



THE AMERICAN INSTITUTE OF ARCHITECTURE STUDENTS

PUBLIC POLICIES

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PURPOSE OF THE PUBLIC POLICIES

Public policies define the position of the AIAS on recurrent issues and establish the manner in which the AIAS conducts its relationships within the organization, with members and chapters, and with others, including members, chapters, schools, affiliated organizations, and the public. These policies aim to influence the AIAS, its constituents, its partners, and the general public to make a positive impact.

STRUCTURE OF THE PUBLIC POLICIES

The document is arranged into three realms of Public Policy based on context for impact:

- Within academic environments,
- Within the profession, and
- Within society at large.

Public policies equip the AIAS with guidance for actions that have been objectively considered in anticipation of problems and opportunities. Being long-range in scope, these policies have a stability that tends to ensure decisions will be consistent with those made previously or those that will be made in the future.

DEFINITION OF PUBLIC POLICIES

Public policies communicate the values and priorities of the AIAS to aid chapters and members in their endeavors, to illustrate the positions of students of architecture, and to influence the trajectory of the profession.

Public policies advocate for a supportive and inclusive culture, wherein diversity is a catalyst for a more equitable and adaptable profession. By emphasizing collaboration and active exchange of perspectives, these policies reinforce the need for resilience and innovation.



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MISSION, VISION, AND CORE VALUES:

Why We Are Here

AIAS VISION

Empowering voices, ideas, and actions for the future.

What We Do

AIAS MISSION

Advancing leadership, design, and service among architecture students.

WE PROMOTE EXCELLENCE IN ARCHITECTURE EDUCATION, AND TRAINING:

Architectural practice is constantly evolving and we understand that a large part of this evolution begins within education. The AIAS strives to be ahead of the curve; providing our members with invaluable experiences that will prepare them for entering the profession and beyond.

WE PROMOTE EXCELLENCE IN ARCHITECTURE EDUCATION, AND TRAINING:

Our events and programs are geared towards encouraging students to discover and ignite their true passions. Each AIAS opportunity is developed to appeal to students of varying backgrounds, experience levels, and interests.

WE PROMOTE EXCELLENCE IN ARCHITECTURE EDUCATION, AND TRAINING:

Through the Freedom by Design™ program and other community outreach, we empower our members and students as a whole to be good citizens on their campuses and in their communities.

WE PROMOTE EXCELLENCE IN ARCHITECTURE EDUCATION, AND TRAINING:

We are the sole student voice in the discussion and decision-making process of the allied organizations that include The American Institute of Architects (AIA), The Association of Collegiate Schools of Architecture (ACSA), The National Organization of Minority Architects (NOMA), The National Council of Architectural Registration Boards (NCARB) and The National Architectural Accrediting Board (NAAB).

Who We Are

The American Institute of Architecture Students (AIAS) is an independent, nonprofit, student-run organization dedicated to providing unmatched progressive programs, information, and resources on issues critical to architecture and the experience of education. The AIAS aims to promote excellence in architectural education, training, and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize students and combine their efforts to advance the art and science of architecture.

The value statements below reflect our programs, events, initiatives, and culture that can help tell the story of an AIAS member.

What We Value

AIAS VALUE STATEMENTS

IMPACT: We advocate for and enact positive change.

COMMUNITY: We foster an inclusive network of peers that learn from, support, and drive one another.

GROWTH: We inspire students to reach their greatest potential through meaningful learning opportunities.

PASSION: We pursue large goals and aspirations through each member's enthusiasm.

PERSPECTIVE: We link the profession's opportunities to architectural education.

BALANCE: We promote respectful relationships, an environment of diversity, and a thriving learning & teaching culture

501(c)(3) NON-PROFIT STATUS

501(c)(3) Political and Lobbying Activities

501(c)(3) non-profit organizations are uniquely situated to have significant impacts on policy and legislation at the local, state, and federal levels. However, there are regulations placed on 501(c)(3) organizations regarding how significant their lobbying efforts may be.

In accordance with the requirements of 501(c)(3) non-profit organizations, it is imperative that section 501(c)(3) organizations do not exceed the restrictions placed on the quantity of political and legislative (lobbying) activities they conduct such that they do not forfeit their 501(c)(3) status. As illustrated by the Internal Revenue Service, it is also important to recognize that, “political activities and legislative activities (commonly referred to as lobbying) are two different things and are subject to two different sets of rules and have different consequences of exceeding the limitations” (“Political and Lobbying Activities” 2019).

RESTRICTIONS ON POLITICAL ACTIVITIES

“Under the Internal Revenue Code, all section 501(c)(3) organizations are absolutely prohibited from directly or indirectly participating in, or intervening in, any political campaign on behalf of (or in opposition to) any candidate for elective public office.

Contributions to political campaign funds or public statements of position (verbal or written) made on behalf of the organization in favor of or in opposition to any candidate for public office clearly violate the prohibition against political campaign activity. Violating this prohibition may result in denial or revocation of tax-exempt status and the imposition of certain excise taxes.

Certain activities or expenditures may not be prohibited depending on the facts and circumstances. For example, certain voter education activities (including presenting public forums and publishing voter education guides) conducted in a non-partisan manner do not constitute prohibited political campaign activity. In addition, other activities intended to encourage people to participate in the electoral process, such as voter registration and get-out-the-vote drives, would not be prohibited political campaign activity if conducted in a non-partisan manner.

On the other hand, voter education or registration activities with evidence of bias that (a) would favor one candidate over another; (b) oppose a candidate in some manner; or (c) have the effect of favoring a candidate or group of candidates, will constitute prohibited participation or intervention” (“Political and Lobbying Activities” 2019).

