The Architecture Lobby is an organization of architectural workers advocating for the value of architecture in the general public and for architectural work within the discipline.

In order to redirect the public's perception of what architects do, we need to reconceptualize our value. We need to walk away from contracts that don't allow us to share in the profit of a building's success. We need to prove that we know that the building's success is determined not by its publication photos but by its 40-year-long habitability. We need to redefine the way media showcases us.

In order to reprogram our own identity, those of us in the discipline of architecture need to admit that we are workers. We are part of a global labor force fighting for and deserving fair pay, legal benefits, regulated hours, and termination policies. We need to stop giving away free labor.

In order to retrain our graduates, we need to convince them of their value. Those of us who teach must stop being proud of our students' all-nighters doing our pedagogical bidding. When they look for work, we need to direct them away from practices that are abusive (if not illegal) even if avant-garde.
The Architectural-Lobby

is an international organization of architectural workers advocating for the value and dignity of our labor. As workers it is our responsibility to ensure that our profession is a profession of the public interest. We are open to all who work in the field of architectural design and human rights violations.

1. REFUSE UNPAID INTERNSHIPS

I will not accept any employment that does not offer adequate payment. All non-monetary payment must be negotiated and formalized in a written contract that explicitly defines the terms of the alternative payment method.

2. NEGOTIATE MY EMPLOYMENT CONTRACT

I will negotiate the terms of my employment contract to include:

A – OVERTIME PAY: Legally Required Overtime pay, as set forth by the Fair Labor Standards Act

The Fair Labor Standard Act stipulated that employees “must receive overtime pay for hours worked over 40 in a workweek at a rate not less than time and one-half their regular rates of pay”.

B – LIVING INCOME/WAGE: A living income/wage as defined by the following relative to debt obligations and geographically significant costs of living.

A – Discretionary Income above the Partial Economic Hardship threshold as calculated by dividing your total Student Debt by 0.16 (the debt to income ratio that determines Partial Economic Hardship threshold by the Higher Education Act). A calculator is available at http://www.finaid.org/calculators/loancalculator.html

B – A living wage based on the specific cost of living for an individual anticipating anticipated family size and geographic location. A calculator is available at http://livingwage.mit.edu/

C – HEALTHCARE SUBSIDY: If no company plan is offered as a benefit package, request a healthcare subsidy equal to or greater than the estimated minimum required premium cost of a Silver Plan purchased through the Affordable Care Act’s Health Insurance Marketplace.

A – A calculator is available at http://kff.org/interactive/subsidy-calculator/

3. BE READY TO WALK AWAY

If I am unable to negotiate an employment contract that does not comply adequately with the above terms, I will exercising my right to refuse the employment offer. In exercising this right, I will communicate that I understand my worth as my architectural skill, and that by demanding appropriate compensation for my labor, I am safeguarding my own value and that of my profession.

Signature

Date

E-mail

For ongoing assistance and support please let us know you signed this pledge to ehi.cs@architectsbody.org and find more information at www.architectsbody.org

NOTE: We will not use your name in any public forum or medium unless you give us explicit permission to do so.

Benjamin Bernstein (autodesk) via email

Thu, Jan 29 11:45 AM

Benjamin – I think that the counter-position of AIA San Francisco has been an embarrassment for the AIA as well. (One thing I took away from Raphael Sperry speaking with Peggy Bernstein was the counter-position of AIA San Francisco was essentially using the lob...)

Phil Bernstein (autodesk) via email

Thu, Jan 29 11:40 AM

Phil – This is not a new debate between architects and the public (nor is it even about the profession itself), but a question about the role that architects and other professionals should play in the public sphere. The ethical question is whether architects are limited to their professional appointments or can be expected to act as citizens. I think that architects, like all intellectual professionals, should be expected to engage in the common discourse on social and political issues.

John (js) via email

Thu, Jan 29 1:25 PM

Phil – John here – I’m not a big fan of the AIA’s effectiveness these days and feel that they are more involved in lobbying for their own members than actually working for the public interest. (I know a number of human rights lawyers who were eager to use the counter-position against AIA San Francisco on human rights; I don’t know, I’m part of the Lob...)

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Phil Bernstein (autodesk) via email

Thu, Jan 30 9:30 AM

Phil – Phil is the lob (as far as he di.d) and the lob (as far as I see it) is member disinterest. So…

John (js) via email

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Benjamin Bernstein (autodesk) via email

Thu, Jan 29 11:49 PM

Benjamin thanks Bergens – in case you didn’t know, I’m part of the Lob...

