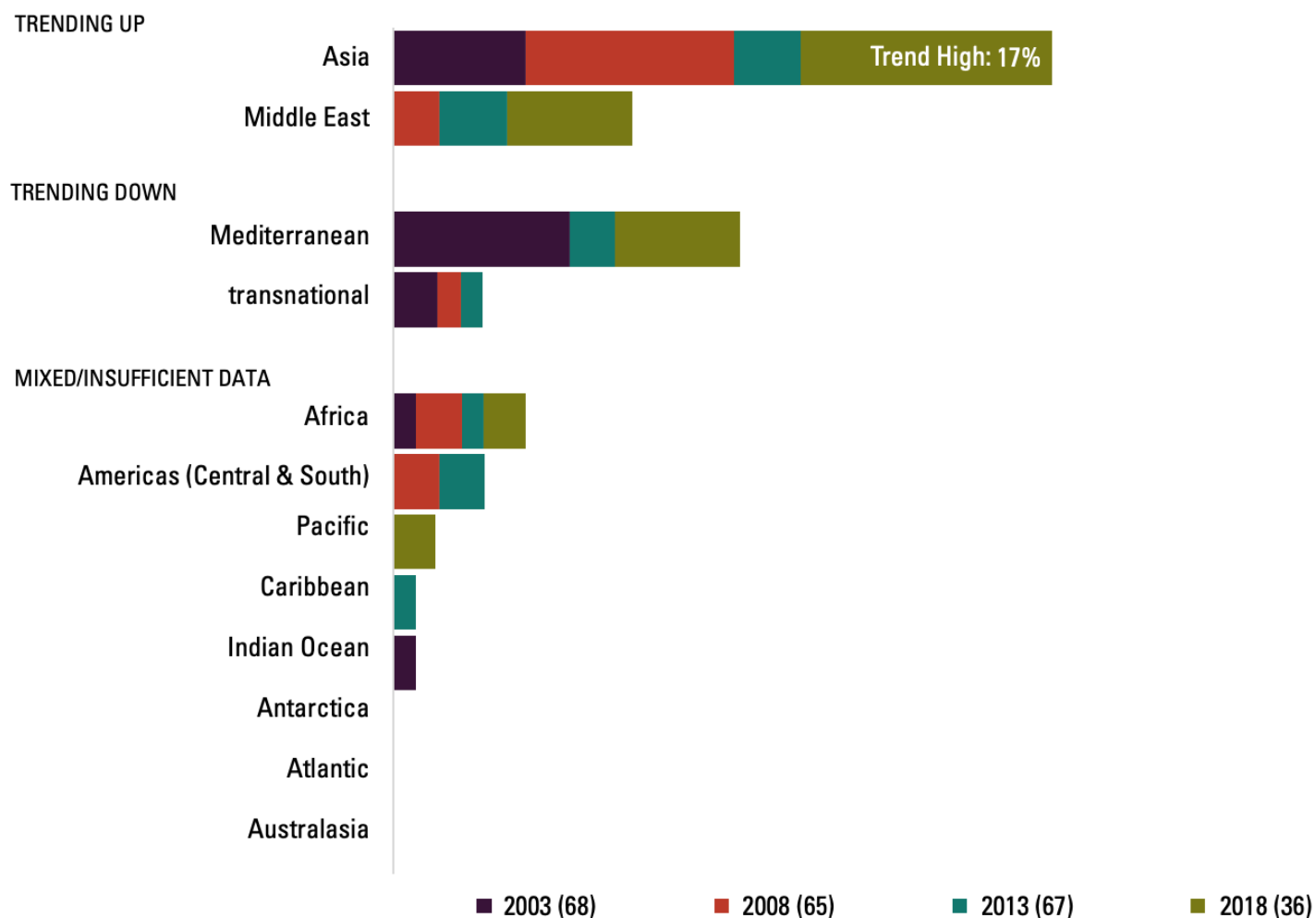
Source: SAH Data Project
Note: Number of completed dissertations for each year indicated in parentheses.

Social Justice Trend: Social Justice-Themed Architectural History Books



Source: SAH Data Project Institutional Survey
Note: Number of books for each year indicated in parentheses.