RESTRICTIONS ON LEGISLATIVE ACTIVITIES

“In general, no organization may qualify for section 501(c)(3) status if a substantial part of its activities is attempting to influence legislation (commonly known as lobbying). A 501(c)(3) organization may engage in some lobbying, but too much lobbying activity risks loss of tax-exempt status.

Legislation includes action by Congress, any state legislature, any local council, or similar governing body, with respect to acts, bills, resolutions, or similar items (such as legislative confirmation of appointive office), or by the public in referendum, ballot initiative, constitutional amendment, or similar procedure. It does not include actions by executive, judicial, or administrative bodies.

An organization will be regarded as attempting to influence legislation if it contacts, or urges the public to contact, members or employees of a legislative body for the purpose of proposing, supporting, or opposing legislation, or if the organization advocates the adoption or rejection of legislation” (“Political and Lobbying Activities” 2019).

ALLOWANCE FOR PUBLIC POLICIES

“Organizations may, however, involve themselves in issues of public policy without the activity being considered as lobbying. For example, organizations may conduct educational meetings, prepare and distribute educational materials, or otherwise consider public policy issues in an educational manner without jeopardizing their tax-exempt status” (“Political and Lobbying Activities” 2019).

DEFINITIONS

CHAPTERS

Chapters are local components of the organization. The AIAS Bylaws define chapters in good standing. The Public Policies of the AIAS apply to all chapters, including those that are not in good standing.

ALLIED ORGANIZATIONS

The AIAS is one of six allied organizations that collectively lead the architecture profession in the US. Each organization represents different groups responsible for the education, training, registration, and practice of architects. The AIAS actively engages with these organizations to amplify the student voice. Below is a breakdown of the five other “allied organizations”.

The American Institute of Architects (AIA): is a professional organization for architects. Membership in the AIA is open to all registered architects and licensure candidates. The AIA serves the architecture profession and is a resource for its members through advocacy, information, and community.
Mission: We advocate for the value of architecture and give architects the resources they need to do their best work. Our work drives positive change through the power of design.

The Association of Collegiate Schools of Architecture (ACSA): represents architectural education programs worldwide, including all of the accredited degree programs in the United States and Canada. The ACSA works to advance the quality of architectural education by encouraging dialogue among the diverse areas of discipline on issues that will affect the architectural profession in the future.
Mission: To lead architectural education and research.

The National Architectural Accrediting Board (NAAB): establishes the criteria by which professional degree programs in architecture in the United States are evaluated and accredits programs that meet those standards. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
Mission: The NAAB develops and maintains an accreditation system in professional degree education that enhances the value, relevance, and effectiveness of the profession of architecture.

organization

The National Council of Architectural Registration Boards (NCARB): is a nonprofit made up of the architectural licensing boards of 55 states and territories. While each jurisdiction is responsible for regulating the practice of architecture within its borders, NCARB develops and administers national programs for licensure candidates and architects to ensure they have the mobility to go wherever their career takes them.
Mission: To protect the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects.

The National Organization of Minority Architects (NOMA):
Mission: To empower our local chapters and membership to foster justice and equity in communities of color through outreach, community advocacy, professional development and design excellence.

COMMUNITY

Community is belonging. Community refers to a collective body of individuals with common interests, resources, and/or regional association. Community can also refer to a social state or condition that is frequently maximized by communication and/or collaboration around a particular goal. Within the AIAS, there are a variety of communities within which members associate at various scales. These include chapters, schools, regions, nations, the profession, allied fields and organizations, the AIAS as a whole, and the public at large.

DIVERSITY

"Diversity is the range of human difference, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, economic status, physical ability or attributes, religious beliefs, ethical values system, national origin, and political beliefs" ("Diversity and Inclusion Definitions").

EQUITY

"Equity is being fair and impartial so that outcomes are no longer predicted based on the aspects of an individual's identity. This can include addressing power dynamics, addressing historic wrongs, and empowering underrepresented groups" ("About Equity-Centered Community Design" 2018).

INCLUSION

"Allowing every person, regardless of individual traits, to participate without bias, patronization, or stipulation" ("Diversity and Inclusion Definitions").

INTERNS

Students who are working in an office while actively pursuing degrees.

MEMBERS

Members of the AIAS are individuals who meet all of the requirements for membership as defined in the AIAS Bylaws. This includes affiliate members, associate members, faculty advisors, and alumni members.

PROFESSIONALS

Professionals are the body of qualified people practicing, researching, or teaching architecture and its allied fields. This consists of individuals in a broad range of career paths, including licensed architects. The people who make up the profession are formally qualified and highly educated in the field of architecture.

RESILIENCY

"The ability to prepare and plan for, absorb, recover from, and more successfully adapt to adverse events" (AIA, NIBS 2018).

SUSTAINABILITY

"A dynamic process that guarantees the persistence of natural and human systems in an equitable manner; use of the environment and resources to meet the needs of the present without compromising the ability of future generations to meet their own needs" (NCARB RSWG).

EDUCATION:

Architectural education can be broadly seen as the exchange and advancement of knowledge related to the field through design exercises, research, and creative pursuits. This process is facilitated by institutional instruction involving students, professors, administrators, staff, alumni, colleges, universities, and the collateral organizations.

Education provides the opportunity to advance the practice and discipline of architecture through student synergy, an increasing understanding of the history and legacy of the profession, and a safe-to-fail environment to develop their critical thinking and design skills. In addition, education facilitates personal growth through exposure to soft skills including communication, leadership, intuition, and confidence. These skills can be further honed through supplemental educational opportunities, activities, and engagements beyond the classroom.

