Educate • Connect • Celebrate
Agenda

- About the Design Diversity Index
- About Design Diversity
- Project Phases
- Data Collection
- Selecting Criteria
- Group 1
- Visualizing the Data
- Next Steps
About Design Diversity

Started in 2013, Design Diversity is an initiative to foster learning, influence growth, and promote people of color in the Design Professions in Ohio. Design Diversity works to:

- **EDUCATE** communities, specifically youth, about the range of design careers available
- **CONNECT** professionals across disciplines to grow a thriving design community
- **CELEBRATE** the accomplishments of people of color in the design professions
Advisory Committee

- James Cowan, ThenDesign Architecture
- Michele Crawford, Cuyahoga Community College
- David Jurca, Kent State CUDC
- Jud Kline, CIVITAD Services
- Dana Lawless-Andric, Kent State University
- Diane Davis-Sikora, Kent State University
- Erick Rodriguez, Burten Bell Carr Development
- Terry Schwarz, Kent State CUDC
- Arlene Watson, FRONT Triennial
Design Diversity Index is a multidisciplinary tool for measuring progress toward achieving diversity goals. The online resource will collect, maintain, and visualize data on the number of African Americans and Latinos from design schools, programs, and professional organizations in Ohio. The project's first phase is funded by The George Gund Foundation.
Index Research Team

Terry Schwarz  
**Director**  
of Kent State University's  
Cleveland Urban Design Collaborative

David Jurca  
**Associate Director**  
of Kent State University's  
Cleveland Urban Design Collaborative

Jacinda Walker  
**Design Researcher**  
designExplorr

Velvette Delaney  
**Assistant Researcher**  
dew drop studios
The Index model will be completed in three phases of work:

- **Investigate**: studies existing data
- **Visualize**: designing the study’s insights
- **Disseminate**: circulates the project’s findings
The investigation phase conducts a study of existing educational, research, and professional efforts to increase African American and Latino representation within the design fields. Its objectives are:

- Select criteria for creating school groupings
- Select organizations to reference
- Create mapping of groups and calendar for the researching the school groupings
- Inventory and compile all previously collected data
The visualization phase focuses on designing the study’s insights as a visually compelling report and online Design Diversity Index. It’s objectives are:

• Hire website consultant to create Design Diversity Index dashboard
• Create draft layout of report document
• Share draft of Design Diversity Index report/website with partners for usability feedback
• Upload report document to online platform and print hard copies
The **dissemination phase** circulating the project’s findings and generate a model for other communities to replicate. It’s objectives are:

- Collect remaining research components
- Work with project partners to determine audience, select promotion schedule and create presentation for webinar
- Present copies of the printed report document to partner organizations
- Share Design Diversity Index website, track usage, & update as needed
Data Collection

The data was obtained through three streams. The first, “who we know” looks into the social capital of our networks. Then, “access we have” contains items the people in our network have access to. And lastly, “what we know” groups knowledge and insights of the committee members.
WHO WE KNOW:

The social capital of our networks:

- Industry Professional Organization/Associations—
  - American Institute of Architects (AIA)
  - National Organization of Minority Architects (NOMA)
  - American Society of Landscape Architects (ASLA)
  - American Planning Association (APA)
  - Black Interior Designers Network (BIDN)
  - International Interior Design Association (IIDA)
  - Industrial Designers Society of America (IDSA)
  - AIGA, the Professional Association of Design (AIGA)

- Professional and Social Networks

- Industry Leaders
PROFESSIONAL ASSOCIATIONS DATA SETS GATHERED
FROM ACCESS WE HAVE:
Below are the categories of professional data gathered and currently being reviewed.

PROFESSIONAL ASSOCIATIONS

<table>
<thead>
<tr>
<th>Architecture - AIA</th>
<th>Landscape Architecture - ASLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Ohio has 2,650 Architects. 63 are African American. Almost half are in the Greater Cleveland area. (source: blackarch.uc.edu)</td>
<td>‣ In 2013, ASLA organized its first Diversity Summit and released a progress report every year since</td>
</tr>
<tr>
<td>‣ 14.2% of Ohioans are African American, but only 2.3% of Ohio’s Architects are African American.</td>
<td>‣ 940 Landscape Architects in Ohio (source: BLS)</td>
</tr>
<tr>
<td>‣ Need to obtain Latinx data by city</td>
<td>‣ Geographic location of licensed Landscape Architects in Ohio is available, but not demographics</td>
</tr>
<tr>
<td></td>
<td>‣ ASLA membership does not discern between licensed and non-licensed practitioners</td>
</tr>
</tbody>
</table>
PROFESSIONAL ASSOCIATIONS DATA SETS GATHERED FROM ACCESS WE HAVE:
Below are the categories of professional data gathered and currently being reviewed.