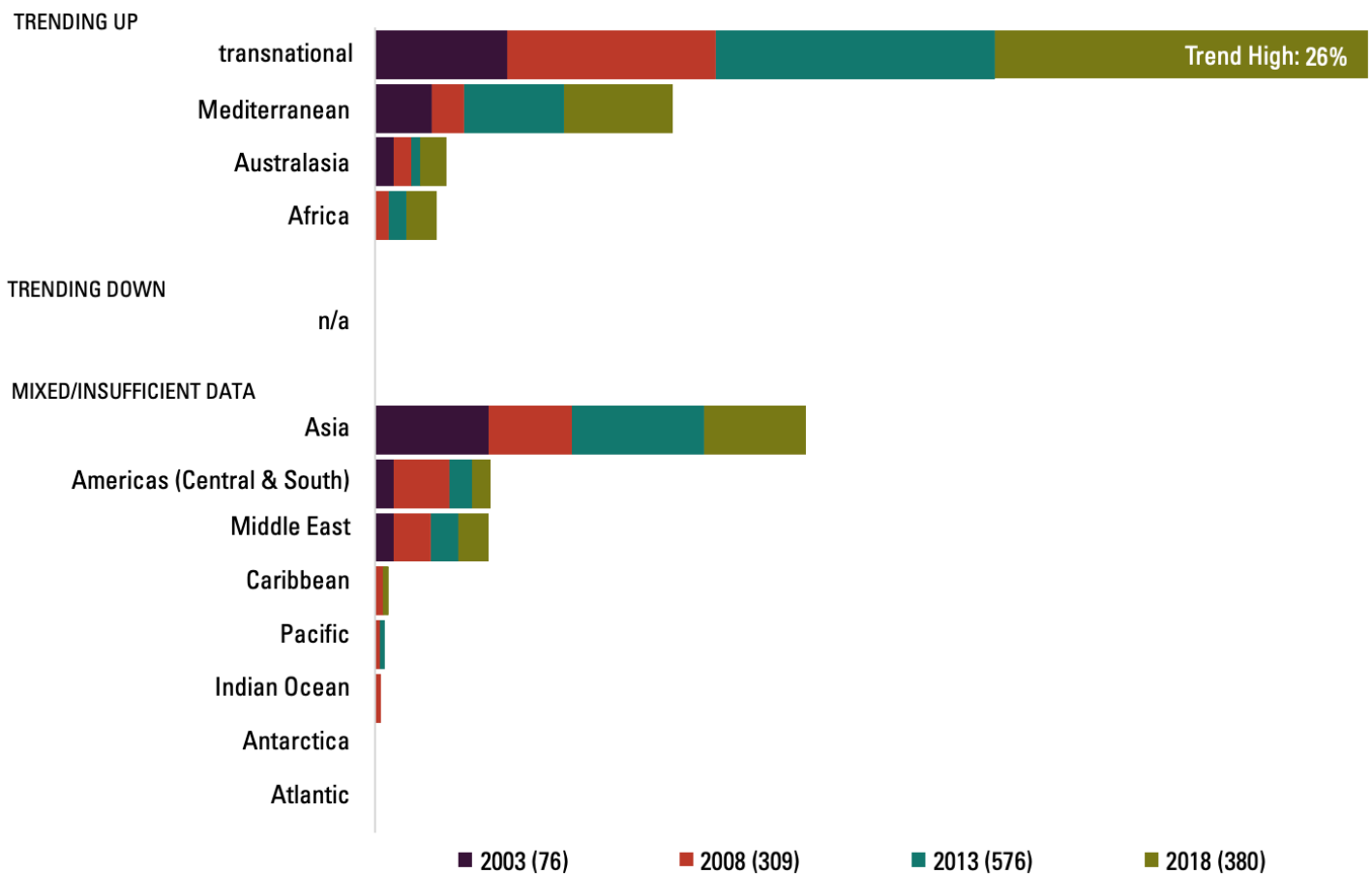
Social Justice Trend: Global/Non-Eurocentric Geographic Scope in Architectural History Dissertations



Source: SAH Data Project

Note: Number of completed dissertations for each year indicated in parentheses.