1.1 ACCREDITATION

Accreditation and Licensure

- 1.101 The AIAS supports the requirement of a professional degree accredited by the National Architecture Accreditation Board (NAAB) as a prerequisite to licensure.
Adopted 07/2004.

Accreditation of Programs

- 1.102 The AIAS supports that schools of architecture should be regulated and monitored in order to provide the highest quality of education
Adopted 07/2004; Amended 07/2009.

Accredited Degree Awareness

- 1.103 The AIAS supports that schools clearly differentiate between accredited and non-accredited degrees in a manner that is available and clear to all applicants, students, and the public
Adopted 07/2004; Amended 07/2009.

1.2 PATHWAYS

Educational Process

- 1.201 The AIAS supports schools of architecture providing a clear, reasonable path leading to a degree; including adequate time to complete the prescribed curriculum, instituting a transparent student assessment process and at a cost commensurate to the level of education.
Adopted 3/2002; Amended 07/2004 and 07/2009 and 07/2019.
Commentary: Providing a clear, reasonable path entails publishing course descriptions and making them accessible to students prior to registration. A key part of the student experience is receiving and understanding feedback through student assessment tools such as rubrics, feedback debriefs with professors, or peer assessment.

Professional Degrees

- 1.202 The AIAS supports the development of and enrollment in the accredited professional degree programs by students desiring to enter the practice of architecture.
Adopted 07/2019.

Post-Professional

- 1.203 The AIAS supports the development of and enrollment in research-based or specialized post-professional architectural degree programs by students who have the desire to continue their studies and have graduated from a professional architectural degree program.
Adopted 2/1994; Amended 07/2004 and 07/2019.

- Pre-Professional**
- 1.204 The AIAS supports the development of and enrollment in degree programs designed to prepare and educate students wishing to enter professional architectural degree programs, including within architecture-adjacent fields and subjects.”
Adopted 03/2021
- Non-Traditional**
- 1.205 The AIAS supports the development of and enrollment in programs that embrace and accommodate non-traditional students in their pursuit of an architectural education.
Adopted 07/2019.
Commentary: This includes, but is not limited to, delayed enrollment, return enrollment, part-time enrollment, and those who are working full-time and/or parenting while enrolled.
- Dual Degrees**
- 1.206 The AIAS supports the development of and enrollment in dual degree programs by students with interests and aspirations that require an interdisciplinary education.
Adopted 07/2019.
- Online Degrees**
- 1.207 The AIAS supports the development of and enrollment in online courses and degree programs as a method of increasing flexibility in architectural education.
Adopted 07/2019.
- IPAL**
- 1.208 The AIAS supports the development of and access to Integrated Path to Architectural Licensure (IPAL) programs as an option for students seeking an expedited licensure process.
Adopted 07/2019.
- High School**
- 1.209 The AIAS supports the development of and enrollment in courses and programs designed to prepare high school students to enter architecture and architecture-adjacent degree programs.
Adopted 03/2021

1.3 PEDAGOGY

- Advancement**
- 1.301 The AIAS upholds the contribution of students to the knowledge and advancement of architecture.
Adopted 07/2019.
- Educational Breadth**
- 1.302 The AIAS supports that all architecture programs should expose students to both specific professional knowledge and a fundamental liberal arts education, creating graduates who have a multi-dimensional knowledge base.
Adopted 07/2009, Amended XX/2019
- Interdisciplinary**
- 1.303 The AIAS advocates for an interdisciplinary approach in classes, studios, and other projects to best prepare for a collaborative career.
Adopted 07/2019.
- Multiculturalism**
- 1.304 The AIAS supports that schools of architectural education should have a global perspective, including the opportunity for students to engage in cross-cultural dialogue through accessible and affordable study abroad programs as well as courses and curricula that include a diverse range of subjects, precedents and important individuals.
Adopted 02/1994; Amended 07/2004, 07/2009, and 03/2021.
Commentary: Important individuals’ here referring to those who may not have been defined as important in a traditional sense, but should be recognized as having made significant contributions to architecture and design.
- Financial**
- 1.305 The AIAS believes that the learning outcomes of an architectural curriculum should not be dependent on their associated financial costs.
Adopted 06/2012.
Commentary: The ability of a student to succeed in an academic environment should not be linked to how much they spend on a project.

- 1.306 The AIAS believes that schools should be upfront about additional costs of attendance, beyond tuition.
Adopted 07/2019.
- Accessibility**
- 1.307 The AIAS supports efforts by schools, faculty, and students to increase the accessibility of knowledge, content, and the learning process to better include people of all backgrounds and abilities.
Adopted 03/2021
- Teaching Innovation**
- 1.308 The AIAS supports schools and educators who utilize innovative teaching methods in order to continually improve the academic experience and respond to the changing needs of the academy, profession, and society.
Adopted 07/2004; Amended 07/2009 and 07/2019.
- Student Leadership**
- 1.309 The AIAS endorses that schools provide students with clear opportunities for active and meaningful leadership roles within the student organizations, the institution, and the greater community.
Adopted 07/2004; Amended 07/2009 and 07/2019.
- Community Service in Education and Development**
- 1.310 The AIAS endorses that schools provide students with opportunities for engagement and service in their community.
Adopted 07/2019.
- Community Design Center**
- 1.311 The AIAS endorses the creation and promotion of community design centers that increase student interaction with community stakeholders and raise the public awareness of design.
Adopted 07/2019.
- Professional Practice**
- 1.312 The AIAS supports a comprehensive education about the issues and experiences of professional practice to teach business acumen pertinent to successful business practice.
Adopted 2/1994; Amended 07/2004 and 07/2009.
- Building Codes**
- 1.313 The AIAS upholds that graduates should have a reasonably competent understanding of building codes as a mechanism for ensuring the health, safety, and welfare of the public.
Adopted 07/2019.
- STEM/STEAM**
- 1.313 The AIAS acknowledges that Architecture is federally recognized as STEM/STEAM field, and support pedagogical practices that are consistent with this status.
Adopted 03/3021

