



SAH Data Project Report

Faculty Survey

Narrative Responses

SOCIETY OF
ARCHITECTURAL
HISTORIANS

Q21

If you are not employed full-time by an institution or institutions of higher education, would you like to be?

Emeritus.

Race/Ethnicity: White

I have already retired from a full-time museum job where I worked as an architectural historian for 35 years.

Race/Ethnicity: White

I was full-time for about 10 years, and part-time before as well as at the very end.

Race/Ethnicity: White

I would still like to teach but have been working for a consulting firm.

Race/Ethnicity: White

My ideal would be to have a more secure and permanent, but part-time, appointment as a faculty member and also be able to practice landscape design. But having a full-time, secure faculty appointment would be the next best thing.

Race/Ethnicity: Declined to provide demographic data

N/A.

Race/Ethnicity: White

Retired.

Race/Ethnicity: Declined to provide demographic data

The adjunct situation is atrocious within the higher education environment—colossal inequity that needs to be addressed. I teach within one of the country's elite private institutions and a large portion of the art history teaching is by adjunct faculty. Perhaps 50–70% by headcount.

Race/Ethnicity: Declined to provide demographic data

Q25

Which of the following ways to learn about architectural history piqued your interest most before college? (select up to 2)

- ***Architecture is an interest as it is embedded in visual culture, my true area of study.***
Race/Ethnicity: Prefer not to answer
- ***Art and design studies in K-12.***
Race/Ethnicity: White
- ***European travel.***
Race/Ethnicity: White
- ***Extracurricular high school club.***
Race/Ethnicity: Declined to provide demographic data
- ***Family.***
Race/Ethnicity: Other races/ethnicities that are not listed here
- ***Frank Lloyd Wright house in my hometown.***
Race/Ethnicity: White
- ***High school and community theatre experience, including acting and set building.***
Race/Ethnicity: White
- ***High school Art History class.***
Race/Ethnicity: White
- ***I was a re-entry student doing independent study in architectural history for my work as an environmental planner.***
Race/Ethnicity: Declined to provide demographic data
- ***I was not interested in architectural history before college.***
Race/Ethnicity: Declined to provide demographic data
- ***Internship.***
Race/Ethnicity: White
- ***Living in my grandparents' nineteenth-century houses.***
Race/Ethnicity: White
- ***Loved to make house plans as a child.***
Race/Ethnicity: White
- ***My father was a construction supervisor and this was my first introduction to architecture.***
Race/Ethnicity: White

Spending a year in Egypt at age 12 (my father was a Fulbright lecturer there).

Race/Ethnicity: White

Summer internship program.

Race/Ethnicity: White

Travel and living in Europe and Mexico.

Race/Ethnicity: White

University study abroad program.

Race/Ethnicity: White

Working as a guide at a city historical site with many buildings.

Race/Ethnicity: White

Working for a non-profit that sought to revive a 1920s movie palace.

Race/Ethnicity: Latinx/Hispanic

Working in construction, and Legos.

Race/Ethnicity: White

Q27

Which of the following most impacted your decision to enroll in your first architectural history-focused college course? (select up to 2)

- ***A required art history course preceded the first architectural history-focused course.***
Race/Ethnicity: Latinx/Hispanic
- ***Class required for my major (B.A. in architecture).***
Race/Ethnicity: African American or Black
- ***Description sounded great!***
Race/Ethnicity: White
- ***Enjoyed the teaching style of the faculty instructor who I had in a previous course.***
Race/Ethnicity: White
- ***Excellent professor teaching the course.***
Race/Ethnicity: Declined to provide demographic data
- ***[Response redacted due to privacy concerns.]***
Race/Ethnicity: White
- ***I was working full-time and it was a night class.***
Race/Ethnicity: White
- ***Intended first major was architecture (later changed to art history).***
Race/Ethnicity: White
- ***Interested in work of the professor.***
Race/Ethnicity: White
- ***Most of my pre-Modern art history classes included some architecture.***
Race/Ethnicity: White
- ***N/A not until grad school.***
Race/Ethnicity: White
- ***Needed for to go on to an advanced degree.***
Race/Ethnicity: White
- ***Personal interest in writing and theory/criticism.***
Race/Ethnicity: White
- ***Program requirement.***
Race/Ethnicity: White

● ***Recommended by students as
a great professor and class.***

Race/Ethnicity: White

● ***Required for architecture degree.***

Race/Ethnicity: White

● ***Required for department concentration.***

Race/Ethnicity: White

● ***Study abroad.***

Race/Ethnicity: White

● ***Taught by a noted—and gifted—
architectural historian.***

Race/Ethnicity: White

Q28

Other reasons - If you completed an advanced degree in an architectural history-related program of study, how important were each of the following factors in that decision? (rank factors by selecting one answer per row)

A comment by a design studio faculty member who presented what I believed was a very skewed set of ideas regarding histories of architecture globally—basically that only the West had any architecture worthy of being attentive to.

Race/Ethnicity: Declined to provide demographic data

After receiving my MArch, I thought it was important to have advanced knowledge of architecture and its history in order to be a good practicing architect. By the time I finished my PhD, I had decided to go into teaching.

Race/Ethnicity: Asian

Because I liked it and had a chance to study it in an advanced way by having a scholarship to do my PhD.

Race/Ethnicity: Declined to provide demographic data

Educate architects about the ideological and cultural import of buildings. The most profound dimensions of beauty often have to do with meaning. How to communicate meaningfully in design about what an institution represents.

Race/Ethnicity: White

I anticipated career opportunities but did not find them upon graduation.

Race/Ethnicity: White

I became interested in architectural history in grad school in large part because I knew so little about it. I had an extremely broad and deep undergraduate education in art history, but architectural history was taught in the architecture school; I was in the liberal arts college, and it frankly never occurred to me to take the necessary twenty-second walk across the quadrangle! In senior year, I did take a lecture course in eighteenth-century European art, and its (unusual) architecture component really fascinated me.

Race/Ethnicity: African American or Black, White

[Response redacted due to privacy concerns.]

Race/Ethnicity: White

I chose to pursue a PhD in art history, with a focus on architectural history. I came to the PhD program with a background in art history and envisioned moving between art and architecture as my interest as an undergraduate and afterwards had been on site-specific installation art.

Race/Ethnicity: White

I had great role models during my undergraduate education who inspired me.

Race/Ethnicity: Asian

I hoped to help run successful preservation projects.

Race/Ethnicity: White

I love to travel, and for me architecture and travel have always been closely linked.

Race/Ethnicity: White

I started my career as an architect, trained in a professional program, and returned to graduate school after 10 years of practice and teaching in professional programs. My career goals changed to historical inquiry, scholarship, to research and writing rather than design. All of the factors, mentioned above, were crucial in shaping my decision. The ranking that's required isn't an accurate description of my reasoning.

Race/Ethnicity: White

I transitioned from architectural history and theory to landscape architecture history and theory to improve education on the built environment. I am very active with media (interviews by broadcasting corporations, etc.)

Race/Ethnicity: White

I transitioned from practice (positively impact the environment) to teaching (career opportunities) over the course of 10+ years.

Race/Ethnicity: White

I wanted to write books for a living, developed an interest in history of the built environment, and saw scholarship as a means to satisfy my desire to earn a living by writing.

Race/Ethnicity: Prefer not to answer

I was a journalist for many years in [state name], then knew I wanted to teach history and was interested in the built environment. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I was interested in teaching architecture, architectural design, and theory, which led me to architectural history/theory advanced degree.

Race/Ethnicity: White

I was seeking an academic career in architectural education.

Race/Ethnicity: White

I was working as a professional architect and teaching history as an adjunct. I preferred teaching to practice!

Race/Ethnicity: White

I went to a professional-degree architectural program in [my home country]. As an undergrad, I had the chance to do an independent research project of my choice, funded by a prestigious public agency through a competitive grant for two years, working closely with a faculty advisor and presenting my work at undergraduate conferences. This experience gave me a hands-on appreciation for the craft and joys of architectural history, when I was still an undergrad. I was surprised, when I got to the U.S., that this opportunity is not as common to undergraduates here. Also, we were all required to take about 14 or 15 courses in architectural history (required courses and electives), way more than undergrads in the U.S. in similar professional programs. This acquainted me with the field quite a bit. And I realized that, unlike most of my friends, I was much happier in my history courses than in my studio ones! [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

My interest was more on architectural theory (poetics and philosophy of architecture), the history of ideas more generally, and in arts (Modern/avant-garde) related to architecture and architectural discourse. I was/am interested in architectural meaning (as a problem and construct); and in alternative artistic approaches to architecture, as well as the generative potential of criticism (art, literature, culture) when read/written/spoken with some awareness of architecture's role in human experience.

Race/Ethnicity: White

Of course I'm interested in the history of the built environment and [wanted to] affect positively the development of the built environment, which I did in my advocacy work. So I'd rank those two as most important but this system does not provide for multiple rankings.

Race/Ethnicity: White

Teaching Fellowship: Engaging students while writing my dissertation was excellent as I could run my speculations and discoveries by them.

Race/Ethnicity: Other races/ethnicities that are not listed here, Mixed: Middle Eastern & South Asian

Terrible question as all of these had equal importance.

Race/Ethnicity: White

The inability to give the same reason the same ranking makes my answers here largely invalid.

Race/Ethnicity: White

The last three lines are actually equally important in my case. Regarding career opportunities, I initially anticipated a career combining teaching and architectural practice.

Race/Ethnicity: White

The professor in charge was a very distinguished thinker and scholar, so I was inspired by his work and teaching.

Race/Ethnicity: White

There did not seem to be much one could do without an advanced degree in this field.

Race/Ethnicity: African American or Black

To move architectural history to a larger framework to engage landscape and place.

Race/Ethnicity: Declined to provide demographic data

To recover and improve the visibility of people of color within the design profession.

Race/Ethnicity: African American or Black

Trained as a competitive architectural designer, I came to understand the role of architectural historians to be akin to curators for contemporary art. I decided early on that I could be more impactful as an architectural historian than a practicing architect through education and research.

Race/Ethnicity: Other races/ethnicities that are not listed here

Within an architecture program.

