



## Inclusion + Equity Plan

DRAFTED May 2018

REVISED EDITION, December 2019

### INTRODUCTION

#### *Inclusion + Equity Committee Members, 2017–2020:*

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Our Inclusion + Equity Plan was crafted through multiple meetings over the course of the academic year 2017–2018 within the committee and with various groups and key individuals across the School. Students members of the committee (Ucha Abbah and My-Anh Nguyen) spearheaded a series of focus groups with student leaders and student groups. The chair of the committee met twice with the A-School’s Staff Council, as well as individually with the directors of Admissions and Communications.

The 2018–2019 academic year was the first year of plan implementation, and the revised Equity and Inclusion Plan that follows includes projects undertaken during this period as well as adjustments to the plan in response the evolving situation in the School of Architecture. In Fall 2019, we continued the implementation of the plan and began laying the foundation for the new plan we will draft in spring 2020, in coordination with the Inclusive Excellence @ UVA Initiative.

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## PART ONE

### Call to Action, May 2018

The professions of architecture, landscape architecture, planning, and architectural history are fields in which the perspectives of underrepresented groups are both incredibly important and markedly absent. Despite concerted efforts and demonstrable progress in increasing racial and gender diversity in architectural training, the percentage of licensed architecture professionals in 2017 was 2% black and 38% female—percentages that represented an all-time high.<sup>1</sup> Furthermore, many women and minority architects and landscape architects reach a plateau in their professional advancement after fifteen years in the field, which leaves the leadership of most professional firms and organizations even more homogenous.<sup>2</sup> These statistics document a parallel problem at all levels of the UVA School of Architecture, based on data from 2017–2018. Out of 58 faculty, one is African American and two are Latino.<sup>3</sup> And although 54% of our faculty are female, women currently make up merely 24% of our full professors (three out of four of whom are current or past deans).<sup>4</sup> Not surprisingly, the composition of our faculty seems to have affected our student enrollments as well. In 2009, when our faculty included four African American professors, our undergraduate student body was 11% African American (38 students). With the subsequent departure of these black faculty members, we have also witnessed a steady decline in black students—with a low of 3% last year (10 undergraduate students) and a declination pattern that looks to be continuing with this year's admissions.

We also experience another significant parallel with the professional fields our School represents. Our underrepresented faculty and students are also asked to bear more of the service burden than other groups. In practice and in academia this is a common occurrence; studies have shown that women and minorities are frequently asked to take on more service and to bear higher emotional burdens than their white male colleagues.<sup>5, 6</sup> These dynamics exacerbate the emotional strain already borne by underrepresented groups and can perpetuate systemic inequities in the form, for example, of disparities in available time for publication and other more highly rewarded advancement metrics.

In the wake of the white nationalist rallies of August 11<sup>th</sup> and 12<sup>th</sup> that profoundly affected many students at the School of Architecture, even as these events directed new scrutiny onto the University of Virginia for people

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<sup>1</sup> National Council of Architectural Registration Boards, <https://www.ncarb.org/nbtn2017/demographics>

<sup>2</sup> "Bleak Results from Equity in Architecture Survey Fuel Desire for Change," *Architectural Record* (2014), <https://www.architecturalrecord.com/articles/3264-bleak-results-from-equity-in-architecture-survey-fuel-desire-for-change?v=preview>; Terry Clements, "Where are the Women in Landscape Architecture?," *ResearchGate*, January 2012, <https://www.researchgate.net/publication/303985104>.

Results from the Equity in Architecture Survey from 2016 for the University of Virginia, which polled graduates from UVA's School of Architecture, presents a more optimistic picture of gender and licensure. However, as the accompanying Interpretation of Results for the EQiA Report notes, this more optimistic view is likely due largely to the relative small response rate. Only 135 UVA alumni responded to the EQiA Survey. See Appendix A.