1.4 LEARNING & TEACHING CULTURE

Task Forces

- 1.401 The AIAS encourages ongoing research into adequate learning & teaching culture policies and upholds the following research, conclusions, and recommendations of previous AIAS committees and task forces:
- Redesigning Studio Culture
 - Studio Culture Review
- Adopted 07/2019.
- Respect**
- 1.402 The AIAS supports that faculty and students should contribute to an environment of mutual respect, allowing stakeholders to engage in a healthy dialogue about design.
Adopted 07/2019.
- Optimism**
- 1.403 The AIAS advocates that faculty and students maintain a positive disposition toward the discipline of architecture, in order to create and contribute to a positive working environment.
Adopted 07/2009; Amended 07/2019.
- Sharing**
- 1.404 Studios should be collegial and receptive environments so that students may engage in peer-to-peer learning while learning the values of empathy and teamwork.
Adopted 07/2019

- Innovation**
 1.405 The AIAS advocates that universities, schools, faculty, and students strive to capitalize on and contribute to innovative tools for the education and practice of architecture.
 Adopted 07/2019.
- Engagement**
 1.406 AIAS advocates for programs and initiatives that are based around the concepts of community outreach, engagement, and development.
 Adopted 07/2019.
Commentary: Approaches should be holistic and give consideration to cultural, social, and economic implications.
- Responsibility**
 1.407 AIAS advocates for students to take responsibility in their educational experience, through seeking and creating opportunities for personal growth.
 Adopted 07/2019.
- Criticism**
 1.408 Critiques play an important role in architectural education and should be an opportunity for students to hone their presentation skills and receive constructive feedback while engaging in civil and rich dialogue.
 Adopted 07/2019.
- Time Management**
 1.409 The AIAS endorses the introduction of time management resources and application of time management practices to all students at all stages of the educational process.
 Adopted 3/2002; Amended 07/2004, 07/2009, and 07/2019.
- Learning & Teaching Culture Formulation**
 1.410 The AIAS supports Learning & Teaching Culture documents written through the collaborative efforts of students, faculty, and school administration.
 Adopted 07/2019.
- Accountability of Faculty/Administration**
 1.411 The AIAS advocates for school administrators and faculty advisors to promote and contribute to a healthy learning environment of collaboration and mentorship. Individuals should be held accountable for failure to adhere to their responsibilities.
 Adopted 07/2019.
- Accountability of Students**
 1.412 The AIAS advocates for students to promote and contribute to a healthy learning environment of collaboration and mentorship. Individuals should be held accountable for failure to adhere to their responsibilities.
 Adopted 07/2019.
- Unhealthy Habits**
 1.413 The AIAS condemns the practice of unhealthy habits and traditions within the experience of architectural education. This includes unhealthy eating and sleeping habits, as well as any habits which place undo mental or physical strain on students.
 Adopted 03/2021.
- Mental Health**
 1.414 The AIAS supports initiatives and programs that promote good mental health awareness, habits, and standards.
 Adopted 07/2019.

1.5 CAREER PREP

- Counseling**
 1.501 The AIAS advocates for career counseling to best prepare for futures within and/or outside of traditional architectural practice.
 Adopted 2/1994, Amended 07/2004 and 07/2009.
- Alternative Careers**
 1.502 The AIAS believes that an architectural education equips students to think critically and creatively — skills that are translatable to any industry. Therefore, the AIAS supports any architecture students' pursuit of a career outside of the "traditional architect."
 Adopted 3/2002, Amended 07/2004 and 07/2009.

Architectural Experience Program (AXP) Awareness

1.503 With experience being one of the three main components for licensure, the AIAS supports programs and initiatives that increase awareness, preparedness, and completion of the AXP Program and its requirements.

Adopted 07/2019

NCARB Licensing Advisor

1.504 The AIAS supports the role of NCARB Licensing Advisor — at the University and AIA component level — to aid students and young professionals in their pursuit of licensure and reciprocity through first-hand knowledge of navigating the AXP, passing the ARE, and meeting state licensure requirements.

Adopted 07/2019.

Portfolio

1.505 The AIAS supports the role of the portfolio as a means of presenting one’s capabilities, experience, and work. The AIAS supports programs and initiatives that aim to help students prepare their portfolio, improve their portfolios, and their ability to present them.

Adopted 07/2019.

PROFESSION:

The profession is the body of qualified people practicing, researching, or teaching architecture and its allied fields. This includes individuals in a broad range of career paths, including licensed architects.

The people who make up the profession are formally qualified by education and/or by experience, and not necessarily in that order. Professionals engage in continuous learning following their formal education, in the pursuit of advancing the profession and serving society.

While the profession's primary objective is in the service of society, the profession also has obligations to the people that it is composed of.

2.1 EXPERIENCE

Professional Experience Before Licensure

2.101 The AIAS recognizes that professional experience should be a prerequisite for professional licensure.

Adopted 07/1994; Amended 07/2004; Amended 07/2019.

Multidisciplinary Collaboration

2.102 The AIAS supports the promotion of collaboration among students or professionals of allied disciplines.

Adopted 2/1994; Amended 07/2004 07/2009, and 07/2019.

Documentation

2.103 The AIAS supports a recording system that documents the level of experience obtained while pursuing licensure.

Adopted 07/1994; Amended 07/2004, 07/2009 and XX/2019.

Architectural Experience Program Eligibility

2.104 The AIAS supports the opportunity for students to participate in the Architectural Experience Program upon graduation of high school.

