Department of Architechure

BLACK WOMEN IN HIGHER EDUCATION:
THE HOWARD UNIVERSITY EXPERIENCE

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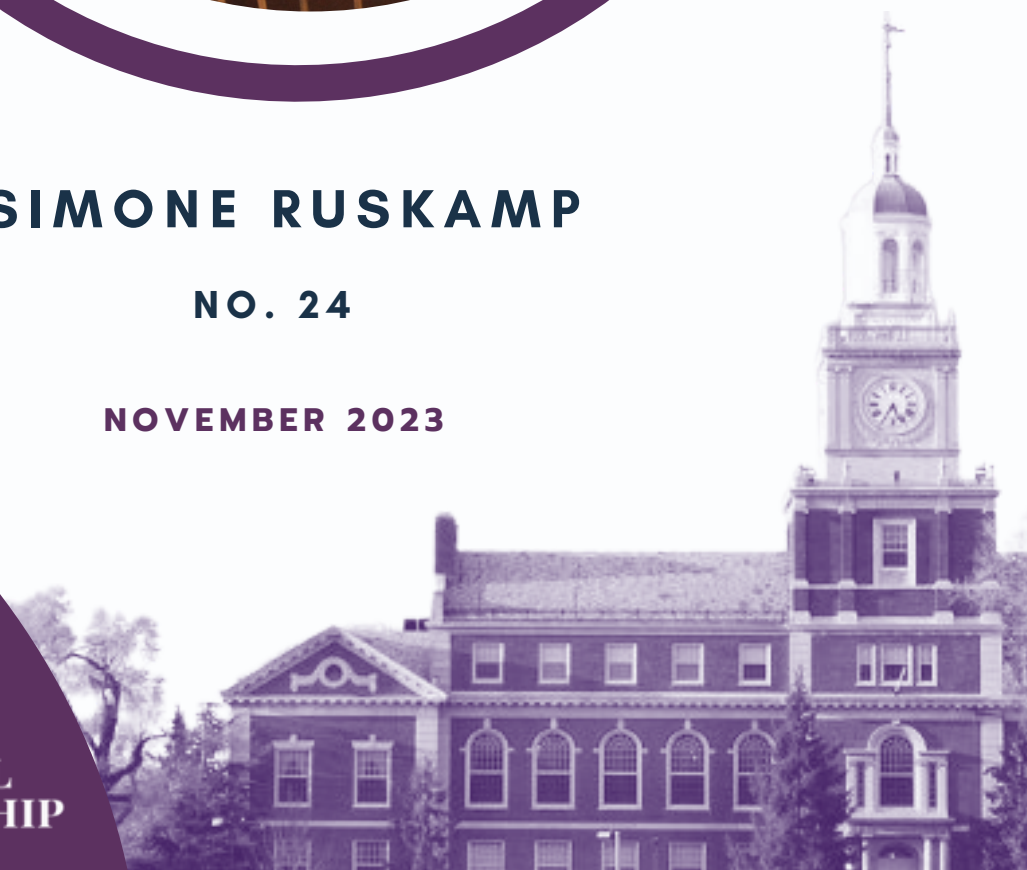
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The Center for Women, Gender and Global Leadership

The Center is an interdisciplinary program with a vision to be a Center of Excellence for Black women and Black feminist consciousness, activism, and global leadership. The Center aims to meet this vision through programming that promotes transformational leadership, global engagement, research, service learning, and building impactful partnerships. The mission of the Center is to promote global excellence for Black women and gender issues, feminist activism, and transformational leadership through global engagement, research, service learning, and impactful partnerships.

The GWGGL Working Paper Series examines issues related to women, gender, and sexuality with a particular focus on the Black experience. It provides a platform for scholars working on issues from all disciplines to share research on a broad range of topics such as science and technology, health, politics and public policy, law, social justice, business and entrepreneurship, medicine, environmental justice, and climate, diversity and inclusion, arts and the humanities.

Black Women in Higher Education: The Howard University Experience is a special edition of the Working Paper Series (WPS) of the Center for Women, Gender and Global Leadership. The reports in this series form part of the Women in Leadership: A Storytelling Project, which uses oral narratives to document the experiences and journeys of women leaders at Howard University. The storytelling project is available on the Center's YouTube page.