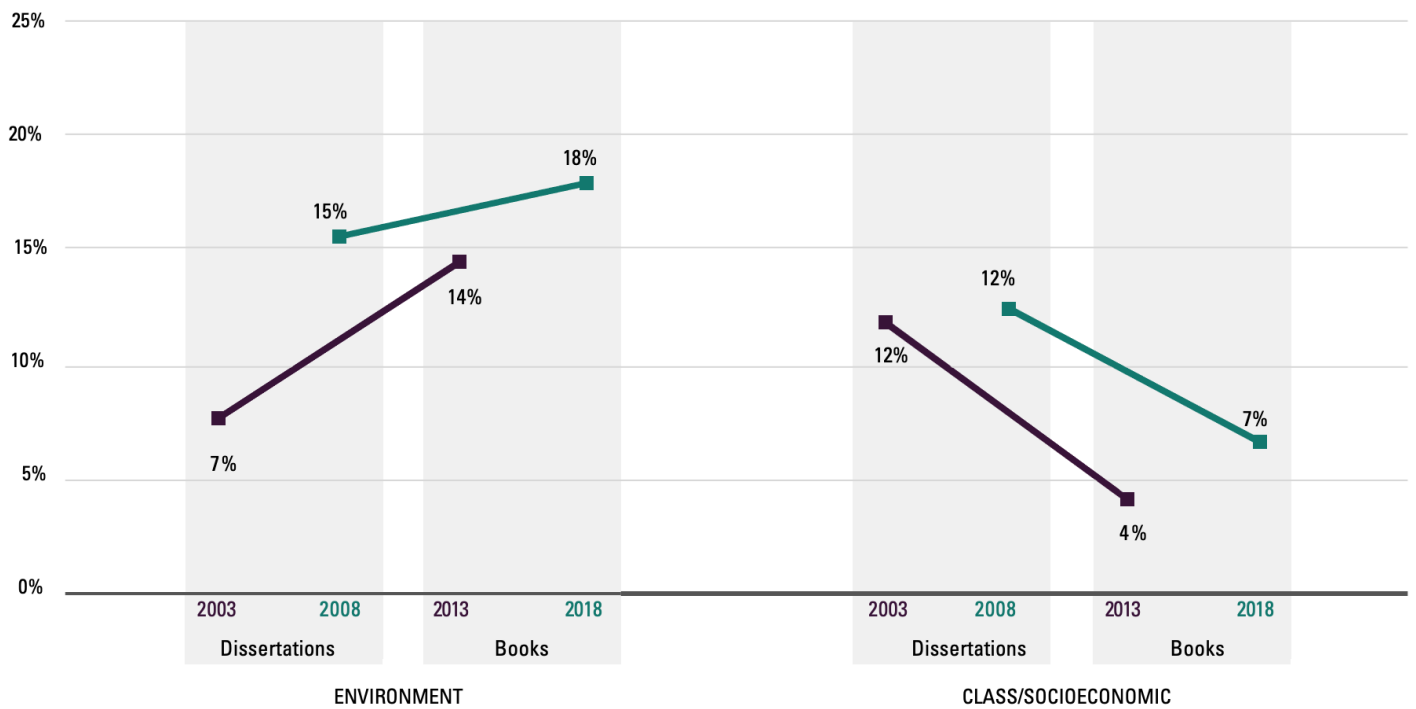
Social Justice Trend: Global/Non-Eurocentric Geographic Scope in Architectural History Books