Adopted 6/2012; Amended 07/2019.

Employer Support

2.105 The AIAS advocates that architecture firms support employees working to complete licensure requirements by providing resources such as necessary time, exposure to a variety of professional experiences, study tools, mentoring, and financial assistance.

Adopted 3/2002; Amended 07/2004 and 07/2009 and 07/2019.

2.106 The AIAS advocates that employers are obligated to sign off on hours that an employee has earned in a timely manner.

Adopted 07/2019; Amended 03/2021.

2.2 LICENSURE EXAMINATION

Eligibility

2.201 The AIAS supports the opportunity for graduates from architecture programs to take all parts of the Architect Registration Examination immediately upon graduation.

Adopted 03/2021

2.202 The AIAS recognizes the rights of state-level jurisdictions to establish their own eligibility requirements.

Adopted 3/2002; Amended 07/2004 and 07/2019.

- Support for Examination**
- 2.203 The AIAS supports a fair, accessible, and uniform examination as a requirement of professional registration, and to assure the health, safety, and welfare of the public.
Adopted 07/2009; Amended 07/2019.
- Adaptability**
- 2.204 The AIAS supports an examination as a requirement of professional registration that is adaptive to changes in the profession and societal expectations of architects.
Adopted 03/2021.
- Architect Registration Exam as a Standard**
- 2.205 The AIAS supports the adoption of a professional licensure examination, comparable to NCARB’s Architect Registration Examination, as a standard requirement for becoming an architect in jurisdictions outside the United States.
Adopted 07/2019.
Commentary: A professional licensure examination ensures a standard of care in the architect’s responsibility to the health, safety, and welfare of the public.
- Testing Centers**
- 2.206 The AIAS supports broader accessibility of the Architect Registration Examination, via new options for how the tests can be taken, to better accommodate candidates with different learning types or disabilities.
Adopted 07/2019.
Commentary: Disabilities may include both physical or mental disabilities.
- 2.207 The AIAS supports broader accessibility of the Architect Registration Examination, via new options for how and where the tests can be taken, to better accommodate candidates who have to travel long distances or complex journeys to reach their nearest testing center.
Adopted 07/2019.
Commentary: Candidates who live in rural communities or small cities may have to travel to another city to test, taking additional time off from work. Candidates who live in urban centers may have to take inconvenient transit routes or pay for expensive transportation options to reach suburban or exurban testing centers.

2.3 PRACTICE

- Titling**
- 2.301 The AIAS recognizes the reservation of the title “architect” for those individuals holding a license to practice architecture.
Adopted 3/2002; Amended 07/2004 and 07/2009 and 07/2019
- 2.302 The AIAS does not recognize the use of the title “intern” for professionals who are not currently enrolled in a degree program and have attained a college degree.
Commentary: The AIAS does not yet have a definitive stance on what unlicensed graduates should be called, but is open to designations along the lines of and including, ‘Junior Designer’; ‘Architecture Exam Candidate’; ‘Architectural Designer’; ‘Design Associate’; and ‘Emerging Professional.’
Adopted 3/2002; Amended 07/2004 and 07/2009 and 07/2019 and 03/2021
- Inclusion of the Student Voice**
- 2.303 The AIAS asserts its right for inclusion and respect in conversations addressing the governance of the profession and architectural education, including meetings of the collateral organizations.
Commentary: Equal representation requires recognizing the validity of the student voice. Students engaged through the AIAS are an advocate for students in all spaces.
Adopted 2/1994; Amended 07/2004 and 07/2009 and 07/2019 and 03/2021
- Equal Access**
- 2.304 The AIAS advocates for equal access to opportunities, jobs, and roles for everyone regardless of race, color, religion, sex, gender, national origin, political affiliation, sexual orientation, marital status, disability, genetic information, or other non-merit factor.
Commentary: Meeting the needs of accessibility is different for everyone, and should be equitably addressed and resolved for each individual. This particular list of non-merit factors is borrowed from the US Federal Government’s Employer/Employee language.
Adopted 07/2019; Amended 03/2021

- Professional Development**
- 2.305 The AIAS recognizes that architectural professionals and educators have an obligation to continually increase their knowledge and relevance through professional development, continuing education, and civic engagement in order to responsibly serve their constituency and the greater public.
Adopted 07/2009; Amended 07/2019.
- Mentorship**
- 2.306 The AIAS recognizes that mentorship should occur at all levels of one’s career and endorses it as a professional obligation.
Adopted 2/1994; Amended 07/2004 and 07/2009 and 07/2019.
- International Organizations**
- 2.307 The AIAS recognizes the strength in building and maintaining relationships with architectural organizations in countries outside the United States and with international organizations.
Adopted 2/1994; Amended 07/2004 and 07/2009 and 07/2019.
- Community Service**
- 2.308 The AIAS supports the profession’s efforts to engage in their local communities and actively better their communities through pro-bono work.
Adopted 07/2019.
- Public Outreach**
- 2.309 The AIAS supports the profession’s efforts to actively involve the community in design initiatives.
Adopted 07/2019.
- Law**
- 2.310 The AIAS recognizes that professionals have legal obligations for maintaining the health, safety, and welfare of the public, and must adhere to the law.
Adopted 07/2019.
- Advancement in architecture**
- 2.311 The AIAS supports personal advancement through active engagement at work, involvement in the collateral organizations, and other settings.
Adopted 07/2019.
- Advancement outside architecture**
- 2.312 The AIAS supports personal advancement through diverse experiences beyond traditional architectural education and practice.
Adopted 07/2019.
- Diversity in the Workplace**
- 2.313 The AIAS advocates for a profession that is inclusive to all backgrounds, promotes equality and fairness, and recognizes that diversity enhances the profession.
Adopted 07/2019.
- Mental Health**
- 2.314 The AIAS supports the mental well-being of members, affiliates, professionals, and everyone while encouraging the use of healthy work and lifestyle habits.
Adopted 07/2019; Amended 03/2021
- 2.315 The AIAS wholeheartedly supports the AIA’s Guides for Equitable Practice as a benchmark standard and bare minimum for how firms should be operating.
Adopted 03/2021
- Employer Support**
- 2.316 The AIAS advocates that employers work to adapt to the changing needs of their employees, including pregnancy, illness, etc.
Adopted 07/2019.
- Workplace Culture**
- 2.317 The AIAS advocates for a professional environment governed by respect, optimism, sharing, innovation, and engagement.
Adopted 07/1994; Amended 07/2004 and 07/2009 and 07/2019.
- Compensation**
- 2.318 The AIAS advocates that employers properly compensate all employees, including interns, in compliance with the regulations for the jurisdiction in which they are working and in accordance with the standard of work performed.
Adopted 07/1993; Amended 07/2004 and 07/2009 and 07/2019.
- 2.319 The AIAS advocates for and supports pay equity and pay transparency based on experience.
Adopted 03/2021