Race/Ethnicity: White

Q29

Is there anything else you'd like the SAH Data Project to know about your professional passion/drive?

After 15+ years of professional practice, I realized that building minds was more important to me than building buildings. Teaching has given me that opportunity. By bringing up-to-date knowledge of disciplines such as anthropology, archaeology, philosophy, ethnography, and environmental sciences into my seminars, I have been able to contextualize for my students the history and theory of architecture well beyond what textbooks have to offer.

Race/Ethnicity: White

[Response redacted due to privacy concerns.]

Race/Ethnicity: White

After University I became involved in historic preservation in many jobs.

Race/Ethnicity: White

At first, I wanted to recognize and understand the built in environment: basic issues of style, dating, architect that are part of an undergraduate education. At the graduate level, context became more important. I wanted to know more about the architect, her/his training, the cultural and technological forces at play. At the doctoral level, I was influenced by material culture studies and social history. Vernacular architecture became my passion. I wanted to see, as much as possible, through the eyes of the people who built, used, and altered their built environments, the multiple forces at play, and tap as many sources of evidence as possible to arrive at sociocultural insights.

Race/Ethnicity: Declined to provide demographic data

Began as a practicing architect, teaching design—like others, I was drawn into history via theory (questions should probably reflect the importance of cultural theory for many).

Race/Ethnicity: White

Following up on an undergraduate self-created readings course on the topic of spatial expression in architecture, I had a [grant] to study the correspondences between ancient Roman and Baroque architecture. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

Growing up in a small town I had no idea about architecture, architectural history, etc. But once I found it in college I've been passionate ever since. It would be so great to have high school students exposed to the field.

Race/Ethnicity: White

Having an architectural historian on the faculty of the art history department at my undergraduate institution was instrumental in opening my eyes to the significance of studying the built environment, as something that shapes the lives of people and societies.

Race/Ethnicity: White

I am especially dedicated to increasing the level of diversity within architectural history.

Race/Ethnicity: African American or Black

I am in a school of architecture, so I think introducing architecture students to history is fundamental to their education. I also serve on the local landmarks commission as the designated architectural historian. I feel it is critical to have this perspective involved in the preservation process.

Race/Ethnicity: White

I am interested in the governance of the urban historic preservation process.

Race/Ethnicity: Latinx/Hispanic

I am most interested in post-WWII architectural history and urbanism for both preservation advocacy as well as teaching and research.

Race/Ethnicity: White

I am passionate about spatial justice: I use history to communicate to students how the built environment is an important aspect of our opportunities in life and how their decisions and actions as architects can help imagine a socially and ecologically sustainable future.

Race/Ethnicity: Other races/ethnicities that are not listed here

I am so grateful that I found architectural history as an undergraduate. Not only had it allowed me to pursue a fascinating career, it has also enriched my life. Everywhere I go, I see something that interests me.

Race/Ethnicity: White

I appreciated architecture but didn't want to become an architect based on advice from a professor, working in a firm, and length of continued study required.

Race/Ethnicity: White

I believe in the mission of architectural history as a humanistic discipline that engages with public issues in ways that few other subjects do.

Race/Ethnicity: Prefer not to answer

I believe that the study of architectural history promotes cross-cultural understanding in a fractured world.

Race/Ethnicity: White

I believe the study of the built environment of the early modern Spanish world can contribute to the educational experiences of U.S. Latinos, a demographic group from which I come and to which I hope my research can help support.

Race/Ethnicity: Latinx/Hispanic

I did my dissertation on something that could be accomplished in the USA, as I was married [and my spouse] couldn't go abroad while I did art research. Writing about architecture, much of it American, was the solution to being a married scholar.

Race/Ethnicity: White

I enjoy writing; I am passionate about language; I am eager to document and expand knowledge re: buildings, their architects, etc.

Race/Ethnicity: White

I feel strongly about documenting buildings for the historic record using 3D-related technologies such as laser scanning and photogrammetry. I believe strongly that the architectural fields, especially architectural history, should focus on the skills that employ these technologies as they are vital to every aspect of pedagogy, archiving, and practical knowledge of buildings and the built environment.

Race/Ethnicity: White

I feel very strongly that it is important to include architecture of diverse populations within architectural histories. This perspective was driven by travel around the world followed by return to the U.S. and observation that the architectural history of the university where I taught consisted of European and European-American architecture only.

Race/Ethnicity: White

I fell in love with architectural history at the age of seven, when visiting a 500-year-old Portuguese colonial fort. It was a visceral experience. It also helped that my [relatives were] an interior designer, an architect, and lifelong appreciators of art and design. Architecture, design, art, and history were an integral part of my everyday life. Later, in college, this passion was compounded by socio-political idealism, and the conviction that studying the built environment could help in addressing inequalities. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I have always (and continue) to study architectural history along a broad range of material culture scales—I have focused variously on the history of architecture, interior furnishings, neighborhood development, cultural landscapes, and archaeology. But old houses were my first love as a teenager.

Race/Ethnicity: White

I knew that I wanted to study American material culture/built environment and was encouraged to do so by a professor in my graduate program who became my advisor/mentor.

Race/Ethnicity: White

I learned to love art history as an undergraduate studio art major. I became more passionate about architectural and landscape history through courses at [my institution]. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I LOVE to talk about buildings and the built environment, specifically trying to answer the question “Why does it look like that?” (or, have that form).

Race/Ethnicity: White

I seek to build knowledge of common buildings and landscape elements, which are woefully neglected to their detriment.

Race/Ethnicity: White

I strongly believe in the importance of first-hand knowledge of the buildings that we, as architectural historians, try to understand.

Race/Ethnicity: White

I teach history/theory seminars based on my own research interests. However, my research interests do not necessarily translate into courses I teach.

Race/Ethnicity: Latinx/Hispanic, White

I think the knowledge of the built environment history is important to the understanding and practice of the profession.

Race/Ethnicity: Declined to provide demographic data

I told my high school guidance counselor I would be doing this at 15, and here I am 40 years later doing exactly what I said I would.

Race/Ethnicity: White

I used to work as a carpenter and that had significant impact on my interest in the history of building.

Race/Ethnicity: White

I value teaching as a practice that can expose students to think creatively about the world around them. I try to get my students to recognize that everything in the built environment is product of choices, priorities, and negotiations. Teaching about architecture and urbanism encourages the next generation to become involved in their world.

Race/Ethnicity: White

I was fortunate to be able to visit architecturally interesting structures as a young person (and to live in a city with such structures). I don't take for granted that I was lucky in that way.

Race/Ethnicity: White

I would like to help change the reductive culture of architectural education in professional programs that Balkanize history, theory, and criticism. NAAB has also damaged the fullness of an architect's education forcing out large chunks of Western architecture in survey courses in favor of inserting superficial bits of "non-Western" topics. This diminishes both.

Race/Ethnicity: Declined to provide demographic data

If SAH is going to continue to be a prominent institution, we need data to understand how race, ethnicity, national citizenship, and geographic location are represented in SAH. A created diversity among the membership will help us navigate not only representation within SAH but also our intellectual pursuits and how they may be broadened.

Race/Ethnicity: Declined to provide demographic data

In addition to my great interest in architecture, I have a passion for sharing this enthusiasm and knowledge.

Race/Ethnicity: White

In my field, African Art and Architecture, and for many who do work in area-linked studies, we teach both art history and architectural history.

Race/Ethnicity: Declined to provide demographic data

In pursuing architectural history training, I was driven by my desire to understand and document built environments neglected by contemporary scholarship.

Race/Ethnicity: Asian, Native Hawaiian or other Pacific Islander, White

It allows me to integrate my intellectual curiosity with a passion for travel in one academic career.

Race/Ethnicity: Other races/ethnicities that are not listed here, Euro-American

It grows out of a pre-college interest in local history.

Race/Ethnicity: White

It turned out I discovered I have an aptitude for architectural history lecturing and architectural history research.

Race/Ethnicity: White

Life-changing interactions with historians in actual settings where knowledge opened what was not obvious.

Race/Ethnicity: Declined to provide demographic data

Most of my work deals with Europe. I wish I could take my students with me on European trips.

Race/Ethnicity: Declined to provide demographic data

Much of my study of architectural history was driven by circumstance—by research opportunities and charismatic professors.

Race/Ethnicity: White

My drive (I don't believe in passion for a profession) is to understand history as a means of re-imagining our future. I am driven by the vision of history of built environment where we no longer serve the professions but contribute to society.

Race/Ethnicity: Declined to provide demographic data

My education has led me to teach at an institution where I can contribute to the welfare of my students and their community.

Race/Ethnicity: White

My first degree was a BArch—I was inspired by some great teachers and the need to understand the history/theory background of making architecture.

Race/Ethnicity: White

My interest in architecture has always felt innate; I didn't know about disciplinary architectural history until I went to [college name], where there were, remarkably, three architectural historians on the faculty, all of whom inspired and encouraged me. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

My passion has definitely been dented by the overall lack of enthusiasm (or ignorance perhaps) for the subject of architectural history still encountered in resistance by other faculty as well as by students interested in art. I suspect I would be just as discouraged by students in architecture school seeking for models in order to instrumentalize architectural history for present problems. Architectural History has value in itself.

Race/Ethnicity: Declined to provide demographic data

My passion in Western ancient architecture but it currently is challenging to find students, architects with a similar interest.

Race/Ethnicity: White

My study of architectural history began while I was in an undergraduate art history program. One of my professors suggested I apply for a scholarship in architectural history. I was awarded the scholarship, and began to focus my studies on architecture.

Race/Ethnicity: White

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

Not exactly sure what you mean by professional passion. Is architectural history a profession? My passion or drive is related to a curiosity about the past and telling a story about that past that can serve us today. In most cases I seek unexplored narratives and am much less interested in demonstrating erudition relative to what has been written already. For me that might be the worst connotation of architectural history as a profession.

Race/Ethnicity: White

Often prompted by places seen, visited, and interest in sharing an understanding of them. Also increasingly by visual and textual documents about buildings and sites, and how they relate to their contexts, built results.

Race/Ethnicity: White

Please broaden the scope of architectural history to link with earth history.