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Black Women in Higher Education: The Howard University Experience

A Special Edition of the Working Paper Series by the Center for Women, Gender and Global Leadership

The historic launch of the Howard University Center for Women, Gender and Global Leadership on October 4, 2020, was the culmination of many years of women and feminist organizing and activism at Howard University. The Center stands as an homage to the women and men who have advocated for, advanced, and established programs, initiatives, courses and other forms of activism for women and gender issues in the long history of Howard University.

Howard is known as a place of many firsts, yet the history of women remains largely in the archives. For example, women have established or led seven centers in areas ranging from the Center for Sickle Cell Disease to the Center for Women and Global Leadership. The contributors have also identified notable women faculty, students and staff from the Howard University archives that have not received much attention in existing literature on Howard's history.

Howard's administration has made recent strides in cultivating Black women leaders as deans and leaders in critical administrative positions. Still, there has been little analysis of how gender equity is practiced among faculty, the board of trustees, and executive leadership. The election of Kamala Harris, a Howard alumna, as the first woman vice president of the United States in 2020 reinvigorated Howard University's position as a leading Historically Black College and University (HBCU) in the United States and abroad. Howard University has produced several pioneer Black figures and leaders in the United States, including a Supreme Court judge, members of Congress, leaders of big companies and movie stars. Yet, we know little about the women and men faculty who teach, train and develop these leaders.

Black Women in Higher Education: The Howard University Experience is the culmination of a two-year research project designed by J. Jarpa Dawuni, Ph.D., and Anita Plummer, Ph.D., and carried out by graduate students and faculty that documents the past and present status of women faculty, students, and administrators at Howard University. Each working paper provides historical and contemporary data and case studies of women at the institution in areas ranging from their role in leadership positions, faculty rank, salary, retention, post-graduate work, exposure to violence and discrimination, and more. The data reveal a complex story of individuals and groups of women addressing gender inequity spanning the University's over 150-year history.

As a center focused on global leadership, this project draws on the United Nations Sustainable Development Goals (goal number five) which calls on nations and institutions to work towards achieving gender equality. Equally, goal number four (#4) calls for quality education. Recent efforts to promote diversity, equity, inclusion and access (DEIA) require data and informed research to provide a baseline for assessing where progress has been made and where more work needs to be done. This Working Paper Series (WPS) provides the needed baseline for further research on the topic of women's representation at institutions of higher education—specifically within HBCUs.

Collectively, the working papers document critical areas of women's experiences in different academic departments, colleges, and schools. In 2022, women students comprised 74% of the student body at Howard. It is well documented that women today have more access to education than at any other point in history. *(Continued)*

PREFACE

Persistent gender inequality and inequity point to institutional failures at Howard and in higher education broadly. In 2019-2020, women comprised 55% of the faculty at Howard; however, when divided by rank, 66.81% of full professors and 53.27% of associate professors are men (College Factual, 2020). Lectureships, assistant professors, instructors, and adjuncts are predominantly held by women. Education is viewed as an equalizer, and this working paper series examines how women at the institution that graduates the highest number of Black professionals in medicine, dentistry, pharmacy, engineering, nursing, law, social work, and education fare in ensuring women are equally represented in those fields at Howard and beyond.

Representation in administrative leadership and faculty is essential in understanding the story of women's evolving roles at Howard University. Each paper focuses on three aspects of women's roles at the institution. It begins with a microhistory of each college or school, followed by an analysis of women's intellectual contributions in their disciplines over the institution's history. The second area focuses on contemporary data (up to the year 2020) on gender in administrative, faculty, and non-faculty teaching positions. The final part of each paper examines the societal and institutional practices and culture contributing to gender inequality and provides policy recommendations that may help address disparities in Black women's representation in higher education leadership.

Significance and Contribution
The role and experiences of Black women in higher education have been documented in the literature, especially in Predominately White Institutions (PWIs).

This WPS extends the literature by highlighting the following areas:

- The historical evolution of Black women faculty, administrators and students at Howard University.
- The formal institutional barriers Black women administrators and faculty encounter and the strategies used to address them.
- The informal cultural challenges faculty and administrators experience.
- Feminist theoretical perspectives that specifically focus on gender and race as critical dimensions to framing Black women in higher education.
- Highlights the broader implications of inequality and inequity on women in underrepresented sectors, especially in science and medicine.

This working paper series is the first project that shines a light on the role of women academics and administrators at Howard University. Each paper provides policy recommendations that can help Howard University and similar institutions advance gender equality and inclusion on campus. This project will contribute to existing scholarship on Black women in higher education by using Howard University as a case study.