Source: SAH Data Project

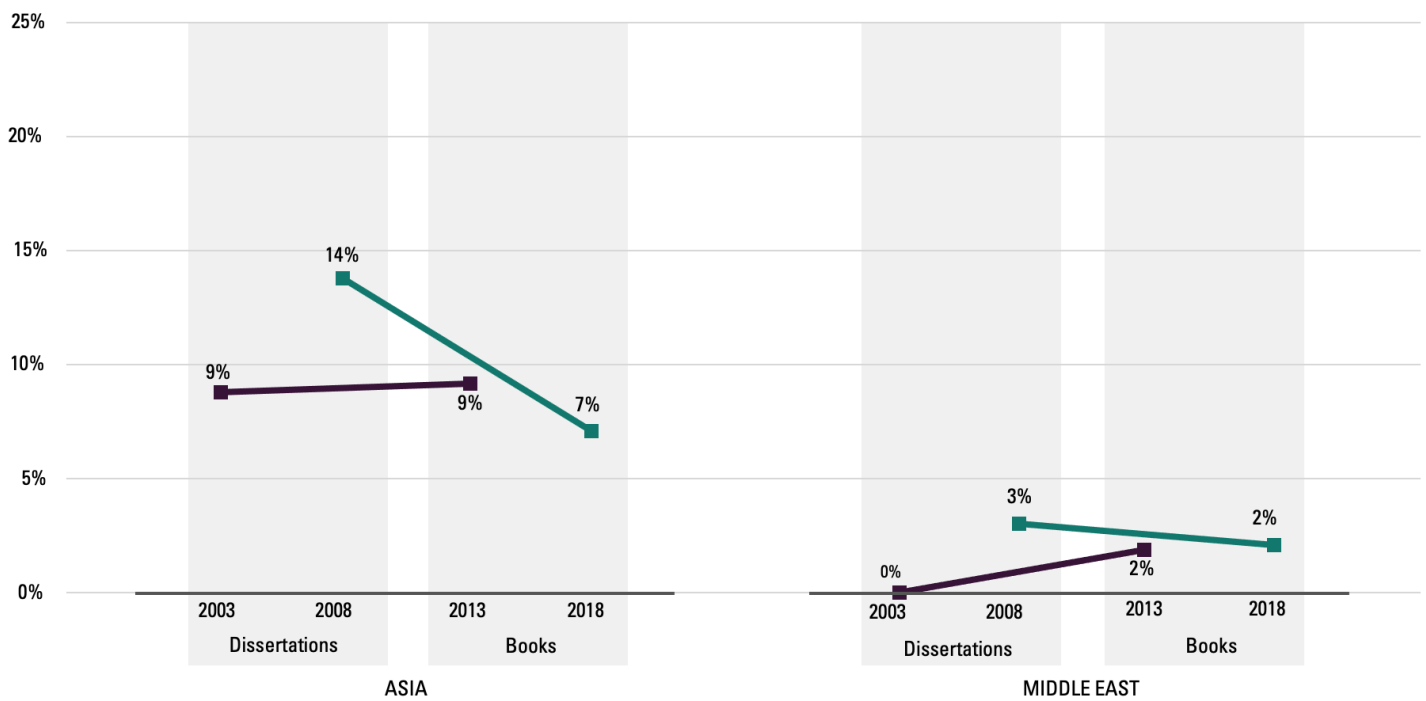
Note: Number of completed books for each year indicated in parentheses.

Social Justice Trend: 10-Year Comparisons of Dissertations and Books, Social Justice Themes



Source: SAH Data Project

Social Justice Trend: 10-Year Comparisons of Dissertations and Books, Global/Non-Eurocentric Geographic Scope



Source: SAH Data Project

SAH Data Project Principals

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Executive Director
Society of Architectural Historians
SAH Data Project Co-Principal Investigator

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SAH Data Project Researcher

Catherine Boland Erkkila

Managing Editor, SAH Archipedia/BUS
Society of Architectural Historians

Helena Dean

Director of Communications
Society of Architectural Historians

Beth Eifrig

Comptroller
Society of Architectural Historians

Advisors for the SAH Data Project

SAH Data Project Initial Interviewees at
SAH Conference in Providence, Rhode Island
April 2019

Ashley Gardini

Adjunct Professor
Department of Architecture/Engineering
Diablo Valley College

Mohammad Gharipour

Director and Professor
Graduate Program in Architecture
School of Architecture and Planning
Morgan State University

Sandy Isenstadt

Chair and Professor
Department of Art History
University of Delaware
SAH Data Project Co-Principal Investigator

Michael Lee

Reuben M. Rainey Professor and Director
Graduate Program in Landscape Architecture
University of Virginia

William Littman

Senior Adjunct Professor
Architecture Program
California College of the Arts

Martha McNamara

Director
New England Arts and Architecture Program
Wellesley College

Jorge Otero-Pailos

Professor and Director, M.S. Historic Preservation Program
and PhD Historic Preservation Program
Graduate School of Architecture, Planning and Preservation
Columbia University

Robert Townsend

Director of Humanities Indicators
Director of Washington Office
American Academy of Arts and Sciences

Abigail A. Van Slyck

Dayton Professor Emerita
Department of Art History and Architectural Studies
Connecticut College
SAH Data Project Advisory Committee Chair

Amber N. Wiley

Assistant Professor
Department of Art History
Rutgers University

Victoria M. Young

Chair and Professor
Department of Art History
University of St. Thomas

SAH Data Project Workshop Participants

Stakeholder Meeting: “Student Perspectives on Architectural History in Higher Education,” Chicago, Illinois
October 3–4, 2019