Race/Ethnicity: Other races/ethnicities that are not listed here, Mixed: Middle Eastern & South Asian

Preserving our built environment is critical to understanding where we've been and deciding where we might go.

Race/Ethnicity: White

SAH conferences were a big influence.

Race/Ethnicity: White

The academic job market collapsed while I was in graduate school and I frankly did not consider going into academia until I graduated, applied for jobs, and got one. I always thought I'd do historic preservation and I've struggled to keep that commitment since taking on a tenure-track position at a school that only gives lip service to wanting faculty to contribute to the community.

Race/Ethnicity: White

The built environment is both emotionally moving and intellectually engaging.

Race/Ethnicity: White

The connection of history and the history of the built environment to everyday experience and contemporary social formation and action.

Race/Ethnicity: White

The disciplines that deal with the built landscape are the key to so many interdisciplinary challenges. We need to seize this reality.

Race/Ethnicity: White

The pleasure of interacting with foreign cultures was a huge stimulus to my interest.

Race/Ethnicity: White

The timing of my "entrance" to the field of architecture was inauspicious (during the 2008–2009 recession) and this had a strong impact on the decision to enter teaching and a graduate degree program. At another moment, practice might have been a stronger possibility.

Race/Ethnicity: White

The twinning of a professional degree/license and practice with history and theory was imperative for my own education and the education of my students—undergrad/grad and PhD.

Race/Ethnicity: White

The urge to teach architecture, to think, read, and write about architecture, has partly to do with a resistance to the for-profit industry of architectural work, which offers little time or incentive to reflect on the subject, and which imposes a submissive and conformist agency on most producers of architecture. In “practice” (by which what is often meant is, in “the cutthroat world of business”) one cannot genuinely argue the merits, let alone the meaning of a work in progress. Any speculative or evaluative discourse is prohibitively constrained. It is not an environment conducive to criticality, and the creative realm is also very limited. Teaching is itself a practice, and it is a difficult practice, in need of defending in the context of the ‘entrepreneurial,’ which can be obnoxiously bourgeois.

Race/Ethnicity: White

This is by far my first choice as a career—there’s nothing in which I am more interested.

Race/Ethnicity: White

Undergraduate overseas study sparked my interest in history of architecture and cities.

Race/Ethnicity: Other races/ethnicities that are not listed here, Euro-American

Unlike the study of art—important as that is—architecture is the “inescapable art”: it is all around one, one’s entire life. Virtually all people (in the West, anyway...) are born in it [a house, a hospital]; almost all people live in it their whole lives; and (barring traffic accidents, etc.) most people die in it. Buildings—and the whole built environment—have a great deal to say to us, as we interact with it during our lives, and its history informs us about the lives of generations past. What was important to them—artistically, culturally, historically? The buildings tell us, if we know enough about them. Thus, understanding them, and preserving them, is essential for understanding one facet of the meaning of our lives.

Race/Ethnicity: White

While I was afforded a high-quality education at an Ivy League university, I felt there was a significant amount of discussion lacking in how the built environment impacted communities of color, poverty-stricken communities, disenfranchised. This was a major impetus for my desire to become a professor—to talk about these things.

Race/Ethnicity: African-American or Black

Q48

If desired, please use this comment box to list other social justice-themed courses you are teaching and/or suggest meaningful ways the SAH Data Project could analyze the social justice-related data that we collect on this page.

People's history of architecture; History of mentalities and architectural history

Race/Ethnicity: White

1. Design & Difference: The Racist Origins of Modern Science & Architecture 2. Class & Place: Urban History & Marxism 3. Monuments & Empires: A Womanist Critique of Modern Architecture

Race/Ethnicity: Other races/ethnicities that are not listed here, Mixed: Middle Eastern & South Asian

All of my courses contain this content, but the phrasing of the question makes it seem like it needs to be the primary focus or "title" of the course? Perhaps I have misunderstood. My museum class, for example, is about the history of museum design and their role in society; the research projects focus on museums that document local African American history and women's issues. So, the class is called "Museum History" somewhat generically in the course catalog, but it deals with marginalized voices. My cities class is urban history for architects on a generic level, but deals with climate change, marginalized voices, and global cities under that generic course title, etc.

Race/Ethnicity: White

All of my work engages issues of social justice and the built environment since the 1920s, some of it in specific global contexts.

Race/Ethnicity: White

All the themes presented here are touched upon when critical to understanding the subject matter.

Race/Ethnicity: White

Architectural form as an expression of social power and the necessity to criticize such power.

Race/Ethnicity: White

Architecture of prisons & mental hospitals, plantation landscapes, workers' housing, low-income housing, slum clearance, homelessness.

Race/Ethnicity: White

Class issues: we look at vernacular buildings as well as high style. We devoted one class to the evolution of the bathroom, which was quite insightful for students. We deal with architecture from a Marxist approach as it relates to antebellum design, specifically plantations. We also look at the reservation system, moving Indigenous peoples in the West.

Race/Ethnicity: African American or Black

Contested landscapes; Racism and the professions; Race and design.

Race/Ethnicity: Declined to provide demographic data

Courses are not focused on climate crisis themes but do address these dimensions of the course subject. Courses include non-Western examples, and refer to works by women architects and architects who are not white, as well as non-Western contexts. Accessible/ Universal design is a feature of studio courses. Social justice themes arise indirectly. Seminars and workshops give students voice and agency, by (to some extent) “flipping the classroom.” Because students come from diverse cultural and economic backgrounds, they bring marginalized perspectives, experience, and themes into discussion.

Race/Ethnicity: White

Courses often include such topics even if they don’t rise to the level of a course “theme.”

Race/Ethnicity: White

Courses on public space, surveillance, and policing.

Race/Ethnicity: White

Every course offered by my department includes social justice aspects; this is central to our mission, especially Diversity, Equity, Inclusion, and Sustainability.

Race/Ethnicity: White

Having an annotated teaching bibliography with primary and secondary sources on race and architectural history organized geographically and temporally would be extremely helpful.

Race/Ethnicity: White

History of accessible design.

Race/Ethnicity: White

History of American public housing; Socialist architecture and planning; Contemporary architectural theory (with a strong bias toward social justice issues).

Race/Ethnicity: White

I also teach a survey of Native American art.

Race/Ethnicity: White

I always teach with the aim of getting students to acknowledge the dimensions of capital and labor in architectural production.

Race/Ethnicity: White

I am an Americanist, trained and teaching.

Race/Ethnicity: White

I am finding more student interest in non-Western architecture and the interaction between various cultures over time and space, but placing these interdisciplinary topics into a curriculum is difficult given current pedagogical structure.

Race/Ethnicity: White

I am on leave currently but am replying based on classes I will teach in 2020–21. I teach a course on race, architecture, and the built environment regularly (a class I have now taught at three institutions). I try to bring in some of that content into my survey courses by offering new views on commonly studied material and incorporating less-studied examples and makers that engage questions of social justice (for example, studying Levittown as a modern landscape but also as connected to histories of Whiteness, social exclusion, and struggles for civil rights).

Race/Ethnicity: White

I did not teach in 2019–20.

Race/Ethnicity: White

I don't agree with the assumption of this survey that the primary focus of architectural history teaching should be social justice. In the field of historical method there are many approaches to history including Marxist history, cultural history, history of technology, intellectual history. There are many things students should learn from history, including about the environment, religion, aesthetics, technology, changes in social structure and state organization, material history, and so on. Above all, students should gain historical understanding. Social history and more specifically social justice is but one facet of all the above.

Race/Ethnicity: White

I have been teaching, recently, seminars covering preservation and building reuse history for which I also incorporate topics such as urban renewal, gentrification, etc. (e.g. the course includes a reading by Mabel Wilson, some non-Western histories and topics, etc.), so certain issues of marginalized voices and non-Western legacy are informally but intentionally incorporated.

Race/Ethnicity: White

I have developed a new required course for third-year BArch students entitled “Forms of Critical Inquiry and Expression” which operates a bit like a theory class, helping students to set the course of their future study. It includes a number of social justice-related topics.

Race/Ethnicity: White

I have found that even the so-called “traditional” Eurocentric courses can address social justice themes—prison reform, for instance.

Race/Ethnicity: White

I have taught a seminar that focuses specifically on race and American architecture, historically and in the present. But I also incorporate issues of race, colonialism, etc., into required introductory surveys.

Race/Ethnicity: White

I incorporate social justice issues into most of my courses, however none focus on these exclusively or primarily.

Race/Ethnicity: White

I mainly teach urban studies courses, these are all social justice-related. My architectural history courses take up social, economic, environmental, and racial justice within the context of the urban design history survey.

Race/Ethnicity: White

I plan to include more social justice themes in my courses but I have to develop more expertise. I always include marginalized voices (though I’m always striving to do better) but the other two topics require more work on my part.

Race/Ethnicity: White

I teach a class called Diversity in Preservation, which looks at marginalized voices in U.S. historic preservation practice and new ways to preserve places; it is not strictly an architectural history course, but does involve some architectural history.

Race/Ethnicity: White

I teach a comprehensive survey course that intentionally includes non-Eurocentric architecture; however, because the focus is pre-1750, the class is rather heavily weighted toward European developments. Marginalized voices are mentioned, but not explored.

Race/Ethnicity: White

I teach a course on Indigenous architecture in North America.

Race/Ethnicity: White

I teach an Urban History class to 4th-year undergraduates in a professional (5-year) degree program that focuses on issues of urban segregation and marginalization.

Race/Ethnicity: White

I teach architectural history from the perspective of underrepresented communities. But because my focus is the U.S., this approach is often not distinguished from typical Euro-focused history. It is important to understand that not every study of Europe, the U.S., or other parts of the so-called West is a study of dominant cultures. It is possible to teach non-Eurocentric architecture that is also not global. The discipline needs to be better about understanding this. I've lost out on grants and other opportunities because my teaching isn't considered 'global' which too many architectural historians use to mean 'diverse' and thus my teaching is assumed to be Eurocentric. In short, there are Black, brown, and Indigenous people in the West whose perspectives need to be included in the narratives of architectural history.

Race/Ethnicity: Prefer not to answer

I teach Architecture, Place, and Society which focuses on marginalized voices and other social issues in architecture.