<table>
<thead>
<tr>
<th>PROFESSIONAL ASSOCIATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Urban Planning - APA</strong></td>
<td><strong>Interior Design - IIDA</strong></td>
</tr>
<tr>
<td>▸ APA Ohio does have number and geographic locations of all members.</td>
<td>▸ In 2016, IIDA hosted its annual Industry Roundtable focused on diversity (race, gender, and thought)</td>
</tr>
<tr>
<td>▸ But have not collected demographic information on members, yet.</td>
<td>▸ Data is not currently available on number of African American and Latino practitioners in Interior Design</td>
</tr>
<tr>
<td>▸ May begin a process to survey members and collect demographic information (gender, race/ethnicity, etc.)</td>
<td>▸ 69% of practitioners in interior design are women, but female firm leadership is only 25% (source: 2016 Diversity &amp; Design Report)</td>
</tr>
</tbody>
</table>
PROFESSIONAL ASSOCIATIONS DATA SETS GATHERED
FROM ACCESS WE HAVE:
Below are the categories of professional data gathered and currently being reviewed.

PROFESSIONAL ASSOCIATIONS

<table>
<thead>
<tr>
<th>Industrial Design - IDSA</th>
<th>Professional Association of Design - AIGA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not much activity in the professional organization locally</td>
<td></td>
</tr>
<tr>
<td>The student chapter is incredibly active and much more diversity at the Cleveland Institute of Art</td>
<td></td>
</tr>
<tr>
<td>The faculty advisor Carla Blackman has been over this chapter for more than 10 years</td>
<td></td>
</tr>
<tr>
<td>Has 163 student chapters across the USA and four in the state of Ohio</td>
<td></td>
</tr>
<tr>
<td>Has a well established initiative focused on diversity and inclusion</td>
<td></td>
</tr>
<tr>
<td>Has Design Census for last two years funded by Google</td>
<td></td>
</tr>
</tbody>
</table>
The “Inclusion in Architecture,” produced by the J. Max Bond Center, is a three-part research and engagement initiative to support an ongoing national discussion about diversity and inclusion in the discipline of architecture and its allied design fields. This report
REVIEWING DATA GATHERED ON CITIES WITH LICENSED AFRICAN AMERICAN ARCHITECTS:
As shown in the Inclusion In Architecture Report, 2015
REVIEWING DATA GATHERED ON STATES WITH >25% AFRICAN AMERICAN AND HISPANIC POPULATIONS:
As shown in the Inclusion In Architecture Report, 2015
ACCESS WE HAVE:

The items people in our network have access to:

- Higher Education Arts Data Summary (HEADS)
- National Association of Schools of Art & Design (NASAD)
- National Center for Education Statistics (NCES)
- U.S. Bureau of Labor Statistics
- Online Data Resources
- Public Libraries
**DATA FIELD CATEGORIES**

<table>
<thead>
<tr>
<th>Location Criteria</th>
<th>Degree Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ School Name</td>
<td>‣ Design Discipline Offerings</td>
</tr>
<tr>
<td>‣ Address, Zip Code</td>
<td>‣ Degree</td>
</tr>
<tr>
<td>‣ City</td>
<td>‣ Undergraduate Program</td>
</tr>
<tr>
<td>‣ Phone</td>
<td>‣ Graduate Program</td>
</tr>
<tr>
<td>‣ Website</td>
<td>‣ Total Enrollment</td>
</tr>
<tr>
<td></td>
<td>‣ Diverse Student count</td>
</tr>
<tr>
<td></td>
<td>‣ Diverse Faculty count</td>
</tr>
<tr>
<td></td>
<td>‣ Nasad/Heads Summary</td>
</tr>
</tbody>
</table>

**SCHOOL DATA SETS GATHERED FROM ACCESS WE HAVE:**

Below are the categories of school data gathered and currently being reviewed.
WHAT WE KNOW:

Groups knowledge and insights of the committee:

- The National Center for Education Statistics
- Ohio Department of Higher Education
- Ohio Department of Educations’ Diversity Report
- The Directory of African American Architects
- Inclusion in Architecture Report, 2015
- ASLA Diversity SuperSummit Report, 2017
- Public Libraries
DATA GATHERED FROM THE DESIGN JOURNEY MAP FRAMEWORK:
The framework is a visual representation developed to map the distance a designer travels throughout their career.

- Contains four color-coded bends referred to as passages: foundations, proficiency, workforce and influence
- Gray triangles illustrate the gaps where transitional stops (or leaks) occur while a designer is on their journey
- Career competency components are developmental phases that overlap and occur during the first three passages to cultivate soft skills together with the hard skills youth learn along the journey to a design career
DATA GATHERED FROM DESIGN PRINCIPLES:
The four characteristics, identified in the Design Journeys research project, to consider for any viable strategic solution to help close the diversity gap in design disciplines.
A critical component of the investigation phase was selecting the institutions and organizations that would participate in the project. With Ohio having more than 250 educational institutions, the locations central to Northeast Ohio quickly became the first criteria of selection. The next component used for selection was the degree offered from an educational institution.
A discipline is a branch of knowledge studied in higher education. Although there are several design disciplines identified in academia, there are even more utilized in professional practice. Thus, the six design disciplines that the Index will focus on to identify schools include architecture, landscape architecture, graphic design, industrial design, interior design, and urban design.
The state of Ohio will be divided into three groupings of counties that educational institutions and programs will be researched.

- Group 2— Orange
- Group 3— Blue
A terminal degree is a university degree in the United States that is either highest on the academic track or highest on the professional track in a given field of study.