SOCIETY:

The education and practice of architecture have an obligation to illustrate that design decisions have inherent implications on our changing society – specifically on the environment, on human rights, and on communities.

Those engaged in the discipline of architecture must be conscious of how their design decisions contribute to the preservation and improvement of the natural and built environment. Through deliberate and proactive measures, design can be used to continuously promote a healthy and resilient environment for present and future generations.

A balanced society incorporates value and respect for the rights of all individuals. These rights must be addressed at all levels of architectural education and design. The built environment serves all people and provides for an increasingly diverse population; therefore, the education and practice of architecture should be inclusive of such diversity and reinforce the equitable distribution of resources.

Healthy collaboration must be at the core of architectural education to ensure that emerging professionals are equipped to integrate the perspectives of various stakeholders into the design process effectively. In addition, the specialized skills embedded in the profession of architecture are beneficial to the greater public when incorporated into the design process in active service to society; those trained in architecture are expected to fully utilize these skills with society in mind.

3.1 THE ENVIRONMENT

3.101 The AIAS recognizes the UN’s New Urban Agenda and its “shared vision for a better and more sustainable future – one in which all people have equal rights and access to the benefits and opportunities that cities can offer, and in which the international community reconsiders the urban systems and physical form of our urban spaces to achieve this” (Nations, 2017).

Adopted 07/2019.

3.102 The AIAS acknowledges regional differences in the pursuit of a more sustainable environment, including but not limited to: scale of development, access to urban infrastructure systems, population density, and preservation of natural resources.

Adopted 07/2019.

Resiliency

3.103 The AIAS supports that responsible design considers its impact to the global environment beyond site boundaries, including neighborhoods, communities, cities, and regions.

Adopted 07/2009, Amended 07/2019.

3.104 The AIAS believes that design must incorporate preventative measures to mitigate effects of potential disasters.

Adopted 07/2019.

3.105 The AIAS supports and encourages the use of regional design solutions and practices.

Adopted 07/2019.

3.106 The AIAS supports the efforts of schools to educate students on regional building practices.

Adopted 07/2019.

Climate Change

3.107 The AIAS recognizes the increasing impact of climate change on our environment.

Adopted 07/2019.

3.108 The AIAS supports the efforts of schools to raise awareness of the impact the built environment has on climate change.

Adopted 07/2019

Non-Traditional

- 3.109 The AIAS advocates that students should be aware of the potential impact of their work habits on climate change.
Adopted 07/2019.
Commentary: Including but not limited to: lighting use, heat usage in studio, and material usage in fabrication labs.
- 3.110 The AIAS believes that good design should strive for net zero energy, carbon, and water use.
Adopted 07/2019.
- 3.111 The AIAS recognizes that passive design strategies can reduce the need for excessive energy consumption.
Adopted 07/2019.

Integrated Design

- 3.112 The AIAS encourages multi-disciplinary learning with other majors and student bodies.
Adopted 07/2019.
Commentary: including but not limited to: interior design, engineering, construction management, real estate, graphic design, landscape architecture, sustainable design, urban design, business, humanities, and environmental sciences.
- 3.113 The AIAS believes that integrated design methodologies ensure more efficient workflows and can reduce the overall impact of design on the environment.
Adopted 07/2019.
- 3.114 The AIAS supports the efforts of schools to integrate design-build studios into curriculum.
Adopted 07/2019.

Sustainable Practices

- 3.115 The AIAS supports the efforts of schools to integrate sustainable design approaches into all areas of education and practice.
Adopted 07/2004, Amended 07/2009.
- 3.116 The AIAS advocates that curricula must address existing and potential environmental issues in studio to enhance student design studies.
Adopted 07/2019.
- 3.117 The AIAS encourages schools to properly maintain fabrication machinery to minimize potential waste of materials and emissions.
Adopted 07/2019.
- 3.118 The AIAS supports architecture schools that incorporate courses that address existing building codes and highlight their relationship to environmental impact.
Adopted 07/2019.
Commentary: To highlight how individual code requirements can reduce the negative impact of buildings on the environment.
- 3.119 The AIAS supports the efforts of Chapters to be more sustainable and to educate their members on sustainable practices.
Adopted 07/2019.
- 3.120 The AIAS encourages Chapters to minimize the use of paper for promotional material and utilize digital means of marketing whenever possible.
Adopted 07/2019.
- 3.121 The AIAS supports the efforts of Chapters to incorporate programming that reinforces sustainable practices.
Adopted 07/2019.