Benjamin Bernstein (autodek) via email

Thu, Jan 29 10:59 AM

Benjamin thanks Bergens – in case you didn’t know, I’m part of the Lob...
Are you a licensed architect?

No, but I’m working on it

54% of men
67% of women

No, and I don’t plan to

6% of men
11% of women

Yes!

40% of men
23% of women

1% of male respondents
1% of female respondents

* This pictogram shows a comparison of the percentages of male v. female respondents.

In the aggregate results of the Architecture Lobby’s survey, there were 30% more male respondents than female.
We have 125-140 students at "Finally, the NAAB benchmarks al
through this book, you'll find that we have
when we're looking at alternative business models and how they can apply what they lea
or when they're trying to get better and contextualize what they are doing in the last 5 years.
Finally the NAAB benchmarks all the way through this book you'll find that we have
When we begin to ask questions about why we don't have better labor practices, fees, salaries, the questi
specifically focusing on how to do that.

In the second three weeks, we do assessments on how people deal with projects and assignments.
we teach a three week series on leadership, responsibility for the management of project delivery, a little bit on doing. We do a little bit on

In the Spring of that same year I also had the opportunity to do an international sabbatical in three chunk, a piece on the nature and structure of the profession, a piece on the nature and structure of the models by which the profession does its work and a big piece on projects and how projects are run. My job in this course is to create enough of a conceptual frame of reference when students go out into the real world so they know better and contextualize what they are doing.

There are three moments in the curriculum. In the first year we do a building project and I focused for a six-week workshop along with the project - three weeks for professional practice fundamentals. They go from their first studio to their second studio and they are about to go building a structure. They have no idea how to contextualize what they are doing. We do a little bit on project delivery, a little bit on project management, and a little bit on the architect's responsibility for the management of resources. We also introduce ideas of cost estimating and why the house they are building would not cost $160,000 in the real world but closer to $500,000.

In the second three weeks, we work with a colleague from the business school, we break the class into teams and then those teams fiercely compete with each other. The next three weeks we work with a colleague who is an organization behaviorist who studies the nature of work at the business school and she and I teach a three week series on leadership and collaboration and make what it means to work in team. It is pretty scientific; we do assessments on how people work in a team. In the second semester, the students already get a taste of professional practice issues.

The fifth semester is when we have the mainstream professional practice course. This course is taught in three chunks, a piece on the nature and structure of the profession, a piece on the nature and structure of the models by which the profession does its work and a big piece on projects and how projects are run. My job in this course is to create enough of a conceptual frame of reference when students go out into the real world so they know better and contextualize what they are doing. In the last 5 years I have begun to survey the students before the beginning of the semesters. Before the semester begins, I will ask my students if they think I crash my students would

In the first three weeks, we have students transition and balance work and school, decide what the internm

In the last year, we have been overreaching and now they are drawing back. The students.

In the labs each week workshop along

Finally the NAAB benchmarks altogether.

We live in New York City which, along with 5th Avenue and the Met, is an architectural
to changing the curriculum. You teach to the rules that make sense and also

Eventually, however, there will be a major disruption of the existing systems to change the field. We have to do this in a way that all our students will appreciate.

We are now looking at alternative business models and how they can apply what they have learned. We incorporate programming such as speed mentoring.

This is the generalizability, figuring out how the work will look at the next level. We are in a capitalist economy and we need the architect to have an aspirational resume that links to that vision. Then we begin to think about the resources and strategies needed to achieve it. Which I call this process of starting something.

It is all about speed and doing. The dynamic capabilities to be able to keep up with any new options as the environment changes.

"A big idea we use is dynamic capabilities – you can be at the best at something right now, but tomorrow it's going to change. Eventually, however, there will be a major disruption of the existing systems to change the field. We have to do this in a way that all our students will appreciate.

Three modalities:
1. I work with someone that does not know much about professional practice.
2. I want to do something else with my career and I do not know my options are.
3. I want to start my own practice.

I hired a demographer to see what the graduates are doing, the majority are in practice working for small firms.

A big idea we use is dynamic capabilities – you can be at the best at something right now, but tomorrow it's going to change.

"It is up to deans to say that students do not look at NAAB accreditation. Eventually, however, there will be a major disruption of the existing systems to change the field. We have to do this in a way that all our students will appreciate."

"The lobby began, for me, as I walked through the doors of the lobby. Some people may think that the role of technology, alternative business models, sustainability and the like are the things that are going to drive the curriculum. You teach to the

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