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Black Women in Higher Education: The Howard University Experience
The Department of Architecture[1]

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ABSTRACT

Since its founding Howard University's Department of Architecture has stressed the importance of a practitioner-based model, pushing Architecture students to move from praxis and theories of space and design to developing responsive environments for populations served. Within Howard's College of Engineering and Architecture, a recent a wave of hiring has contributed to more representation of female faculty. Before this change, Howard's Architecture department often went decades with no female faculty. This study demonstrates that women in architecture, specifically Black women architectural students, faculty, and staff at Howard University, are creating Black womanist theories of architecture, leading to a visible and groundbreaking shift in the Department's culture. Many of the women profiled in this report broke new ground while also preparing space for those that would come after them; in this way, they have reshaped their environment to best support their community, a core element of successful architecture.

INTRODUCTION

This report offers a brief yet meaningful women's history of the Architecture Department at Howard University. Even as this report was created, conceptions of gender have continued to evolve. LGBTQIA+ scholars, organizers, and faculty within and outside of the academy and across disciplines have affirmed that gender and the associated terms and identities are a social construct and that attempts to speak of gender as a binary are incorrect (Kang et al., 2017). In this history, the terms "woman," "female," "man," and "male" are used in alignment with the language of primary sources. However, if social constructionist and queer theories are applied, these data on the distribution of gender identities across faculty and student enrollment might well have erased students, faculty, and staff who identify in more gender-expansive terms (Kang et al., 2017).

At a standing-room-only event on Howard's campus in 1983, the first Black female associate dean of Architecture in the country and the university, Toni R. Cook, declared,

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"The profession has locked out black women" (Williams, 1983). This event, as part of a wider conference entitled "Minority Women in Architecture: A Sense of Achievement," was led by Renee Kemp-Rotan, who shared her gratitude and concern that it was the first such national convening of women of color in architecture in the country (Women set architecture conference at Howard U., 1983). Kemp-Rotan explained that she and the women gathered there were doing so as a commitment to continued womanist architecture ideals and in reverence of elder female architects and creatives. She recommended that sharing and deep listening take place at the event. This sense of urgency in remaking space and taking up space (both literally and figuratively) has been apparent in the historical and ongoing legacy of women in the department since its founding in 1911 to its recent appointment of Dr. Hazel Ruth Edwards, its first female chair (CEA, 2021; Smith, 2019).

HISTORICAL OVERVIEW

Since its founding, the department has stressed the importance of a practitioner-based model, pushing students to move from praxis and theories of space and design to developing responsive environments to populations served. In the inaugural year, program faculty defined their role as preparing trained teachers and practitioners ready to meet national demands for "skilled mechanics and engineers" (Howard University Catalogue, 1911). In the late 1960s, professor and beloved department chair Howard Mackey, for whom the department is now named, expressed that although skilled architects have often been thought to work for the wealthy, architects were practitioners of a "social art" for "all men—black, brown and white—poor and rich; and creating an environment which responds optimally to the needs and wishes of the people" (Mackey, 1968). That sentiment appears in the department's modern mission, which centers its practice around developing nimble and creative architects capable of responding to and anticipating changes in their local, national, and global communities (CEA, n.d.-a).

Although Mackey expressed deep intentions of class solidarity and service, he made no explicit mention of addressing gender equity and accessibility. In fact, at the time of Mackey's statement of inclusion in 1968, as women were being uplifted in departments across Howard's campus, no female faculty were employed within the Architecture Department and the College of Engineering and Architecture had only three women enrolled (Howard University, 1968). This oversight is notable because Howard was founded on the principle of equal access for all races, social classes, and sexes; in fact, it opened in 1867 with five enrolled students who were daughters of the founders, suggesting that creating equal access for women was a core value (Lloyd, 2006). Contrary to Mackey's statement, equal representation and participation of female students, faculty, and staff within the department would take several more decades.

An Evolving Department
The Architecture Department has evolved through six distinct stages, with shifting academic home and orientations (CEA, n.d.-a). Initially housed under the School of

Manual Arts and Applied Sciences, it moved to the College of Applied Sciences in the 1920s-1930s, the School of Engineering and Architecture for the 1930s-1970s, the College of Engineering, Architecture and Computer Sciences for 1995-2016, and to its current placement within the College of Engineering and Architecture (CEA, n.d.-a). That positioning allows for a complimentary differentiation between the accreditation processes and pedagogy of both crafts (2018). With each shift in placement and grounding, Howard has stayed curious about its role in creating and preparing the next generation of community builders and architects.