Race/Ethnicity: White

I try to incorporate some of the above themes in my lectures but they are not the sole focus.

Race/Ethnicity: White

I teach a course on Indigenous architecture in North America.

Race/Ethnicity: White

I want to teach more about African American architects and their work.

Race/Ethnicity: African American or Black

In the course “Documenting and Recording Historic Places,” my students completed research on dwellings in a working-class neighborhood and described the significance and integrity of structures that would be neglected according to conventional standards.

Race/Ethnicity: White

Modernist Spaces of African American Literature and Film; and Race and Place.

Race/Ethnicity: White

Most of my teaching is classified as “theory,” and these topics occur more directly in those classes.

Race/Ethnicity: White

My courses all address socio-economic disparities in various ways—from affordable housing to gentrification, to intra-urban disparities and segregation to regional and international inequalities, to real estate speculation and financial capitalism to labor exploitation issues. I’d say this is the most important and pervasive social justice theme in my classes alongside non-Eurocentrism (to the point that some students sometimes complain my courses are “too political”). A secondary social justice theme is the representation of traumas and difficult memories in the built environment. I suppose this could fit into “marginalized voices” above but I see these as separate categories. Marginalized voices in my courses include diverse authors and designers, as well as topics such as vernacular and everyday architecture.

Race/Ethnicity: White

My courses aren't entirely focused on the above themes, but I always bring them in and discuss how telling a more complete history of architecture and uncovering all of the destroyed built heritage and unsung minority architects can revise the histories we have been told and how we see and understand the world we live in.

Race/Ethnicity: White

My courses discuss issues of poverty, exclusion and gentrification.

Race/Ethnicity: Latinx/Hispanic

My current assignment is in Europe, so the focus is strictly Eurocentric; normally my courses, including the same as now, include a heavy proportion of non-Eurocentric architecture.

Race/Ethnicity: Latinx/Hispanic /White

My general survey of European Renaissance and Baroque art (taught to groups of 104 and 97 students) expands the geography of Europe to the wider Mediterranean, Asia, and the Americas and does not shy away from matters of race and gender while still including Michelangelo and Bernini, among others.

Race/Ethnicity: Latinx/Hispanic

My students are studying specific projects, designed by women from across the globe, in relation with specific architectural treatises written by White European/American men.

Race/Ethnicity: White

Now retired; when I taught I included lectures on women in architecture and some Chinese garden content; my work is mostly Western and mainstream.

Race/Ethnicity: White

One third of my modern architecture course focuses on discussion sessions about marginalized architects, either women or people of color.

Race/Ethnicity: White

Other people in my program may be doing some of this—certainly global architecture. I do include non-Western in my Modern architecture course but I do not focus on marginalized voices. That seems to be sociology more than architectural history, unless we broaden the discipline for that specific purpose.

Race/Ethnicity: White

Poverty, wealth inequality, migrant issues, racism, native peoples, colonialism, economics, and the importance of law and taxes in development.

Race/Ethnicity: White

Preservation seminar incorporates diverse perspectives, sites of marginalized groups, questions how standards & criteria are framed.

Race/Ethnicity: White

Race and capitalism; Histories of empire; Political ecology.

Race/Ethnicity: White

Race, Space, and Architecture; Architecture and Urbanism of the American Southwest; Social Justice and Carceral Architecture.

Race/Ethnicity: Declined to provide demographic data

Race, Space, and Architecture; Gender and Architecture; Architecture and Power.

Race/Ethnicity: White

Retired.

Race/Ethnicity: Declined to provide demographic data

Since I am currently serving as the chair of my department, my teaching is limited, but social justice issues are integrated into the classes I do teach: one semester of the two-semester introductory survey of architectural history and the theory/methods course for our incoming Master of Architectural History students.

Race/Ethnicity: White

Social justice is not a pedagogical priority in my department.

Race/Ethnicity: Latinx/Hispanic, White

The Right to the City: Intersection of Environment and Social Justice through History

Race/Ethnicity: White

The second two categories above are redundant: by expanding the scope of a course to consider world architecture and areas outside Europe, then one necessarily incorporates marginalized topics.

Race/Ethnicity: White

These themes are not the subject of entire courses, but rather are incorporated into most of my teaching. In the future I plan to teach an undergraduate research seminar focused specifically on questions of feminism, gender, and architecture.

Race/Ethnicity: White

What critical frameworks do you use to analyze the history of architecture and the built environment? Names or focus of courses.

Race/Ethnicity: Asian

Would be interesting to follow up on these results; for global there is the GAHTC. Perhaps the new SAH committees on race and gender could promote sharing of syllabi re: teaching marginalized voices; ditto a group for sustainability teaching in arch history?

Race/Ethnicity: White

You wouldn't necessarily see these themes in my course descriptions, but social justice and equity permeate the way I speak about and read texts and cultural artifacts, landscapes, etc.

Race/Ethnicity: Declined to provide demographic data

Q54

Is there anything else of a general nature you'd like the SAH Data Project to know about your architectural history teaching/pedagogy?

A viable career option for architectural history majors is the field of preservation; however, there are few preservation programs in [respondent's state]. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

Architectural history is increasingly scarce in art history departments. My department is unusual in having a significant proportion of scholars whose work is focused all or in part on architecture. However, when I retire at the end of this year, they will likely not replace me.

Race/Ethnicity: White

As an adjunct teacher of just one course per year across two departments, I am not intimately familiar with all of the opportunities and requirements for students in each department.

Race/Ethnicity: White

Because I teach in a new Art History program whose distinctive feature is an inclusive, global focus, the development of a full-fledged architectural studies curriculum will be the focus of my coming decade of professional service.

Race/Ethnicity: Asian, Native Hawaiian or other Pacific Islander, White

Because of persistent concerns about declining numbers of students with humanities majors, there is enormous pressure to create courses that satisfy university breadth requirements and thereby attract students that might not otherwise enroll in architectural history courses. Promoting architectural history courses is not a priority for the university, and architectural and art history courses rarely appear in the university's marketing materials. It seems we don't fit "the brand" particularly well. However the admissions staff tell me that they would love the university to have an architecture major (I tried and failed to create one) because they hear many prospective applicants/students ask about studying architecture.

Race/Ethnicity: White

Classes are all online now due to COVID, but will resume in-person hopefully in the 2021–2022 school year.

Race/Ethnicity: White

Course offerings are up to the chair, not the professor.

Race/Ethnicity: Asian, White

Currently, it is very difficult to assign research papers due to the global availability of information and paper-writing services. On several occasions, not even “Turnitin” has been efficient at detecting plagiarism. But when one has a student who all semester long submitted deficient short essays written in conversational English and suddenly becomes erudite or uses words uncommonly used in American-English, one knows they are not the true author. So, in order to avoid getting frustrated with the lack of ethics and scholarship, I give students anonymous buildings in the city to analyze or compare with historic paradigms.

Race/Ethnicity: White

Field trips, field trips, field trips.

Race/Ethnicity: White

Generally speaking, I feel like there is too much emphasis on modern and contemporary architecture in architectural history. The interdisciplinary nature of pre-modern topics (including architectural history) means that it is often ignored or downplayed.

Race/Ethnicity: White

History is one way that students find themselves, and test out what they believe about architecture.

Race/Ethnicity: African American or Black

History is valued, but not highly valued, in our professional Master’s program. Institutions vary widely, but many may be struggling to balance the professional and academic mandates of graduate level courses tied to professional accreditation. CACB in Canada does value history and theory, but many universities value entrepreneurial practice over scholarship, to the point that department heads are often practitioners lacking in academic skills. In small programs, it is all the more critical to recruit and support academic research and scholarship, and to encourage appropriate students to pursue further studies and scholarship in addition to, or instead of, practice. Professional architecture programs should be one of the primary doorways to academic careers, though not directly. It is possible to teach architectural history and theory without having practiced architecture, but the ideal scenario is a mix of academic and practical experience. It seems to me that we need to work with firms to counter the antagonism that sometimes obstructs dialogue, and can create dysfunction. Mutual respect should be a goal. A good school will have a wide variety of expertise represented on the faculty. An upsurge in Design PhDs may exacerbate the situation, in which serious scholarship is increasingly marginalized—and worse—looked upon with scorn. I have witnessed much arrogance coming from the side of practitioners, and this can be very damaging to the learning environment.

Race/Ethnicity: White

I am planning to drastically change the structure and content of my classes due to the current crisis.

Race/Ethnicity: White

I believe that site visits and tours are crucial for teaching architectural history and it will be difficult during the pandemic to have to teach entirely online without being able to take my students to see buildings and landscapes.

Race/Ethnicity: White

I chose to move to a community college to instruct students who have no background in architecture and design.

Race/Ethnicity: Declined to provide demographic data

I emphasize chronology because history makes no sense without it—or rather, it's not history but something else. I want my students to think and write clearly, no matter what profession they pursue after graduation. I want them to understand research, which means more than using the internet. I want them to think seriously, not superficially.

Race/Ethnicity: White

I focus on helping students develop themselves as independent learners and critical thinkers. My goal is for them to be prepared to say something meaningful about a building or site even if they have never encountered it before, or for them to know what questions to ask and where to research them. I don't believe in rote memorization, slide exams, connoisseurship, stylistic taxonomies for their own sake, etc.

Race/Ethnicity: White

I have enjoyed mixed classes: mixed undergrad/grad, Honors/reg, major/non-major. I really appreciate what the students can learn from one another, as well as from me.

Race/Ethnicity: White

I have not taught for 20 years, but during my 39 years of teaching, I worked very hard to educate my students and to encourage them to see buildings in the flesh.

Race/Ethnicity: White

I seek to provide real-world practical experiences, exposure to diverse and common buildings, landscapes, and people; feedback on writing; and critical skills in reading, collaboration, inclusion, scientific method, sustainability, and intellectual honesty.

Race/Ethnicity: White

I strongly believe in the use of case studies for comparative analysis, and rely on team research to force the students to engage with one another (I create the teams, and change the members over the semester).

Race/Ethnicity: Latinx/Hispanic, White

I teach architectural history courses in an art history department at a liberal arts, Catholic university.