Recycling - Preservation and Adaptive Reuse

- 3.122 The AIAS respects the value of historic buildings and infrastructure and supports the implementation of preservation design.
Adopted 07/2004, Amended 07/2009.
- 3.123 The AIAS recognizes the importance of adaptive reuse as a design strategy that can minimize waste and maintain the cultural significance of a site.
Adopted 07/2019.

Recycling - Material Waste in Studio

- 3.124 The AIAS believes that schools should recognize the importance of minimizing material waste.
Adopted 07/2019.
- 3.125 The AIAS supports schools that incorporate material reuse programs.
Adopted 07/2019.

- 3.126 The AIAS believes architecture schools should provide separate bins for the recycling of different materials.
Adopted 07/2019.
- 3.127 The AIAS supports schools that inform their students of recycling protocol.
Adopted 07/2019.
- 3.128 The AIAS encourages students to minimize waste whenever possible.
Adopted 07/2019.
- 3.129 The AIAS believes that students should be mindful about the amount of printing they are doing.
Adopted 07/2019.
- 3.130 The AIAS encourages students to be conscientious about the size of paper they are printing on and print double-sided as often as possible.
Adopted 07/2019.
- 3.131 The AIAS supports efficient and sustainable methods of fabrication.
Adopted 07/2019.

3.2 HUMAN RIGHTS

Land Acknowledgement

- 3.201 The AIAS acknowledges that the land and regions on which we operate and refer to as “American” is unceded and obtained through the genocide and cultural erasure of Indigenous people.
Adopted 7/2020

Protecting Human Rights

- 3.202 The AIAS respects the rights of all human beings as recognized by the United Nation’s Universal Declaration of Human Rights (United Nations General Assembly, 2018).
Adopted 07/2019.
- 3.203 The AIAS commits to observing and enforcing basic human rights (United Nations General Assembly, 2018).
Adopted 07/2019.
- 3.204 The AIAS supports the research of the Human Rights Resilience Project (“Human Rights Resilience Project - NYU School of Law”).
Adopted 07/2019.
- 3.205 The AIAS believes, “that the well-being of human rights activists is essential for sustainable movements” (chrgh.org).
Adopted 07/2019.

Disaster Relief

- 3.206 The AIAS promotes the incorporation of resilience training and planning in architectural education to inform students about varying degrees of vulnerability of different populations and regions.
Adopted 07/2019.
- 3.207 The AIAS believes that good design prioritizes communities recovering from disasters and mitigates future threats.
Adopted 07/2019.
- 3.208 The AIAS supports disaster relief in all places and encourages students of design to assist in these efforts whenever possible.
Adopted 10/2022

Access to Resources

- 3.209 The AIAS believes that all people must have equal opportunity to resources, including but not limited to clean air, food, water and shelter.
Adopted 07/2019.
- 3.210 The AIAS believes that schools should make efforts to ensure the availability of clean air, food, and water.
Adopted 07/2019.
- 3.211 The AIAS supports the efforts of students to consider the implications of their designs and work-habits on the quality of their regional resources.
Adopted 07/2019.

Discrimination/Diversity

3.212 The AIAS does not tolerate and actively denounces discrimination of any kind based on race, national identity, sex, gender, age, ethnicity, sexual orientation, economic background, health, ability, religion, marital status, political affiliation, veteran status, personal beliefs physical appearance, or any factor prohibited by law.

Adopted 07/2019, Amended 8/2020.

3.213 The AIAS promotes and embraces the diversity of race, national identity, sex, gender, age, ethnicity, sexual orientation, economic background, health, ability, religion, marital status, political affiliation, personal beliefs and physical appearance, both within its membership and in the wider community.

Adopted 07/2019.

Accessibility - Physical Accessibility

3.214 The AIAS supports that the entire built environment be accessible. Compliance with the American Disabilities Act and congruent laws and regulations is the minimum standard.

Adopted 07/2004, Amended 07/2009.

3.215 The AIAS commits to accommodating the diverse needs of its members at all AIAS and AIAS-affiliated events, as well as in the distribution of its resources and materials.

Adopted 07/2019.

Accessibility - Financial Accessibility

3.216 The AIAS commits to accommodating the financial needs of its members at all AIAS and AIAS-affiliated events, as well as in the distribution of its resources and materials.

Adopted 07/2019.

3.217 The AIAS supports that educational institutions, workplace environments, and professional organizations recognize the financial burden on students and young professionals, and accommodate their diverse financial needs.

Adopted 07/2019.

Universal Design

3.218 The AIAS advocates awareness, education and integration of design solutions that accommodate the diverse needs of all people.

Adopted 07/1994, Amended 07/2004 and 07/2009.

Safety

3.219 The AIAS commits to providing a safe space, both physically and culturally, for its employees, members and affiliates.

Adopted 07/2019.

3.220 The AIAS supports that educational institutions, workplace environments, and professional organizations provide safe spaces, both physically and culturally, for their employees, members and affiliates.

Adopted 07/2019.

3.221 The AIAS does not tolerate any form of harassment of or by employees, members, or affiliates.

Adopted 07/2019.

3.222 The AIAS supports that educational institutions promote a safe and healthy learning & teaching culture that allows students to feel secure about their interests and belongings.

Adopted 07/2019.

3.223 The AIAS supports the use of Learning & Teaching Culture Policies to ensure safe and respectful working conditions.

Adopted 07/2019.

3.224 The AIAS recognizes the responsibility of professionals and educational institutions to promote the Health, Safety, and Welfare of people.

Adopted 07/2019.

3.225 The AIAS supports that the entire built environment be safe. Compliance with the International Building Code and congruent laws and regulations is the minimum standard.