Pioneering Women

According to Howard's archives, the first female student to take classes within the Architecture Department was a Russian exchange student with a background in trade in the late 1920s (Hilltop Staff, 1930, p. 1). In a special women's issue of the student newspaper, *Hilltop*, her male cohort remarked that many other institutions at that time did not admit women; although they appreciated the opportunity to learn alongside a female student, some of her male fellows viewed her with "crude curiosity, rude indifference, philanthropic tolerance, and even with patronizing pity..." (Hilltop Staff, 1930, p. 1-4). The absence of this trailblazing student's name is notable, as is that just a few years after she graduated, the first Black female student, Helen Parker, enrolled in 1929-1930 and was described as a person who might bring a much-needed broadened perspective to "improve Negro community life," one of the expressed goals of Howard architecture program (Hilltop Staff, 1930, p. 4).

The dynamic language with which these male students admire and simultaneously undermine the necessity of women within architecture illustrates a wider experience of women attempting to enter the field. Despite this challenging landscape, female students continued creating more space for themselves and those who would follow their lead.

Record-Breaking Change

In a 1958 article entitled "More Students Taking Engineering, Architecture: Women Also Interested in These Fields," Architecture Dean Lewis Downing remarked as an aside that women seem to be expressing a similar interest as men in construction and design trades. He noted that from 1955 to 1957, the number of Black women enrolling in Engineering and Architecture increased sharply (Downing, 1958). According to his records, Howard specifically was enrolling more Black women than ever in its programs:

> The number of Negro women students enrolled in engineering and architecture has shown a small but steady increase during the last five years. In 1955 there were nine women students registered in five accredited colleges. At Howard University this increase has been from 3 in 1955 to 23 students in 1957. They are in all departments of the School with architecture the predominant selection. (p. 6)

The students Downing was referring to were most likely Alma Fairfax Murray and Nada Jones Williams (both class of 1950), Zera Taylor (class of 1953), Christine Leuschner Henri (class of 1955), Felicia Eudora Baird-Hercules (class of 1958), and Margaret Leslie Bowes

and Edith Romaine Fitzhugh (both class of 1959; Howard University 1950, 1953, 1955, 1958, 1959; Dunson, personal communication, 2021). Howard's archive suggests that Murray and Jones Williams may have been the first female Architecture graduates (Howard University, 1950).

Downing ended by adding that many of these women were among the best in their class (1958). The legacy of them and those who followed, some of whom returned to Howard's campus as faculty, such as Barbara and Hazel Edwards, suggests that his comments were no exaggeration.

Legacy

Notable alumnae include Roberta Washington, Barbara Laurie, and Hazel Edwards. Washington, who graduated with her bachelor's in Architecture in 1970 before earning her master's degree at Columbia, continues to add to Howard's legacy of women in architecture with her work on the African Burial Ground National Monument, noted as the "oldest and largest known excavated burial ground in North America for both free and enslaved Africans" and extensive community projects, which include several community centers and rehabilitated schools (Jackson, 2019; National Parks Service, 2021). Washington has researched and documented the contribution of Black architects through scholarly works while also serving in civic roles as a commissioner on the New York City Landmarks Preservation Commission and chair of the New York State Board of Architecture (Jackson, 2019). In keeping with Howard's ideals of community building and responsive environments, she also founded one of the first organizations for Black women in architecture, the Association of Black Women Architects and Design Professionals, in 1982 (Washington, 2019).

Laurie made headlines as a young pioneering student well before she became the first tenured female Architecture professor (Dunson, personal communication, 2021). As a student, she earned magna cum laude honors and was selected as a university representative for the 1985 edition of *Who's Who Among Students in American Universities and Colleges* (Hilltop Staff, 1985; Howard University, 1985). As a faculty member, she enhanced the department for over 20 years (Howard Magazine Staff, 2013). She served as an associate professor, coordinator for the Intern Development Program, a representative of the National Organization of Minority Architects, and Association of Collegiate Schools of Architecture and crafted a course around women in architecture (Dunson, personal communication, 2021; Howard Magazine Staff, 2013). In addition, she was the lead draftswomen for the Departments iLab, a $5 million project, which converted an old bakery into a high-performance computer coworking space to best support students "advanced design, engineering, scientific, statistical and programming work" while centering needs of "comfort and multimedia" (Roach, 2000). Her reach extended outside of the classroom; in addition to starting her own firm, she became a mentor to many through her organization, Riding the Vortex: African American Architects in Practice. She used it as a power base from which to research and provide support and encouragement to women considering the profession. Her mission of "co-

powering" Black female architects was community based, and she accomplished this work with the support of other pioneering Howard female architects.