Race/Ethnicity: White

I teach in a professional architecture program. We reduced the number of required architectural history courses from 4 large classes to 2 large classes and one smaller elective where readings and discussion can happen. We believe more learning happens in the two courses than ever happened in the 4 large lecture hall classes.

Race/Ethnicity: White

I used documentation (drawing existing buildings) as a primary tool for students to learn how to look at buildings.

Race/Ethnicity: Declined to provide demographic data

I would answer these questions differently for under grads versus grad students, and different grad programs....

Race/Ethnicity: White

In a research institute and a design-oriented architecture school, history is increasingly marginalized.

Race/Ethnicity: White

It fulfills several NAAB Student Performance Criteria.

Race/Ethnicity: White

It is focused on landscape not architecture.

Race/Ethnicity: Latinx/Hispanic, White

It is rather painful to be an architectural historian in a professional architecture school—especially with my commitment to teaching about social justice. When I started my job, an emeritus professor who is still teaching in my institution told me “People with PhDs hate buildings,” voicing the dominant designer perspective on critical scholarship. Self-identified designer faculty members look down upon our scholarship as historians. As architectural historians, we are left to constantly justify our scholarship as worthy to students and faculty colleagues; I find this very discouraging and unproductive. It affects my teaching as I teach and assign less edgy, less political, less theoretical, simpler, and fewer texts. What I assign these days is a tiny fraction of what we used to assign in my PhD-granting institution to undergrads. Needless to say, the grad-level courses are not comparable in any way. While I understand this has to do with economy and the trend toward hiring and valuing people who can teach mainly design, and history on the side (I teach design, so I am one of them...), it is counterproductive to high-level scholarship. This is not an issue colleagues in arts/humanities units face. I don’t think SAH can do anything about it but there is a difference between teaching architectural history in a professional program and an art history program—I have done both.

Race/Ethnicity: Other races/ethnicities that are not listed here

Most (but not all) of my students are design studio majors in a professional landscape architecture program. I have also attracted Planning, Historic Preservation, Architecture, and Anthropology students to my courses.

Race/Ethnicity: White

My approach to pedagogy changed dramatically when I moved to a small, liberal arts college mid-career. I had the support of an outstanding Center for Teaching and Learning that helped me focus on active student learning (rather than on my performance in giving beautifully crafted lectures).

Race/Ethnicity: White

My best experience was with a student who walked into class on day one and announced she hated buildings but mine was the only general education class she could take, and left with a vacation scheduled to tour the buildings she’d researched.

Race/Ethnicity: White

My course combines the seminar and workshop methodologies, with a focus on World Heritage Sites and includes field-based research.

Race/Ethnicity: Latinx/Hispanic

My emphasis on field visits and personal engagement with the materials is paramount.

Race/Ethnicity: White

Survey course experience was thematically-based (housing, technology, education, colonization, etc.) which had benefits of maintaining student interest but risked a certain detachment from chronological positioning. In a seminar format I embed historical inquiry as much as possible and push individual research projects (of a wide range, around preservation) to incorporate much historical scholarship. I'm also now developing a core Theory course which will follow my current program's 3-part history sequence and necessarily revisit areas that the students have presumably been introduced to.

Race/Ethnicity: White

My institution's bureaucracy makes it hard to team teach with faculty in other disciplines.

Race/Ethnicity: White

My pedagogy is directly related to my positionality as a Black woman in the architecture field (and world more broadly). Bringing insights into my community, I have tried diligently to make sure a variety of scholars are cited, a variety of disciplines incorporated, and lots of media—films, music, poetry, etc.—so we can hear from different voices.

Race/Ethnicity: African American or Black

My teaching for undergrads and graduate students is very different, so I hope my answers were clear. For undergrads, I am teaching elective courses for mostly STEM students looking to fulfill requirements, so I have to work to connect the material to their lives. It's rarely relevant to their careers (at least they don't think so and I have to make the connections for them!). In our graduate program, I have students very interested in managing and interpreting the built environment. But they come with a broad variety of backgrounds so the challenge is to leverage their varied experience and bring them together.

Race/Ethnicity: White

Narrow focus on geography (place) and time (century) has limited SAH capacity to create cross-cultural and transgenerational development of architectural theory and practice across the world.

Race/Ethnicity: Other races/ethnicities that are not listed here, Mixed: Middle Eastern & South

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

Nope.

Race/Ethnicity: White

Principal goal: cultivating historical consciousness among students at all levels (as distinct from transmitting precedent, etc.).

Race/Ethnicity: White

SAH has been tremendously useful in countless ways for improving the quality of my teaching—mostly from reading JSAH and attending conferences.

Race/Ethnicity: White

Student research papers follow a tripartite system: (1) an annotated bibliography, which gets comments and suggestions; (2) a first draft, which is heavily marked up and assigned a provisional grade; (3) revised draft.

Race/Ethnicity: White

Teaching as a historian in a professional architecture program with an architecture history degree is radically different than teaching in 1) an architecture school with history degree options and 2) an art history department. I know the administrators of this survey are aware of this, but the questions asked perhaps did not quite get at that nuance. Many architectural historians teach only professional architecture students and nothing else.

Race/Ethnicity: White

Teaching at a tribal college provides new opportunities for addressing the inter-relationship between Indigenous design, planning, leadership, and community building.

Race/Ethnicity: White

The class I teach is part of a sequence that covers the history of architectural theory. I teach the section from prehistory to the Baroque. The primary texts are Vitruvius and Alberti.

Race/Ethnicity: White

The gender disparity in professional schools often has women teaching history in tenure-track positions but not in design.

Race/Ethnicity: White

The history course I am developing with a colleague and which I am referencing in this survey is new. The goal is to integrate history and design studio by critically engaging historical precedents through drawing. The course is a direct acknowledgment that the history courses offered have been Eurocentric. The newly developed history course is focused on the home (meaning and evolution over time and across cultures).

Race/Ethnicity: White

The pedagogy differs for the audience—it would have been helpful to divide this section up by academic level, lower-division undergrad, upper-division undergrad, prof. grad, Ph.D, etc., as I teach all of these and use different methods for each.

Race/Ethnicity: White

This survey does not pay attention to the role of teaching history in a professional degree program such as the one I taught in.

Race/Ethnicity: White

Would like clear and specific teaching guides and advice for transforming the survey.

Race/Ethnicity: White

Q60

Which of the following have been most helpful to your ability to engage in architectural history-related research, writing, and publishing? (select up to 2)

- Adjuncts don't get sabbaticals. That's the beginning and the end for me. Without sabbaticals I can still write books, but they have to be for pay and more public interest than academic. And it means I'm working very long hours.***
Race/Ethnicity: White
- Aligning personal convictions with global issues.***
Race/Ethnicity: Other races/ethnicities that are not listed here, Mixed: Middle Eastern & South
- Clients come to us for research on their buildings.***
Race/Ethnicity: White
- Sabbaticals/summers.***
Race/Ethnicity: White
- Travels.***
Race/Ethnicity: White

Q61

What are the major barriers to your ability to engage in architectural history-related research, writing, and publishing? (select up to 2)

Academic service demands.

Race/Ethnicity: White

Actually major barrier is not having enough opportunities to present my work and get critical feedback from colleagues. SAH conferences have very few panels. How about offering more opportunities for author's workshops?

Race/Ethnicity: White

Administrative commitments.

Race/Ethnicity: White

COVID impacts access to libraries/archives, ability to travel, adds to teaching time.

Race/Ethnicity: White

Diminished interest among our students in architectural history.

Race/Ethnicity: White

During COVID: family responsibilities, no support system. During semester: too much going on.

Race/Ethnicity: White

I am about to retire and have other interests now.

Race/Ethnicity: White

I do not have any outstanding major barriers to pursuing research, writing, and publishing.

Race/Ethnicity: White

I do not have barriers preventing me from engaging in this (long tenured, long full professor).

Race/Ethnicity: Latinx/Hispanic, White

I feel well supported.

Race/Ethnicity: Latinx/Hispanic, White

I have no major barriers, presently or in the past.

Race/Ethnicity: Latinx/Hispanic, White

Inadequate institutional support—research is seen as taking away from teaching.

Race/Ethnicity: White

Inadequate intellectual, emotional, and financial support from my institution (the school and its research laboratory).

Race/Ethnicity: White

Inadequate time and money for research travel.

Race/Ethnicity: White

Journals' narrow focuses.

Race/Ethnicity: Other races/ethnicities that are not listed here, Mixed: Middle Eastern & South Asian

Lack of mentorship/peer engagement.

Race/Ethnicity: White

Lack of the encouragement of shared interest.

Race/Ethnicity: White

Main limitations are time to travel for research and, now with COVID, access to archives.

Race/Ethnicity: White

No barriers.

Race/Ethnicity: White

No major barriers.

Race/Ethnicity: White

No major barriers.

Race/Ethnicity: White

No major barriers. I fit it in as best I can.

Race/Ethnicity: White

None

Race/Ethnicity: White

None.

Race/Ethnicity: White

Only so much time in the day.

Race/Ethnicity: White

Other administrative duties.

Race/Ethnicity: Latinx/Hispanic

Too few venues available to publish in. JSAH and JAE publish too rarely and JSAH devotes too many pages to pre-Modern topics.

Race/Ethnicity: Latinx/Hispanic

Too many invested (half complete) projects; too little time.

Race/Ethnicity: White

Weariness of the publication process.

Race/Ethnicity: White

Q71

Is there anything else of a general nature you'd like the SAH Data Project to know about your architectural history-related research, writing, and publishing?

1) *I could only add two challenges for research in the list, but I want to add a third: family responsibilities. It is hard to travel for field work with a small child, and even harder because most grants won't allow me to cover at least some childcare expenses (whether it's a sitter or plane tickets, etc.) The funding rules assume a lone researcher who can take off for extended periods of time, or who can do intensive 24/7 short fieldwork trips. Becoming a parent has totally changed my research this way. 2) The other challenge I find is networking. I hate self-promotion and in the past people would find my work through my publications and invite me for lectures and other opportunities. Now, maybe because the field is so crowded, just publishing and even getting awards is not enough to access opportunities such as invited lectures, roundtables, invited chapters etc. I wish there were better ways to even out the field without requiring self-promotion and super-sociable (and self-serving) networking skills. I feel this also affects grant decisions (based on the status of one's recommenders).*

Race/Ethnicity: White

As a lecturer with no access to paid leave, I find it extremely difficult to find the large blocks of time that would enable me to get my work done.