- A.A.S. and A.A.B.
- Architect (B.Arch, M.Arch, D.Arch,)
- Landscape Architect (B.LArch and M.L.A.)
- Urban Planning (M.PLAN, M.CRP, M.UP, M.CP, M.CD or M.URP)
Group 1

The following graphics represent the first group of 25 schools that show public universities, public community colleges and private forprofit institutions that met both the location and degree criteria.
GROUP 1: SECTION A

Public Universities

1. Bowling Green State University
2. Cleveland State University
3. Kent State University
4. University of Akron
5. University of Toledo
6. Youngstown State University
Public Community Colleges

1. Cuyahoga Community College
2. Lakeland Community College
3. Lorain County Community College
4. North Central State College
5. ... (Numbers continue with 5A, 5B, 6, 7, 8, 9A, 9B, 9C, 9D, 9E)
6. Stark State College
7. Terra Community College
8. Northwest State Community College
9. Eastern Gateway Community College
1. Ashland University
2. Baldwin Wallace University
3. Bluffton University
4. Cleveland Institute of Art
5. Defiance College
6. Malone University
7. Notre Dame College
8. University of Findlay
9. Ursuline College
10. Walsh University
GROUP 1: ALL SECTIONS

- **Public Universities**
  - Bowling Green State University
  - Cleveland State University
  - Kent State University
  - University of Akron
  - University of Toledo
  - Youngstown State University

- **Public Community Colleges**
  - Cuyahoga Community College
  - Lorain County Community College
  - North Central State College
  - Owens Community College
  - Stark State College
  - Terra Community College
  - Northwest State Community College
  - Eastern Gateway Community College

- **Private & forprofit Institutions**
  - Ashland University
  - Baldwin Wallace University
  - Bluffton University
  - Cleveland Institute of Art
  - Defiance College
  - Malone University
  - Notre Dame College
  - University of Findlay
  - Ursuline College
  - Walsh University
As the investigation phase escalates, the Index Research Team began to visualize the study’s data. First, by looking at how a user will access the data. Next, by learning more about the platforms available to deliver the data. Then, lastly by developing visualizations of how the data will be viewed by a stakeholder. The following are wireframe options the Team is considering.

- Wireframe sketch option A
- Wireframe sketch option B
This option represents restructuring the design of the current designdiversity.org home page to feature the project and its research findings.

This option can work in a 3 or 4 column grid structure as shown here; which easily fits into the current website, however it may significantly expand beyond the current website functionalities.
WIREFRAME OPTION 1

SECTION A

ASSOC 1

ASSOC 2

ASSOC 3

ABOUT PROF. ASSOC.

AIGA

AIA

IDSA

SECTION B

LOCATION

MAJOR/DEGREE

SCHOOL

RACE

CHART

HOMEPAGE #1

ABOUT THE INDEX PROJECT SECTIONS

HOMEPAGE

2 COLUMN LAYOUT WITH SLIDER

AIGA PROFILE
• This option demonstrates leaving the designdiversity.org homepage as is and adding this project under the “index” tab for a viewer to find and hosted on a separate site.

• Once on the Index’s home page, a viewer will see a slider header image and have the option to learn more about the Index via the four selection criteria.

• This option works best on a 4 column grid structure.
WIREFRAME OPTION 2

HOMEPAGE
- LOCATION
- MAJOR/DEGREE
- SCHOOL
- RACE

HOMEPAGE
4 COLUMN LAYOUT
WITH SLIDER

ABOUT THE INDEX

LOCATION
- LOCATION
- MAJOR/DEGREE

SCHOOL
- SCHOOL
- RACE

MAP VISUAL

PIC OF GROUP 1

INFOGRAPHIC PG

GRAPHIC
FROM A QUESTION
ON GROUP 1
(ETC.)
DATA SHOWING AFRICAN AMERICAN & LATINO REPRESENTATION AT GROUP 1 SECTION A SCHOOLS
Next Steps

• Incorporate feedback from today's webinar
• Select web developer/infographics designer
• Create draft report
• Launch Index on designdiversity.org
• Publish Index report
• Expand geography to Phase 2: Mid Ohio
• Add Youth Programs to the Index
Although the primary focus of the project has been on Group 1, we have gathered a short list of schools and unique findings from Group 2 in Mid-Ohio:

- Wright State University was not listed in the National Center for Education Statistics
- A few design degrees are 'hidden' within non-obvious departments along with varied names, eg. CCAD offers a Master of Design in Integrative Design
- No PhD in Design degrees offered in the state of Ohio
Gathering information on Youth programs has become a significant component of this project phase. To date we have uncovered four different types of youth programs:

- Nationally Funded Programs
- Community Based Youth Programs
- Educational Enrichment Programs, and
- College & Career Readiness
Stay in Touch and Learn More

Get notified when the Index launches by joining the Design Diversity newsletter here:

www.designdiversity.org/contact

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- **Jacinda Walker**, Founder
  designExplorr
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  - Twitter: @designexplorr
THANK YOU

Learn more about this project at designdiversity.org or contact the Cleveland Urban Design Collaborative.