Teonna Cooksey

recently completed BA
Architecture, Africology, and Urban Planning
University of Wisconsin-Milwaukee

Reid Farnsworth

MLA candidate
Department of Landscape Architecture
University of Virginia

Gary Huafan He

PhD candidate
School of Architecture
Yale University

Aura Maria Jaramilla

recently completed MA
Graduate School of Architecture, Planning and Preservation
Columbia University

Sarah Rogers Morris

PhD student
Department of Art History
University of Illinois Chicago

Alec Stewart

PhD candidate
Department of Architecture
University of California, Berkeley

Emily-Paige Taylor

PhD student
U.S. and Public History Program
Loyola University Chicago

Jessica Varner

PhD candidate
History, Theory and Criticism of Art and Architecture Program
Massachusetts Institute of Technology

Leonardo Vilchis-Zarate

PhD student
César E. Chávez Department of Chicana/o and Central American Studies
University of California, Los Angeles

Annie Vitale

MA student with certificate in Museum Studies
Department of Art History
University of St. Thomas

Survey Testers, late 2019–early 2020

Daniel Abramson

Director, Architectural Studies Program
Professor, Department of History of Art and Architecture
Boston University

Eliana Abu-Hamdi

Project Manager
Global Architectural History Teaching Collaborative
Department of Architecture
Massachusetts Institute of Technology

Peggy Deamer

Professor Emerita
School of Architecture
Yale University

Eva Hagberg

Adjunct Assistant Professor
Graduate School of Architecture, Planning and Preservation
Columbia University

Sben Korsh

PhD student
Taubman College of Architecture and Urban Planning
University of Michigan

Craig Lee

PhD candidate
Department of Art History
University of Delaware
Daniel F. and Ada L. Rice Postdoctoral Curatorial
Fellow in Architecture and Design
Art Institute of Chicago

Data Visualization Workshop 1, via Zoom
January 15, 2021

Daniel Abramson

Director, Architectural Studies Program
Professor, Department of History of Art and Architecture
Boston University

Sheila Crane

Chair and Associate Professor
Department of Architectural History
University of Virginia

Mohammad Gharipour

Director, Graduate Program in Architecture
Professor, School of Architecture and Planning
Morgan State University

Eva Hagberg

Adjunct Assistant Professor
Graduate School of Architecture, Planning, and Preservation
Columbia University

Craig Lee

PhD candidate
Department of Art History
University of Delaware

Daniel F. and Ada L. Rice Postdoctoral Curatorial
Fellow in Architecture and Design
Art Institute of Chicago

Sean H. McPherson

Associate Professor
Department of Art and Art History
Bridgewater State University

Sarah M. Dreller

SAH Data Project Researcher

Sandy Isenstadt

Chair and Professor, Department of Art History
University of Delaware
SAH Data Project Co-Principal Investigator

Pauline Saliga

Executive Director
Society of Architectural Historians
SAH Data Project Co-Principal Investigator

Abigail A. Van Slyck

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Department of Art History and Architectural Studies
Connecticut College
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Data Visualization Workshop 2, via Zoom
January 20, 2021

Bryan Clark Green

Senior Associate/Director of Historic Preservation
Commonwealth Architects and Instructor
L. Douglas Wilder School of Government and Public Affairs
Virginia Commonwealth University

Natasha Kleit

Faculty member
Department of Architecture and Engineering
Diablo Valley College

Sben Korsh

PhD student
Taubman College of Architecture and Urban Planning
University of Michigan

Peter Laurence

Associate Professor
School of Architecture
Clemson University

David Rifkind

Associate Professor
Department of Architecture
Florida International University

Valentina Rozas-Krause

Postdoctoral Collegiate Fellow
Department of Art History
University of Michigan

D. Fairchild Ruggles

Debra L. Mitchell Chair and Professor,
Department of Landscape Architecture
University of Illinois Urbana-Champaign

Anooradha Iyer Siddiqi

Assistant Professor
Architecture Department
Barnard College

Jennifer Tate

PhD candidate
Architectural History Program
University of Texas at Austin

Sarah M. Dreller

SAH Data Project Researcher

Sandy Isenstadt

Chair and Professor
Department of Art History
University of Delaware
SAH Data Project Co-Principal Investigator