Race/Ethnicity: White

As commented before, I made a recent transition from part-time teaching and practice to tenure-track with research and writing (one essay now out for possible peer review publication).

Race/Ethnicity: White

At least pre-COVID there was pretty good financial support for my research, but not "spiritual" support for it. The institution has failed to create a climate of supporting and celebrating humanities research in general. It is highly focused on marketing, and when it emphasizes research, it usually focuses on the sciences and social sciences. It also promotes undergraduate research collaboration with faculty, which may work in the sciences and looks good in its marketing materials, but is meaningless for me and for most of my colleagues in the humanities.

Race/Ethnicity: White

Even though I know a lot of architectural historians, I still crave opportunities to discuss my research, particularly when it is in process, in a supportive way.

Race/Ethnicity: White

I am relatively exceptional, I suspect, in that my primary employer, a museum, allows me to teach as an adjunct on an occasional basis. My support for scholarship comes from my employer, not the school where I teach. Additionally, I am not dependent upon my teaching responsibilities for insurance, travel, etc.

Race/Ethnicity: White

I am struck by the fact that university presses do not offer the kind of editorial support they once did. Instead, they are turning to academics to serve as series editors to take on developmental editing. This certainly impacts early-career scholars who need help crafting their dissertations into publishable books.

Race/Ethnicity: White

I am very grateful to have the opportunity to teach as a sessional, but the precariousness of contract teaching is very stressful. As a sessional instructor, I feel I am always a vulnerable target. Although I have been teaching for ten years, I feel that I am treated as a disposable person. A useful nuisance. With each change in administrative leadership I must fight for survival. Any questions asked to administration are dangerous to my livelihood. I do not yet know whether support from sessional union will be sufficient to provide job security. Without job security, it is difficult to conduct research. Any research I do is self-funded, and self-motivated. Teaching, in any capacity, is a coveted position. I do not teach for the money, but out of intellectual and cultural commitment, and out of respect for the discipline of teaching. I wish I did not feel that I was always having to watch my back, and defend myself from all the petty rivalries that architecture schools (and perhaps universities, to some extent) enable and perpetuate. One bad department head, or one bad dean, can quickly destroy a good school. Strong unions are essential to defend academic freedom and self-governance, but a culture of open-mindedness, intellectual, and disciplinary modesty, and tolerance for difference (and dissent), are crucial to the life of any university.

Race/Ethnicity: White

I encourage students to seek careers that incorporate the public sector.

Race/Ethnicity: White

I engage architects and architecture in my artwork and books, and teach courses under the topic of design and art history.

Race/Ethnicity: Declined to provide demographic data

I have a regular column on historic buildings in the local lifestyle magazine.

Race/Ethnicity: White

I regret the discipline's role in using history to legitimize Modernism.

Race/Ethnicity: White

I would love to have more exchange with colleagues, much more, but everyone is always so busy.

Race/Ethnicity: Asian, White

I write about landscapes, engineering, and buildings (not sure why it's limited to two).

Race/Ethnicity: White

If a publication is not peer-reviewed, it does not count for anything at my institution.

Race/Ethnicity: Asian, White

In large public universities, there is very little understanding of the field and a general devaluing of the humanities. The creation of PT support by SAH that would support scholars working within STEM-focused university culture would be welcome. Universities that call themselves "R1" will still require scholars to pay their own membership fees to scholarly societies, pay for their conference travel, and not recognize travel to archives as something that is eligible for research funding. In other words, while the discipline seems to have relatively uniform expectations about what constitutes valuable research (peer-reviewed articles/books), the institutional settings for support are *radically* different. This cannot be overemphasized. SAH has historically seemed responsive only to scholars networked with elite academic institutions without supporting scholars on the periphery.

Race/Ethnicity: White

In professional programs I think that in the future there will be no place for architectural historians who do not have an MArch degree as well.

Race/Ethnicity: White

It has been better for me to publish smaller pieces—book chapters and articles—because I've been able to squirrel away a little bit of time for them. The larger projects, like a book, have been harder with a rather tumultuous career path—Visiting Assistant Professor, Tenure Track, Tenure Track—three different jobs in nine years.

Race/Ethnicity: African American or Black

Most of my work is done at the local level where there are very limited opportunities for academic publishing but ample opportunities for popular media and general audience lectures.

Race/Ethnicity: White

My current research focuses on religious architecture with a regional inflection (especially Navajo).

Race/Ethnicity: White

My publishing is performed within the scope of library-related technologies and archives, or mostly within the field of archaeology.

Race/Ethnicity: White

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

No comment.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

Not about my own, but I am concerned about the pressure on junior colleagues everywhere to publish a peer-reviewed monograph for tenure. I have two reasons for this: 1) publishing in architectural history is more demanding than in other fields, and 2) in speaking with editors at well-known academic presses, the sense is that the “book for tenure” phenomenon has led to a decline in quality of scholarly books.

Race/Ethnicity: White

Note that research in French architecture schools is conducted largely in the context of publicly funded research labs. Members are expected to contribute research to collective research projects (publications, conferences, interviews, applied research) focused on specific themes. Depending on the nature of each individual's research, this can either help or hinder progress and production.

Race/Ethnicity: White

Publishing venues for topics on race and architecture are growing, though still slow in materializing.

Race/Ethnicity: African American or Black

Retired, so I'm afraid I'm not leading edge.....

Race/Ethnicity: White

Some of my responses above pertain to perceptions over 38 years when I taught. I retired in 2011 and responses to recent activity, of course, pertains to perceptions and activities as a retiree still active in publications and academic conference work.

Race/Ethnicity: White

Survey and Planning grants via State Historic Preservation Offices are critical to generating knowledge about the historic built environment, especially the homes of working class and marginalized peoples, which are routinely neglected.

Race/Ethnicity: White

The importance of interdisciplinarity, including interdisciplinary collaboration across the humanities, beyond the traditional art history/architectural history axis.

Race/Ethnicity: White

The lack of racial, gender, institutional and social diversity of the editorial boards in the major top-ranked journals is a problem.

Race/Ethnicity: Asian

The main thing keeping me from doing more architectural-related research and publishing are the grants that I have received to do work on collaborative digital humanities projects that are only tangentially related to architectural history. I'm working to integrate them more but it's hard. There's a lot more money available in grants for digital humanities than architectural history!

Race/Ethnicity: White

The years since 2015 were productive for me, so my numbers are higher than they now are under COVID.

Race/Ethnicity: White

There are very few opportunities—within my institution and more widely—to do collaborative writing and research. I am currently working on two independent projects with others. Although the deliverables are traditional (book, peer-reviewed article), we have had a tremendous amount of problems finding funding for these projects. Our institutions are hesitant to fund research that will be shared by faculty outside of the school, while larger exterior funding sources explicitly do not fund collaborative projects.

Race/Ethnicity: White

There is still a lag in the valuation of digital work, requiring much explanation during promotions.

Race/Ethnicity: White

This survey is too long. The longer I spend on it, the more frustrating it becomes.

Race/Ethnicity: White

Though architectural history-related research, writing and publishing are essential for my personal satisfaction with my work, as well as valuable in stimulating pedagogical innovations, they are less important than institutional service and teaching for professional advancement at my current university.

Race/Ethnicity: Asian, Native Hawaiian or other Pacific Islander, White

While I read that you are interested in a broader definition of architectural history, every single question was geared to architecture. Words really matter. Architecture as a term is deeply embedded in whiteness and maleness, and if that is not acknowledged then we are going nowhere. My only other comment is that this survey does not seem to be much about the humanities in design history but rather about faculty status and work...nothing except my network asked about my role in other disciplines, my engagement with other literature outside design....

Race/Ethnicity: Declined to provide demographic data

Without a sabbatical equivalent for full-time, long-term adjuncts (i.e., those who see their opportunities for full-time faculty hire a slim possibility in the current academic landscape), academic research and publishing is not supported or rewarded. There is no financial support for sabbatical, no tenure to work towards (which also relates to financial security), no funding for associated publishing costs, etc. Working for free (i.e., researching and publishing without compensation) is not cool when you're already being paid substandard wages.

Race/Ethnicity: White

Q85

Is there anything else of a general nature you'd like the SAH Data Project to know about your architectural history-related finances?

Adjunct faculty should be better paid, be given employment benefits, and opportunities for intellectual growth.

Race/Ethnicity: White

Answers above apply to both professional and doctoral studies. My doctoral institution provided full tuition and a stipend, on a yearly, renewable basis. Then I got married and my financial situation changed. At that point, my doctoral fellowship became an "unfunded fellowship." At the time, funding was not withdrawn from a number of male colleagues in similar situations. I believe that this has now changed.

Race/Ethnicity: White

Are there really no military veterans in the field?

Race/Ethnicity: White

As a part-time student, with a full-time job, I was not eligible for financial support aside from loans.

Race/Ethnicity: White

Funding for mid-career faculty fieldwork is very limited. This constitutes a barrier to scholarly activity for faculty in teaching-intensive institutions, where minority and other "non-traditional" (i.e., from poor or working-class backgrounds, etc.) are concentrated.

Race/Ethnicity: Asian, Native Hawaiian or other Pacific Islander, White

General lack of appreciation for personal investment in visuals needed for teaching as well as added demands in publishing architecture books requiring visuals, generally not comparable to publications in other fields but not understood by tenure and promotion committees.

Race/Ethnicity: White

I am a first-generation college student, so my preparation for competing for competitive grants and fellowships was pretty low. I would have benefitted from a more hands-on mentor than my dissertation advisor to prepare for these financial responsibilities, but at the Master's and Ph.D levels.