Kathryn Tyler Prigmore, who cofounded Vortex in 2007, described the success of this program and its ability to foster networking between mentors and mentees of different "castes" or socioeconomic status as invaluable:

> Our daily experience as African American women architects is like being in the middle of a storm... We couldn't wait 40 years to double the numbers [of African American female architects]. There were about 175 African American female architects when we started. In late 2020 the number hit 500. During the same 13-year period, the total number of African American architects increased from around 1800 to just over 2000. Most of that increase was due to the rise in the number of women. (Lafitte & Singarealla, 2021).

Tyler Prigmore, who is the fourteenth Black American female architect in the United States, taught at Howard for 13 years, eventually serving as the assistant dean of the School of Architecture and Planning/Design (Georgetown Business Improvement District, 2020; Lafitte & Singarealla, 2021). She describes her work as a service to the country, echoing Mackey's "social art," and has contributed to impactful work on the Pentagon and Homeland Security buildings (Georgetown Business Improvement District, 2020; Mackey, 1968).

Edwards, who earned her bachelor's and master's in Architecture in the late 1980s, returned to Howard after a doctorate at the University of Illinois at Urbana-Champaign to become the first female chair of the department in 2016 (Howard Newsroom Staff, 2021b) (Smith, 2019). During her tenure, she coauthored *The Long Walk: The Placemaking Legacy of Howard University*, which traces the spatial development of the university and contributed to research for one of NASA's space technology research institutes (Howard Newsroom Staff, 2021b). She was appointed to the U.S. Commission of Fine Arts by President Joseph Biden, continuing a long legacy of Howard architectural women remaking space in their own image (Howard Newsroom Staff, 2021).

CURRICULUM AND STRUCTURE

The Department of Architecture is now housed within the College of Engineering and Architecture (CEA, 2021). It offers a rigorous program design that allows students to earn a master's degree after completing courses ranging from Architectural History Survey to Construction Documents to Environmental Systems (CEA, 2020). This new professional graduate degree marks a significant shift from the professional bachelor's degree, offered until 2017, as incoming students will be expected to move seamlessly through undergraduate to graduate studies while expanding upon research theory (CEA, 2021).

Comparisons to Other National Architecture Departments
Howard's contribution to the field of architecture cannot be overstated; it was the first of the Historically Black Colleges and Universities (HBCUs) to be accredited by the National Architectural Accrediting Board (NAAB) in 1950 (Whittingham-Barnes, 1991).

Six other HBCUs have gained accreditation, and these seven produce the lion's share of Black architects. NAAB, which shares an annual report on minority-serving institutions, reported that in 2014, HBCUs were responsible for enrolling 29% of all Black architecture students.

The impact of Howard's architectural legacy is deeply felt, and *U.S. News & World Report* (2021) ranked the CEA as one of the top 150 programs in the country based on many factors, including its faculty to student ratio, research activity, and student academic achievements.

GENDER REPRESENTATION

Analysis of Enrollment Data

Data compiled by NAAB (2017) suggests that minority-serving institutions, such as Howard, have a much more diverse student body and faculty than primarily White member institutions. These colleges, which include accredited American Tribal Colleges and Universities and HBCUs, are expected to have significant populations of students of color but also report more gender equity (NAAB, 2017). Figure 1 illustrates that although all accredited (minority-serving and non-minority-serving) NAAB programs report 56% male students and 44% female students, minority-serving institutions have a slightly more balanced student body: 53% male and 47% female (NAAB, 2017).

Enrollment in Accredited Programs by Gender

56%
Male Students

44%
Female Students

Figure 1 Enrollment in all accredited architecture programs by gender in 2017. Source: NAAB, 2017

AAB (2017) found a similar trend when considering gender distributions among faculty across accredited campuses. As noted in Figure 2, minority-serving institutions, including Howard, report appointing women as professors and associate professors more often than the rates observed at all NAAB-accredited programs overall. Specifically, campuses such as Howard were found to have 70% male and 30% female professors, whereas NAAB-accredited programs overall reported 75% male and 24% female professors and similar ratios for associate and assistant professors (NAAB, 2017).