Pauline Saliga

Executive Director
Society of Architectural Historians
SAH Data Project Co-Principal Investigator

Abigail A. Van Slyck

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Department of Art History and Architectural Studies
Connecticut College
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Data Visualization Workshop 3, via Zoom
January 22, 2021

Eliana Abu-Hamdi

Project Manager
Global Architectural History Teaching Collaborative
Department of Architecture
Massachusetts Institute of Technology

Vyta Baselice

PhD student
Department of American Studies
George Washington University

Irene Cheng

Associate Professor
Architecture Program
California College of the Arts

Dale Gyure

Interim Chair and Professor
Department of Architecture
Lawrence Technical University

Sahar Hosseini

Assistant Professor
History of Art and Architecture Department
University of Pittsburgh

Priya Jain

Associate Director, Center for Heritage Conservation
Assistant Professor, Department of Architecture
Texas A&M University

Naomi Pitamber

Assistant Teaching Professor
Department of Art History
Pennsylvania State University

Victoria M. Young

Chair and Professor
Department of Art History
University of St. Thomas

Sarah M. Dreller

SAH Data Project Researcher

Sandy Isenstadt

Chair and Professor
Department of Art History
University of Delaware
SAH Data Project Co-Principal Investigator

Pauline Saliga

Executive Director
Society of Architectural Historians
SAH Data Project Co-Principal Investigator

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Connecticut College
SAH Data Project Advisory Committee Chair

Data Visualization Workshop 4, via Zoom
April 26, 2021

Matthew Averett

Associate Professor
Art History Program
Creighton University

Catherine Boland Erkkila

Managing Editor, SAH Archipedia/BUS
Society of Architectural Historians

James Buckley

Associate Professor and Venerable Chair
Department of Historic Preservation
University of Oregon

Valentina Davila

PhD candidate
Peter Guo-hua Fu School of Architecture
McGill University

Helena Dean

Director of Communications
Society of Architectural Historians

George Flaherty

Associate Professor
Department of Art and Art History Director
Center for Latin American Visual Studies
University of Texas at Austin

Carolyn Garrett

Director of Development
Society of Architectural Historians

S. N. (JR) Johnson-Roehr

Communications Director
Ann Beha Architects

David Karmon

Professor and Head of the Architectural Studies Program
Visual Arts Department
College of the Holy Cross

Adedoyin Teriba

Assistant Professor
Art Department
Vassar College

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Sandy Isenstadt

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Department of Art History
University of Delaware
SAH Data Project Co-Principal Investigator

Pauline Saliga

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Society of Architectural Historians
SAH Data Project Co-Principal Investigator

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Dayton Professor Emerita
Department of Art History and Architectural Studies
Connecticut College
SAH Data Project Advisory Committee Chair

Data Visualization Workshop 5, via Zoom
April 27, 2021

Christy Anderson

Professor
Department of Art History
University of Toronto

Michael J. Gibson

Partner
Greenberg, Whitcombe, Takeuchi & Gibson, LLP

Lynne Horiuchi

Independent Scholar

Tiara Hughes

Urban Designer
Skidmore Owings and Merrill

Christopher Kirbabas

Director of Programs
Society of Architectural Historians

Henry Kuehn

Independent Scholar

Anca Lasc

Associate Professor
History of Art and Design
Pratt Institute

Maura Lucking

PhD candidate
Architecture and Urban Design
University of California, Los Angeles

Paula Lupkin

Associate Professor
Department of Art History
University of North Texas

Amanda C. Roth Clark

Director and Associate Dean of Special Programs
Whitworth Library
Whitworth University

Jonah Rowen

Assistant Professor Adjunct
Irwin S. Chanin School of Architecture
The Cooper Union

Ipek Türeli

Associate Professor and Canada Research Chair
in Architectures of Spatial Justice
Peter Guo-hua Fu School of Architecture
McGill University

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Connecticut College
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Data Visualization Workshop 6, via Zoom
April 30, 2021

Anne Bird

Director of Membership
Society of Architectural Historians

Beth Eifrig

Comptroller
Society of Architectural Historians

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Associate Professor
Media and Cultural Studies Department
University of California, Riverside

Itohan Osayimwese

Associate Professor
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Brown University