<sup>3</sup> Here it is worth bearing in mind that an ACSA (Association of Collegiate Schools of Architecture) survey from 2014 revealed that "Hispanic and black women hold Assistant Professor jobs at less than one-fourth the rate of the population overall." See American Collegiate Schools of Architecture (ACSA) Atlas: "Demographic Representation Among Recent Assistant Professors and Degree Holders in Architecture," 2014; [http://www.acsa-arch.org/images/default-source/data/acsa\\_atlas\\_7.jpg?sfvrsn=6](http://www.acsa-arch.org/images/default-source/data/acsa_atlas_7.jpg?sfvrsn=6).

<sup>4</sup> Unfortunately, similar trends have been charted across the nation. See American Collegiate Schools of Architecture (ACSA) Atlas: "Professor Rank Shows the Largest Gender Gap," based on National Architectural Accrediting Board data, 2009–2015; <http://www.acsa-arch.org/images/default-source/data/atlas-201701.jpg?sfvrsn=0>.

<sup>5</sup> J. Thomas, "The Minority-Race Planner in the Quest for a Just City." *Planning Theory* 7, 3 (2008): 227–47.

<sup>6</sup> Colleen Flaherty, "Dancing Backwards in High Heels," *Inside Higher Education* (January 10, 2018); <https://www.insidehighered.com/news/2018/01/10/study-finds-female-professors-experience-more-work-demands-and-special-favor>

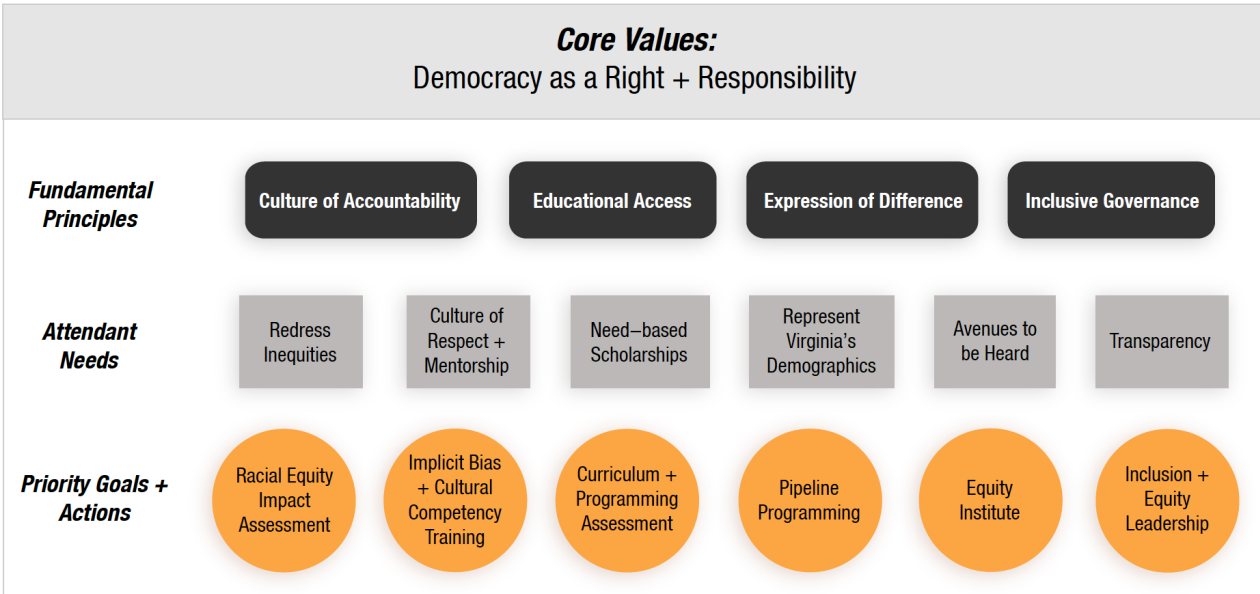
across the globe, we aspire to heal as a community through initiating a process of enacting fundamental change that will not only expand the diversity of our faculty and students, but will also contribute to broader attempts to challenge and dismantle the systemic injustices that mark the built environment and the professions that play instrumental roles in shaping it.