Shifts in Hiring

Within the CEA, a recent wave of hiring has improved the faculty gender balance. As noted in the article "CEA Women Faculty Doubles, While Women Assistant Professors Quadruple," the college is currently in the midst of an impressive culture shift; for most of its history, it had no more than one female faculty member at a time (CEA, 2018b). Messac captured this shift, which may have influenced record enrollment:

In the Architecture Department, which just received the maximum eight-year accreditation extension, the percentage of women faculty increased from 0% to 44% since 2015. Our Architecture first-year enrollment has recently experienced an increase of over four-hundred percent. (CEA, 2018b, para. 7).

The department often went decades with no female faculty, underlining the 0% that Dean Messac worked to address during his tenure. The college still has men overrepresented at all rankings for the 2019–2020 school year (Figures 4–8).

GENDER AND LEADERSHIP

Many of the women in leadership profiled for this history, such as Washington, Laurie, Tyler Prigmore and Hazel Edwards, were firsts. They were the first female tenured faculty, the first female assistant dean, and the first department chair. They were also committed to meaningful and sustainable change. It is no coincidence that Washington, Barbara, and Tyler Prigmore all engaged in creating mentorship and affinity groups for underrepresented practitioners to gather and share space. Although Mackey aspired to make sure that architecture was accessible to all men, these pioneers have theorized and put into practice their belief that architecture must also be accessible to all genders (Mackey, 1968). As Edwards notes, "it is extremely important to have women scholars who serve as role models for our growing numbers of young, aspiring and talented women engineers and architects" (CEA, 2018b).

DISCUSSION AND ANALYSIS

Improving Gender Representation

The past five years within the college have proven to be unprecedented and long overdue. As noted in the article "College of Engineering and Architecture Undergoes New Era of Transformation" (2017), a new dean and chair have brought renewed energy and fervor to gender equity. These efforts, partnered with the longtime work of female community builders within the department, have led to the largest cohort of female faculty ever hired ("College of Engineering and Architecture Undergoes New Era of Transformation," 2017). Furthermore, ongoing work by female faculty and students continues to deepen the department's interest in equity and widen the institution's public commitments to educate responsive and competent architects. These include recent graduate and 2019 commencement speaker Renee Whiteley, who champions international practice and reconstituted the Howard chapter of the National Organization for Minority Architecture Students, alumna Kathy Dixon's elevation to the College of Fellows of the American Institute of Architects, Dr. Farhana Ferdous' contribution to the coedited volume *All-Inclusive Engagement in Architecture: Towards the Future of Social Change,*

four research grants, and two fellowships during her 5 years of service at Howard, Nea Maloo's investment in developing Eco-Estates that are both climate conscious and accessible to persons with disabilities, and Edwards and Dahlia Nduom's leadership on a partnership with NASA to establish Habitats Optimized for Missions of Exploration Space Technology Research Institute for Deep Space Habitat Design (CEA, 2018a; Howard Newsroom Staff, 2020, 2021a, 2021b; Maloo, n.d.). Each act and award suggests that the department is invested in and already benefiting from a more equal gender distribution among faculty and staff.

Projections

As noted in the "Shifts in Hiring" section, 2018 was a record-breaking year for the department. The more gender-balanced faculty was mirrored by a more diverse incoming class, and Howard awarded 43% of its Engineering degrees to women compared to 21% across other institutions (CEA, 2018b). Although 2021 data are still outstanding, this trailblazing 2018 cohort, now entering its third year, suggests that further shifts toward equality may be on the horizon.

CONCLUSION

In the lighting-rod book *The Crisis of the African-American Architect: Conflicting Cultures of Architecture and (Black) Power*, author and Howard alumnus Melvin Mitchell suggests that the Black architect faces decline rather than a renaissance because theories of Black architecture have yet to be expressed and illustrated (2003). Mitchell recommends that HBCUs, which have a vested interest in the Black aesthetic and the reshaping of a more equitable America, invest in holding space for these dialogues (2003). The Department of Architecture is uniquely positioned to respond to this call to action, considering its current intention to produce responsive and invested "activist practitioners" (CEA, 2021).

As this history demonstrates, Black architectural students, faculty, and staff at Howard are creating Black womanist theories of architecture, leading to a visible and dramatic shift in the department's culture. Many of the women profiled in this history broke new ground, while also preparing space for those who would come after. They reshaped their environment to best support their community, a core element of successful architecture.