Race/Ethnicity: African American or Black

I am grateful that I was able to attend [an institution] in what now seems like a golden age. I got a wonderful graduate education and (after the first year) paid a very low in-state tuition. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I am lucky enough to have the personal resources to work in a job that does not pay my expenses. Our university relies on the exploitation of contract faculty who either live on a thin margin of security or have personal resources to subsidize the teaching and administration of the university. I could not take this job in an expensive city without personal wealth. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I am publishing an academic book next year. It took me 14 years to get around to it because of the struggles associated with adjunct labor, additional jobs required for financial reasons, and starting a family. I won't publish another academic book because I can't afford it, although I'd love to.

Race/Ethnicity: White

I am very well-funded for my research—technically I don't need to pay anything. However, I have a young family (two children) and no backup care in the form of family. So travelling for conferences and fieldwork is problematic—I usually take them with me but it ends up a heavy burden on my personal budget. I have to limit and consider very carefully what I can commit to.

Race/Ethnicity: Other races/ethnicities that are not listed here

I buy dozens of books per year, and subscribe to several journals/magazines, in addition to other incidental costs I incur simply preparing and delivering my courses, but there is no compensation beyond a modest lump-sum teaching allowance. No one could live on this amount of pay alone, but it is possible because I have a tolerant spouse who effectively subsidizes my teaching career. I count myself among the lucky. It works also, because we have chosen not to have a family. We don't own a house or a car, and rely on public transit. In other words, we have made sacrifices in order to teach. To some extent this is a personal choice, but it is also true that there is no real alternative.

Race/Ethnicity: White

I did not accrue any undergraduate student debt because I attended a public school in [Europe] for free (zero tuition), while living with my parents to save on rent. I also worked as a tutor during my college years to cover expenses. I am first generation. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I had a tuition-covering scholarship from my undergraduate college for one year of graduate work. I had a tuition scholarship for the second year that was taken away halfway through the year when I got married and had to move away temporarily. I did not apply for aid for the Ph.D. because the school did not give it to married WOMEN and I didn't want to be turned down. I finished my Ph.D. in just about record time as a result. But that was long ago; things are generally better now for married women I think.

Race/Ethnicity: White

I had full support fellowships for my M.A. program and support for research travel and living expenses via a Fulbright Fellowship for the year between my M.A. and Ph.D. programs and for my dissertation research.

Race/Ethnicity: White

I have been a practicing professional architect for forty years, a partner in a firm for the last twenty-three.

Race/Ethnicity: White

I needed to apply for teaching assistantships or grants every semester of my Ph.D., so that funding was never secure. I was able to get teaching assistants or grants every semester, but because I had children while doing my Ph.D, I had to take out large amount of student loans to pay for my children's childcare.

Race/Ethnicity: White

I spent approximately \$5,000 of my own money for travel expenses related to [an SAH publication]. My dissertation research travel was self-funded too. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I started doing preservation consulting work about three years ago and it is a big part of my income.

Race/Ethnicity: White

I was extremely fortunate with the full paid package I received when I began my graduate studies.

Race/Ethnicity: White

I was fortunate to have professional undergraduate training and registration as an architect, so that while writing my dissertation, I could work part-time, which served as an additional source of financial support.

Race/Ethnicity: White

I will retire without having paid off my student loans. I can handle the payments, but after 22 years of payments, I think they should be paid off by now.

Race/Ethnicity: White

I'm not very good at keeping track of my expenses related to research and writing, in part because it is the part of my work that I most enjoy.

Race/Ethnicity: White

In terms of student support, it was a long time ago!

Race/Ethnicity: White

It feels as if there is not much of a future in the field except for those working in very specific areas or in underrepresented demographics in which universities are making efforts to strengthen their ranks.

Race/Ethnicity: White

It is very difficult to obtain grants in this field in the U.S. (compared to Europe).

Race/Ethnicity: White

My doctoral program was well funded. However, I had already incurred significant debt from my undergraduate and professional masters degrees.

Race/Ethnicity: Prefer not to answer

My primary salary and travel/research expenses are covered by my primary employer, not the university where I serve as an adjunct professor.

Race/Ethnicity: White

My salary is as high as it is because I'm considered faculty in the professional program—it's not based on teaching architectural history—there are no jobs at my institution for just an architectural historian.

Race/Ethnicity: White

My student loan debt is from my Masters Degree in Architecture, not my Ph.D.

Race/Ethnicity: White

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

No.

Race/Ethnicity: Declined to provide demographic data

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

On paper, it looks like I had a great funding package, however, I had debt from undergraduate work, and a significant amount of debt from pursuing my Master's. Additionally, the stipend was \$20,000 in [a major U.S. city] which is enough to cover rent and little else. I took out a ton of loans. I wish I had gotten on public assistance instead. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: African American or Black

Outside fellowships paid for two years of my doctorate.

Race/Ethnicity: Prefer not to answer

Scholarly society fees are paid with personal funds as well as research and travel.

Race/Ethnicity: White

Some years the department reimburses some travel costs—depends on annual budget.

Race/Ethnicity: White

The cost of higher education has gone up exponentially since I graduated over three decades ago. I am appalled by the price increases and student debt incurred for what appears to be institutional focus on campus construction programs and administrative overhead, with little remuneration going to instructors, teaching assistants, and others actually in the classroom and involved with students.

Race/Ethnicity: White

The cost of publishing any image that will appear in a digital format has become prohibitive, especially if it is under copyright or sold through an agency such as Getty Images or an architectural photographer's estate.

Race/Ethnicity: Asian, White

The field requires much more robust research support for it to remain viable in most academic institutions.

Race/Ethnicity: White

The pay is very low in this field compared to my other field which is my primary one: computers.

Race/Ethnicity: White

There are no merit-based raises at my institution, so while publication is the most important part of gaining tenure, it is not financially incentivized.

Race/Ethnicity: Asian

There are so few funding sources for the type of research I do! My research focuses on social-economic disparities, social justice, and alternative approaches to architecture, urbanism, and preservation. My work doesn't fit into neat disciplines nor does it match established temporal and geographical frames (which often correspond to specific grants, fellowships, and residencies). There are no grants for my "specific" topics, so I'm limited to general/flexible grants (e.g. Graham Foundation), and those are obviously very competitive because they are so broad and because there are so few of them. I also find that the world of grants in architectural history is not forthcoming in giving feedback or reasons for rejection (unlike NSF, for instance). The decision-making process is opaque, not helpful to applicants, and sometimes reeks of bias towards pedigree and hot topics.

Race/Ethnicity: White

There is currently a shortage of support for "traditional" fields and methods, affecting older scholars and discouraging younger ones.

Race/Ethnicity: White

Travel is the most significant expense.

Race/Ethnicity: White

We got through graduate school without debt, but it was slim pickings with no cushion or reserve to help with research when I began teaching.

Race/Ethnicity: White

Q97

Is there anything else of a general nature you'd like the SAH Data Project to know about your career trajectory?

A postdoctoral position was an important bridge in my employment trajectory.

Race/Ethnicity: Prefer not to answer

Austerity politics has got to go!

Race/Ethnicity: White

I am one of those rare academics who gave up a tenured position to live in the same place as my partner and children. It has had a deleterious effect on my scholarship because I do not have access to leave or other support for research and writing.

Race/Ethnicity: White

I am pursuing my career trajectory from within the library.

Race/Ethnicity: White

I am ready to retire, but am continuing to work for the enjoyment of working with students.

Race/Ethnicity: African American or Black

I am too old to bother with digital media, by which I think you mean Facebook-type of activities.

Race/Ethnicity: White

I am within one to two years of applying for tenure. Little support currently exists, however, for supporting tenured faculty to complete their second book project.

Race/Ethnicity: African American or Black

I currently have tenure at a research university, but the period before I began a tenure-track job was one of an incredible uncertainty. I was applying for a broad range of positions in art history and architectural history, and it is only because of the job opportunities that became available to me that I have developed a more focused expertise in architectural history than I might have had if I ultimately ended up teaching in an art history program/department.

Race/Ethnicity: White

I don't participate in social media by choice, and now that I've retired, I am no longer pursuing my Ph.D, although I did complete all the coursework.

Race/Ethnicity: African American or Black

I feel privileged to have had such a fulfilling career as an architectural historian. I am grateful I was able to move mid-career to a liberal arts institution whose mission I believe in so completely.

Race/Ethnicity: White

I have worked in three different institutions over the past nine years. My first job was as a visiting assistant professor. I sent out countless applications, but didn't get any interviews. I snagged that job because of a previous contact. If not for that, I think my success getting a tenure-track job would have been even more stunted than it already was.

Race/Ethnicity: African American or Black

I was denied tenure and am now in a non-tenure track position, after also being a department chair. I know several other historians who have also had a similarly complicated trajectory.

Race/Ethnicity: White

I was lucky to get hired with tenure and to be allowed to go up for full professor after three years.

Race/Ethnicity: White

I will be retiring within a few years, and will be exploring how to continue my architectural history interests.

Race/Ethnicity: White

I'm pleased to teach in an environment where my contribution counts. On the Navajo Nation, only 7% of students earn a college degree (when the national average is 20%).

Race/Ethnicity: White

My career has greatly benefitted by early and ongoing support for a more diverse faculty in my academic unit. I have found this is most effective if this real world political goal does not overly shape my specialized research work.

Race/Ethnicity: White

My job is primarily digital humanities and administration. Teaching (including architectural history) and research are a much smaller part of my overall contract obligations.

Race/Ethnicity: White

My trajectory is atypical. I have been in a long-term commuting relationship with an academic in a different field. The double-body jackpot (spousal hire or two jobs nearby) has eluded us for over a decade. In order to balance this relationship (which has evolved to a marriage and a child together), I have done the following: switched jobs and moved across country from one tenure-track position to another; given up a tenure-track position after three years and taken up a two-year full-time contract position at a less prestigious institution; and finally I got a tenure-track job at an R1 institution (despite this weird trajectory) and got tenure after five years. So it's been a meandering, long path that looks odd if you don't know my personal history. Work-life balance is still hard. Being in a commuter marriage with a child means I'm a single parent most of the time, limiting my ability to attend lectures, participate in events, do fieldwork, go to conferences, and simply just get writing done routinely. I'm lucky to have gotten tenure at a wonderful institution, but I wish I could be even luckier to have my spouse living with us, not have to pay for flights and two households (my spouse lives in another state), etc. So I'm grateful to do what I love at a place I love, but it's also HARD.