Adopted 07/2019.

Mental Health

3.226 The AIAS supports the mental well-being of its employees, members, and affiliates.

Adopted 07/2019.

3.227 The AIAS encourages the use of healthy work and lifestyle habits.

Adopted 07/2019.

3.228 The AIAS believes that all educational institutions, workplace environments, and professional organizations must promote the mental well-being of their employees, members and affiliates.

Adopted 07/2019.

3.3 COMMUNITY

3.301 The AIAS advocates for community-based efforts.
Adopted 07/2019.

3.302 The AIAS advocates that educational institutions and firms adapt to and properly address the changing needs of their environment and regional community.
Adopted 07/2019.

Service

3.303 The AIAS supports the efforts of students, chapters, schools, and professionals who engage in community service, and actively serve to better the community through design.
Adopted 07/2019.

3.304 The AIAS commits to demonstrating resilience through engagement with the community.
Adopted 07/2019.

3.305 The AIAS believes that all community-based efforts must recognize existing cultures and historical contexts.
Adopted 07/2019.

3.306 The AIAS encourages the use of community engagement to educate the public about the value of design.
Adopted 07/2019.

Freedom by Design (FBD)

Commentary: Freedom by Design™, the AIAS community service program in partnership with the National Council of Architectural Registration Boards (NCARB), uses the talents of architecture students to radically impact the lives of people in their community through modest design and construction solutions. The program embraces efforts to provide both design-build and engagement solutions to address 5 barriers: Physical, Educational, Environmental, Socio-Economic, and Cultural.

3.307 Through FBD, the AIAS encourages students to serve their communities by addressing issues with design and engagement solutions.
Adopted 07/2019.

3.308 The AIAS advocates for real-world experience through participation in FBD, including working with clients, learning from local licensed architects and contractors, and experiencing the practical impacts of architecture and design.
Adopted 07/2019.

3.309 The AIAS believes that all FBD Programs must adequately train volunteers prior to executing projects in order to minimize risk.
Adopted 07/2019.

3.310 The AIAS recognizes the use of licensed Design Mentors and Construction Mentors to ensure all FBD volunteers maintain a safe work environment.
Adopted 07/2019.

3.311 The AIAS supports the development of symbiotic relationships between FBD Programs and all clients and stakeholders.
Adopted 07/2019.

3.4 COLLABORATION

Collaboration with Other Students

3.401 The AIAS advocates for curriculum that incorporates collaboration with peers to highlight the diversity of perspectives of thought and to emphasize the value of teamwork.
Adopted 07/2019.

3.402 The AIAS believes that collaboration and a sense of community can enhance problem solving and creativity.
Adopted 07/2019.

3.403 The AIAS encourages collaborative endeavors with other students and organizations.
Adopted 07/2019.

3.404 The AIAS supports students, AIAS chapters, schools, and professionals that actively seek to collaborate with students in allied disciplines through design initiatives.
Adopted 07/2019.

- 3.405 The AIAS believes that all students should be respectful when communicating and collaborating with peers, including those outside of the AIAS.
Adopted 07/2019.
- Collaboration with Faculty and Administration**
- 3.406 The AIAS advocates for active collaboration with faculty and administration, including those within allied programs.
Adopted 07/2019.
- 3.407 The AIAS encourages students, AIAS chapters, and schools to extend invitations to faculty beyond the field of architecture to provide a diversity of views based on their experience, expertise, and insight.
Adopted 07/2019.
- Collaboration with Professionals**
- 3.408 The AIAS is committed to bridging the gap between the academic and professional worlds of architecture, requiring collaboration and engagement with professionals.
Adopted 07/2019.
- 3.409 The AIAS advocates that the incorporation of practicing, licensed professionals as faculty helps ensure that students are better informed about the current state of the profession.
Adopted 07/2019.
- 3.410 The AIAS encourages AIAS chapters to collaborate with professionals on events and programs.
Adopted 07/2019.
- 3.411 The AIAS supports curriculum that incorporates active engagement with local firms.
Adopted 07/2019.
- Collaboration with Public**
- 3.412 The AIAS supports students, AIAS chapters, schools, and professionals that actively seek to involve their local community in design initiatives.
Adopted 07/2019.
- 3.413 The AIAS believes that active collaboration with the community can provide students with valuable experience, including with client coordination and public relations.
Adopted 07/2019.
- 3.414 The AIAS believes that all students should be respectful when communicating and collaborating with the public.
Adopted 07/2019.
- 3.415 The AIAS advocates that students, AIAS chapters, schools, and professionals are required to have an understanding of the impact of their design decisions on the built environment and on affected communities.
Adopted 07/2019.
- Competition**
- 3.416 The AIAS believes that healthy competition consists of respect, integrity, equitable working conditions, and appropriate distribution of resources and opportunities to all parties.
Adopted 07/2019.
- 3.417 The AIAS supports the promotion of healthy competition in work environments.
Adopted 07/2019.
- 3.418 The AIAS believes that healthy competition can be used to emphasize the value of diverse perspectives.
Adopted 07/2019.
- 3.419 The AIAS believes that healthy competition can contribute to the advancement of personal potential and the profession as a whole.
Adopted 07/2019.
- 3.420 The AIAS promotes a balance between academic rigor and the health and wellness of all participants.
Adopted 07/2019.
- 3.421 The AIAS supports the use of competition to encourage creativity and innovation.
Adopted 07/2019.
- 3.422 The AIAS does not condone the use of competition to encourage fear or the diminishment of others.
Adopted 07/2019.
- 3.423 The AIAS does not condone the use of competition to instill a disproportionate emphasis on outcome over process.
Adopted 07/2019.

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ACKNOWLEDGEMENTS

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