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APPENDIX

MASTER OF ARCHITECTURE CURRICULUM*
AY 2019-2020

YEAR ONE

Fall		Spring	
Foundations in Design I	5	Foundations in Design II	5
Architecture Freshmen Seminar	1	Design Thinking and Making	3
College Algebra	3	Pre-Calculus	4
Freshman Composition I	3	Freshman Composition II	3
General/Liberal Studies (Afro-Am. Studies)	3	Health/Physical Education	1
Health/Physical Education	1		**16**
	16		

YEAR TWO

Fall		Spring	
Design I	6	Design II	6
Architectural History Survey I	3	Architectural History Survey II	3
Materials and Methods	3	Architecture Pre-Design	3
Digital Tools in Architecture	3	General/Liberal Studies Elective	3
Physics for Architects	4	General/Liberal Studies Elective	3
	19		**18**

YEAR THREE

Fall		Spring	
Design III	6	Design IV	6
Structures I	3	Structures II	3
Environmental Systems I	3	Environmental Systems II	3
Construction Documents	3	Principles of Urban Design	3
Introduction to Sustainability	3	General/Liberal Studies Elective	3
	18		**18**

Summer

Architecture Travel Enrichment	**0**

YEAR FOUR

Fall		Spring	
Design V	6	Design VI (Comprehensive Design)	6
Professional Practice	3	Public Issues in Architecture	3
Architecture Professional Elective	3	Thesis Preparation	3
General/Liberal Studies Elective	3	Open Elective	3
Open Elective	3	Open Elective	3
	18		**18**

Professional Internship   **0**

YEAR FIVE

Fall		Spring	
Thesis I	6	Thesis II	6
Advanced Architecture Theory	3	Architecture Professional Elective	3
Architecture Professional Elective	3	Architecture Professional Elective	3
Open Elective	3	Open Elective	3
	15		**15**

TOTAL CREDITS   **171**

*Curriculum may be subject to change.

Figure 1: Masters of Architecture Curriculum (CEA, 2020)

Distribution of Faculty by Gender and Rank

	MALE		FEMALE	
	OVERALL	MSIs	OVERALL	MSIs
Professor	742	61	240	26
Associate Professor	647	38	314	19
Assistant Professor	564	51	324	22

Figure 2: 2017 NAAB report on Distribution of Faculty atRank, Comparison betweenMSI and non-MSI
Note: Accredited Program Enrollment by Gender: Analysis of Faculty Data
Reprinted from NAAB (2017, p. 6)

Female Associate Professor and Male Associate Professor
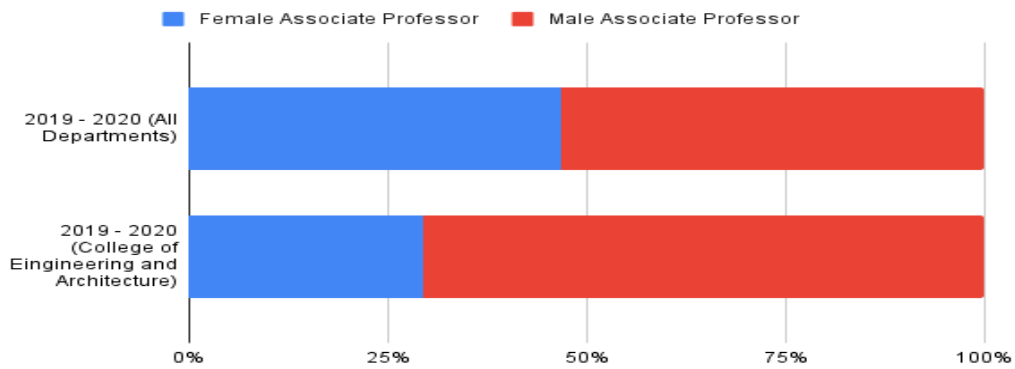
Figure 3: 2019-2020 Comparison of Associate Professor Faculty Ranking in All Departments vs. College of Engineering and Architecture
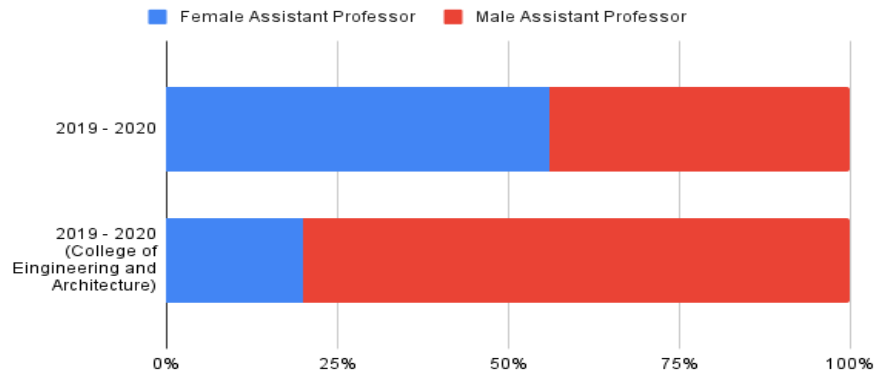Note. The data are from the 2021 Banner faculty table.