Race/Ethnicity: White

My trajectory was very odd—I have no PhD but am teaching at a Research 1 institution, non-tenure track but full-time.

Race/Ethnicity: White

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

Note that my career trajectory has been affected by moving from the U.S. to [Europe] before completing my doctorate. In [Europe], my architectural license is not valid, limiting my ability to maintain an independent practice. This move also meant that I switched teaching contexts, from U.S. institutions, first to U.S. study abroad programs and then to a [European] public architecture school system, in which I am currently a tenured faculty member. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

Per the last question, I used to have a web presence but took this down after a student with mental health issues threatened me. University and city police departments guided me through this process. This has changed the character of my professional development, a real challenge in today's violent culture.

Race/Ethnicity: White

Support for mid-career tenured faculty is a big issue.

Race/Ethnicity: White

The design-history crossover, from which I benefitted, seems less available to PhDs today. While crucial for the specialization and professionalization of scholars (especially early on), for those teaching in design schools, a too-rigid distinction can inhibit opportunities for innovation within and across humanities teaching.

Race/Ethnicity: White

The institution where I spent most of my career, so far, shaped my interests and scholarship more than my training as a graduate student.

Race/Ethnicity: Asian, White

When I began teaching I inherited an architectural survey class teaching Medieval Architecture to approximately 200 architecture students. Teaching this strongly influenced the trajectory of my research.

Race/Ethnicity: White

Q102

Is there anything else of a general nature you'd like the SAH Data Project to know about your professional goals?

Academia shows its ugly face once a woman is pregnant. This is when you feel what it means to be born as woman.

Race/Ethnicity: White

Although I like my job, I miss the benefits (tangible and intangible) of having a tenured position.

Race/Ethnicity: White

Conferences are so expensive, they end up being exclusionary. For faculty who have funding this is acceptable, but if sessionals are teaching they also need access to research development opportunities.

Race/Ethnicity: White

I am disappointed in the general turn among the architectural history community in the U.S. away from issues directly relating to design and construction.

Race/Ethnicity: White

I gravitated towards teaching architectural history because I was attracted to the buildings in Art History class (as opposed to the paintings and sculptures).

Race/Ethnicity: White

I have a 3-3 course load at an institution that values teaching highly, and I just want more time to write.

Race/Ethnicity: White

I unfortunately wound up in a teaching institution requiring immense amounts of teaching with no support or encouragement of independent publishing. I have worked hard, but I have been unable to maintain pace in scholarship when teaching duties were so heavy.

Race/Ethnicity: White

Institutional context matters a lot here—one of my goals post-tenure has been to recruit more diverse colleagues as faculty and address institutional culture.

Race/Ethnicity: White

I've been interested in developing a creative cohort of graduate students, but funding has made that difficult.

Race/Ethnicity: Prefer not to answer

Leadership is something I value and feel that I owe to my institution and discipline. It is also a timesink.

Race/Ethnicity: Latinx/Hispanic

My professional goals are focused on publishing because I am an accomplished teacher, so I don't need to focus on building pedagogical methods. My sole concern at this moment is publishing my own book to secure tenure.

Race/Ethnicity: African American or Black

My professional goals are tangential to the field of architectural history, not directly embedded in it.

Race/Ethnicity: White

New management of the college was moving in a direction that did not support my goals, which was why I retired.

Race/Ethnicity: White

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

One of my goals, besides publishing more, is to gain more visibility and participate in more invited events and publications (guest lectures, roundtables, edited volumes etc.) I don't mean this because I'm vain. I want this because I want to be a part of the interesting and exciting public dialogues of our profession beyond my institution. Conferences allow for some of this, but they are also tense and competitive. Invited talks were, in the past, a very supportive and engaging opportunity for me. However, to my surprise, even though I'm at a better institution now, have published more, gone to more conferences, and gotten awards, I get invited much less often than when I was starting up at "lesser" places. I don't know why (location maybe?). Again, I'm not after fame or adulation, just a happy and celebratory participation in public exchanges across institutions and venues (also, I'm a good public speaker!). The architectural history community is small enough that we could devise ways to address this. We talk so much about social justice, yet it feels that we can be very socially unjust to each other, even if unintentionally. Your big data approach might potentially offer a way to even the playing field a little bit.

Race/Ethnicity: White

Professional goals change. Mine now have less to do with architecture/architectural history per se than with working across the humanities, while retaining specificity and expertise.

Race/Ethnicity: White

Since I have now retired, I don't have teaching goals. But when I was working, I found teaching wonderfully challenging. I loved working on new ways to improve my students' learning.

Race/Ethnicity: White

Teaching at a tribal college may seem to some as unexpected given my academic background. Yet it has proven to be a way to deepen my research interests while making a contribution to a community that has been largely ignored by mainstream higher education in architectural history.

Race/Ethnicity: White

Teaching at my institution is highly demanding, and I am dedicated to my students, so I struggle with finding enough time for research and writing.

Race/Ethnicity: White

The difficulty in securing a tenure-track job, the emotional stress associated with that, and the lack of institutional support for contingent faculty were a hindrance to professional development prior to securing a tenure-track post.

Race/Ethnicity: White

There are also still institutionally ingrained biases against racial minorities and non-Europeans. There are strong social networks around elite institutions, whose admissions were discriminatory. Those prejudices are then perpetuated without any reflection within the profession.

Race/Ethnicity: Asian

There are no impediments to my doing research abroad, but I don't have the same sprit as a 60-year old as I did in my 30s. There are many topics that interest me, but I'm not going to just throw myself in a foreign country and start doing research as I have in the past.

Race/Ethnicity: White

This year (especially with the pandemic, but also before) a positive work-life balance is my focus. So I am okay with saying no to opportunities if I'm not excited about them. I am lucky to be able to do this because of financial security (spouse's job).

Race/Ethnicity: White

When I began in this field, peer-reviewed articles did not have the same weight as they do now, for the institution where I am currently employed.

Race/Ethnicity: Asian, White

Your questions really do not get at essentials of motivation and goals.

Race/Ethnicity: White

Q114

Is there anything else of a general nature you'd like the SAH Data Project to know about you or your background?

Architectural/art history was not a career option for me when entering college (too expensive, uncertain, financially insecure); professional practice was. Retrospectively, the path from one to the other, though shaped by socioeconomic factors, was highly contingent.

Race/Ethnicity: White

Family-care not an issue now, but was a major issue in the past.

Race/Ethnicity: White

I am a single parent. This kind of demographic information would be useful for certain when discussing equity/opportunity in academe.

Race/Ethnicity: African American or Black

I am not a "legacy" of inherited wealth.

Race/Ethnicity: White

I committed my professional career to historic preservation in the public sector. I have worked at the highest levels possible for an architect in the US government and [an internationally-focused conservation organization]. [Phrases or words from this response have been redacted due to privacy concerns.]

Race/Ethnicity: White

I found this survey very disappointing. It did not seem to address the nature of teaching, research, or publishing.

Race/Ethnicity: White

I have been lucky to have a supportive partner with (until recently) a regular income.

Race/Ethnicity: White

I have had to face racial bias in my tenure-track experiences at two institutions. If I did not return home to finish my tenure-track experience, I am not sure that I would still be employed as an architectural historian. There is probably a lot that you might ask people of color about the apparent racism of their careers and if this has ever given them occasion to think about working elsewhere...

Race/Ethnicity: African American or Black

I have the financial means to be an independent scholar, travel widely and pursue my interests. If I didn't have family financial support I doubt I would be able to live comfortably pursuing a career in this field.

Race/Ethnicity: White

I was a practicing architect for many years in Europe. This was helpful to my career as an architectural historian, and gave me a particularly strong critical sense of the politics of the architecture, engineering, and construction professions. This often seems lacking in the architectural academy, particularly in the U.S., where security of employment (i.e., tenure) strongly conditions academic behavior to make one docile and compliant. If I hadn't had the galvanizing experience of labor relations as an architect, I imagine my architectural scholarship may have been less radical.

Race/Ethnicity: Latinx/Hispanic

I worked for seven years as a decorative arts museum curator between getting my master's and returning for a PhD. The PhD integrated architectural history into the work I had been doing researching and interpreting decorative arts.

Race/Ethnicity: African American or Black

I'm a registered architect who earned a PhD in my early 40s and began teaching architectural history as well as design studios in a professional degree program.

Race/Ethnicity: White

It would be interesting to know how many members identify as LGBTQ.

Race/Ethnicity: White

I've always felt like an outsider to the U.S. architectural history community. I came to the U.S. for my PhD and wasn't savvy about U.S. academia. I didn't go to an architectural history PhD (it was an interdisciplinary area studies/cultural studies/art history program). My advisor was very junior and not in architectural or art history at all. When I joined SAH in the mid-aughts I felt like a fish out of water. People from the "right programs" all knew each other, and their professors helped them connect to people in other programs. These social bubbles still persist, even years after graduation and even though SAH is way more diverse, international, and interdisciplinary now. Sometimes I wonder if things would have been and would still be easier if I had gone to a pedigreed program with a big-name advisor. However I chose my PhD program due to my intellectual interests, which at the time I couldn't have pursued in a traditional architectural or art history program. (Now everyone's jumping on the area studies/critical theory bandwagon.) I wouldn't want to sacrifice my intellectual interests for convenience, but again, I wish I didn't always feel like an outsider even though I'm almost two decades into this field.

Race/Ethnicity: White

Member of the LGBTQ community, long-term struggles with depression (and those two are probably related).

Race/Ethnicity: White

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

No.

Race/Ethnicity: White

No.

Race/Ethnicity: African American or Black

No.

Race/Ethnicity: White

Prior to the pandemic, my children were enrolled in full-time school or childcare. Now they are home nearly full-time.

Race/Ethnicity: White

Second-generation college graduate.

Race/Ethnicity: White

The reason I'm in this field is because of John Pinto.

Race/Ethnicity: Asian, White

University teaching has been a second career begun after family responsibilities eased up.

Race/Ethnicity: White

Would be great to know how many architectural historians are first-generation college graduates.

Race/Ethnicity: White