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To advance architectural education through support of member schools, their faculty, and students. This support involves:

- Serving by encouraging dialogue among the diverse areas of discipline;
- Facilitating teaching, research, scholarly and creative works, through intra/interdisciplinary activity;
- Articulating the critical issues forming the context of architectural education
- Fostering public awareness of architectural education and issues of importance

This advancement shall be implemented through five primary means: advocacy, annual program activities, liaison with collateral organizations, dissemination of information and response to the needs of member schools in order to enhance the quality of life in a global society.

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LEADERSHIP AND COOL

BY KIM TANZER



Because our colleagues, particularly in the AIA and NCARB, have chosen to focus on the importance of leadership within architectural education in the context of the upcoming NAAB Accreditation Review Conference, I have begun to speculate about the relationship between leadership and cool. Can our discipline model both leadership and cool? If not, which will we choose?

I began thinking about the relationship between leadership and cool in an unlikely place—a daylong workshop devoted to disability research and advocacy, which brought together disciplinary leaders from across my state. I was invited to participate to bring an environmental design perspective to an otherwise policy-driven discussion. As speakers introduced themselves, a remarkable number of narratives began with a close personal experience with a disability, their own or that of a family member. It was clear that, unlike many academic conferences, most of the people in attendance had an urgent need to make positive change—the quality of their own lives depended on it. Toward the day's end the subject turned to the role of the built environment in easing the daily lives of those who live with serious disabilities.

The symposium's participants, clearly

frustrated, asked me why the height of doors, the height of tables, the location of light switches did not accommodate their limitations. I answered mildly that architects must consider many, often competing, needs and that budgets sometimes preclude truly sensitive solutions. But as I answered I thought about the modest attention paid to universal design in most architecture curricula. I silently remembered the exasperated expressions, rolled eyes, and general impatience expressed when such subjects are part of required course work or mentioned during critiques. I thought, too, about the few students and colleagues I have known with life-changing disabilities, and how my students and I suffered just observing their formidable inconveniences. Through body language and pregnant silences it has always been clear to me that subjects like disability, whether through accident or aging, are not considered cool.

Leadership, it seems to me, demands that we speak for those who cannot effectively speak for themselves. But given the chance, did I speak up? Do any of us adequately address the difficult subjects—disabilities, climate change or others—the ones we know are not cool?

As I'm writing in an airport, I have leaned on Wikipedia to define the unspoken quality we all know so well. Cool is described as a "self-conscious aplomb in overall behavior...a set of discernible bodily movements, postures, facial expressions and voice modulations that are acquired and take on strategic social value within the peer context."¹

Think about the last architectural review in which you participated, and the behaviors of the participants. Was there evidence of cool? Architectural reviews are a powerful form of consensus building within our discipline, drawing on verbal logic and on many tacit elements, such as embodied communication, to argue posi-