Figure 5: 2019-2020 Comparison of Assistant Professor Faculty Ranking in All Departments vs. College of Engineering and Architecture
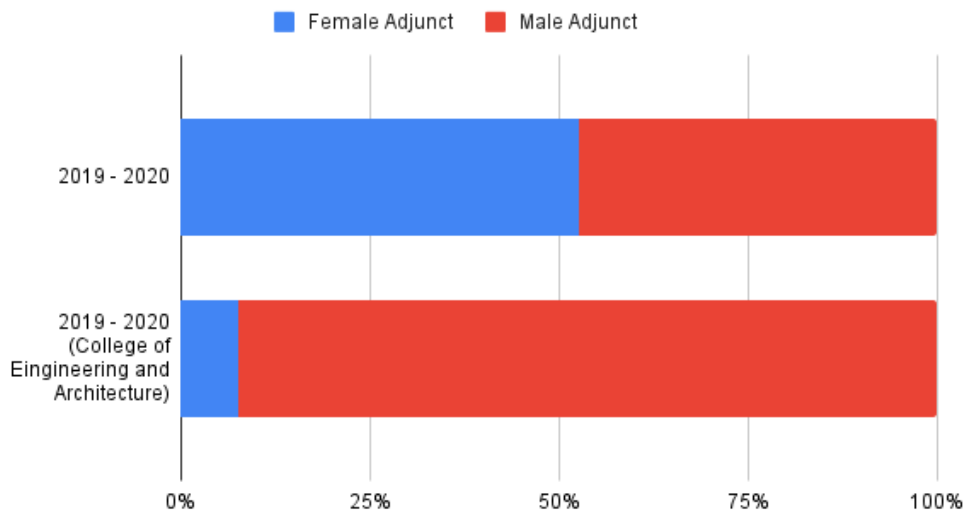Note. The data are from the 2021 Banner faculty table.

Figure 7: 2019-2020 Comparison of Adjunct Faculty Ranking in All Departments vs. College of Engineering and Architecture
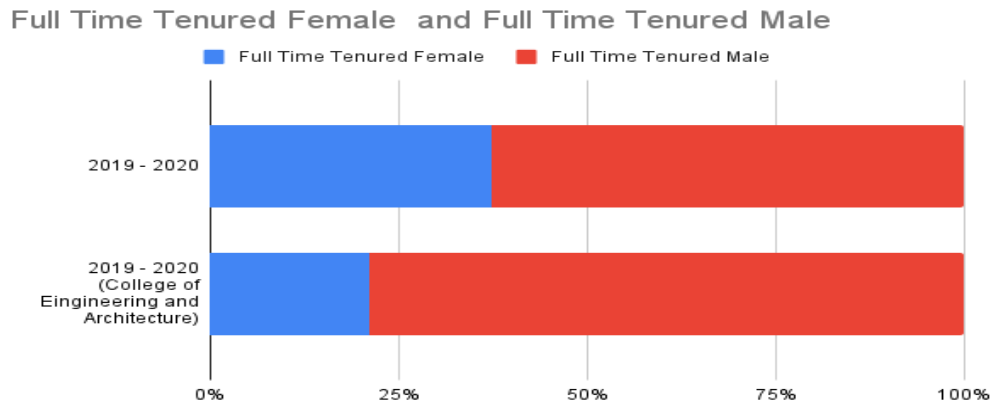Note. The data are from the 2021 Banner faculty table.

Figure 8: 2019–2020 Comparison of Full-Time Tenured Status in All Departments vs. College of Engineering and Architecture
Note. The data are from the 2021 Banner faculty table.