Theodore Prudon, FAIA

Founding Partner
Prudon & Partners
Adjunct Professor
Graduate School of Architecture, Planning and Preservation
Columbia University

Anna Sokolina

Independent Scholar

Jacqueline Spafford

Image Resources Curator
Department of History of Art and Architecture
University of California, Santa Barbara

Nancy Steinhardt

Professor
Department of East Asian Languages and Civilizations
University of Pennsylvania

Roberta Washington, FAIA

Principal
Roberta Washington Architects, PC

Armaghan Ziaee

Lecturer
Gender and Women's Studies Program
University of North Texas

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Chair and Professor
Department of Art History
University of Delaware
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Pauline Saliga

Executive Director
Society of Architectural Historians
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SAH Data Project Advisory Committee

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Dayton Professor Emerita
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Connecticut College
SAH Data Project Advisory Committee Chair

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Adjunct Professor
Department of Architecture/Engineering
Diablo Valley College

Mohammad Gharipour

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Professor, School of Architecture and Planning
Morgan State University

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Chair and Professor
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University of Virginia

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California College of the Arts

Martha McNamara

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New England Arts and Architecture Program
Wellesley College

Jorge Otero-Pailos

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M.S. Historic Preservation Program and PhD Historic
Preservation Program
Graduate School of Architecture, Planning and Preservation
Columbia University

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Director of Humanities Indicators
Director of Washington Office
American Academy of Arts and Sciences

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Rutgers University

Victoria M. Young

Chair and Professor
Department of Art History
University of St. Thomas

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Chair and Professor, Department of Art History
University of St. Thomas

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Art History Department
Rutgers University

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Roberta Washington, FAIA

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Principal, Roberta Washington Architects, PC

Michael J. Gibson

Assistant Treasurer

Partner, Greenberg, Whitcombe, Takeuchi & Gibson, LLP

Pauline Saliga

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Society of Architectural Historians

SAH Data Project Co-Principal Investigator

Directors

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Project Manager
Global Architectural History Teaching Collaborative
Department of Architecture
Massachusetts Institute of Technology

Annmarie Adams

Professor, Department Chair, and Stevenson Chair in the History and Philosophy of Science, including Medicine
Department of Social Studies of Medicine
Professor, Peter Guo-hua Fu School of Architecture
McGill University

Katerina Bong

SAH Graduate Student Representative on SAH Board
Daniels Faculty of Architecture, Landscape, and Design
University of Toronto

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Associate Professor and Venerable Chair
Department of Historic Preservation
University of Oregon

Charles L. Davis, II

Associate Professor
Department of Architecture
University at Buffalo

Ashley Gardini

Adjunct Instructor
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Diablo Valley College

Mohammad Gharipour

Professor and Director
Graduate Program in Architecture
School of Architecture and Planning
Morgan State University

Samia Henni

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School of Architecture
Cornell University

Ana María León

Assistant Professor
Department of History of Art
University of Michigan

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Adjunct Professor
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Columbia University

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University of Illinois Chicago

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Architecture Department
Barnard College

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Department of Eastern Asian Languages and Civilizations
University of Pennsylvania

Adedoyin Teriba

Assistant Professor
Art Department
Vassar College

Ipek Türeli

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in Architectures of Spatial Justice
Peter Guo-hua Fu School of Architecture
McGill University

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PhD candidate
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McGill University

Bryan Clark Green

Chair, SAH Heritage Conservation Committee
Senior Associate/Director of Historic Preservation,
Commonwealth Architects and Instructor, L. Douglas Wilder
School of Government and Public Affairs
Virginia Commonwealth University

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College of Architecture
University of Nebraska-Lincoln

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Appendices

Appendices are available online at sah.org/data-project

Appendix 1

Student Survey

Appendix 2

Student Survey
Response Rate Report

Appendix 3

Student Survey
Demographic Data

Appendix 4

Student Survey
Narrative Responses

Appendix 5

Faculty Survey

Appendix 6

Faculty Survey
Response Rate Report

Appendix 7

Faculty Survey
Demographic Data

Appendix 8

Faculty Survey
Narrative Responses

Appendix 9

Institutional Survey

Appendix 10

Institutional Survey
Response Rate Report

Appendix 11

Institutional Survey
Narrative Responses

Appendix 12

The SAH Data Project
Process Blog Posts



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