**PART TWO**

**Theory of Change, May 2018**

The Inclusion + Equity Committee followed a Theory of Change methodology, through which we aimed to identify our core values and the necessary preconditions that would best support these values, in order to then clearly identify a series of needs and priority goals and actions that will directly address these needs.<sup>7</sup>

We have mapped these specific needs and our resultant priority goals and actions onto the **Immediate Recommendations** and the **Priority Goals + Actions** detailed below.



<sup>7</sup> Theory of Change is a methodology frequently utilized in planning and philanthropy as well as in the not-for-profit and governmental sectors to promote social change. For an impressive, thorough accounting of how such a process was utilized by King County in Washington State (a county that includes Seattle) to institutionalize equity and social justice in its operations writ large, see Matias Valenzuela, "King County's Journey in Institutionalizing Equity and Social Justice," *Public Administration Review*, 2017, DOI: 10.1111/puar.12857.

## **PART THREE**

### **Inclusion + Equity Mission Statement, May 2018**

The School of Architecture is committed to democracy. We recognize our own privileges as an institution, and we honor the consequential responsibilities to move our society towards an inclusive future that recognizes and serves all people, regardless of gender, race, sexuality, religion, nationality, citizenship status, ability, or socioeconomic standing. We have inherited the structures of power and inequity that have shaped the University of Virginia, in the past and in the present. As an educational community, we commit ourselves to the sustained, critical rethinking of our institutional policies, practices, structures, and culture. The School of Architecture's Inclusion + Equity Committee is comprised of faculty, students, and staff charged with articulating and guiding our collective commitment to building, promoting and sustaining a culture of inclusion and equity within and beyond the University.

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#### **our values + aspirations**

The School of Architecture is committed to the ongoing project of democracy as both a right and a responsibility. We understand that universities play a fundamental role in guiding the formation of informed, respectful, collaborative, empathetic, and engaged planetary citizens. As a public university, we are committed to expanding access to education and professional development.

As an educational community dedicated to the critical understanding and the constructive re-imagining of buildings, landscapes, cities, communities, and territories, we recognize that biodiversity is essential for the survival and flourishing of the planet. To this end, we bear a special responsibility for shaping environments and experiences of learning and working that are inclusive and equitable in serving all people, regardless of gender, race, ability, sexuality, national origin, citizenship status, religion, or socioeconomic standing.

The School of Architecture aims to train future leaders in our disciplines, our professions, and our communities who will make shared values manifest in the spaces and places we interpret and create, whether in the School, the broader community, or the wider world. To this end, we encourage holistic approaches and integrated understanding, while upholding the School's commitment to intellectual pluralism and to the cultivation of diverse modes of inquiry and making.

#### **our institutional culture**

The University of Virginia has been shaped by a fundamental contradiction between the democratic ideals on which it was founded and the reality that, for well over a century, the educational experience it offered was available only to a restricted and decidedly exclusive population of economically privileged, socially elite, white men. At the same time, our institution was built upon and its daily operation was made possible by the labor of many who were excluded from its classrooms and its privileges, including enslaved laborers, women, and men of lower socio-economic standing.

The School of Architecture has witnessed considerable transformations since its initial founding in 1919 as the McIntire School of Fine Arts. In the early 1970s, the first African American and the first women students were admitted into the School of Architecture's programs. The first women matriculated as first-year students in the university in 1970, the same year that three women earned master's degrees in the School of Architecture: Anne Carter Lee (Master of Architectural History), Virginia B. Overton McLean (Master of Planning), and Patricia Turney Garris (Master of Planning). Two years later, Edward Wayne Barnett became the first African American

to earn a degree in School (bachelor of science in architecture, 1972).<sup>8</sup> Since the early 1970s, the composition of the A-School community has changed dramatically, and our four departments now oversee multiple programs at the undergraduate and graduate levels. As we mark the beginning of the University of Virginia's third century and the School of Architecture's centennial, this is a critical moment for action, not least because our institution has been thrust onto the front lines of the most pressing challenges facing our society today, including ethno-nationalism, sexual violence, racism, white supremacy, and religious persecution. In this context, we embrace our institutional privilege as a responsibility.

### **our commitments + goals**

The gap between our ideals of democracy and the specific structures of inequity that have structured and continue to shape our institution and our broader social worlds will require sustained, reflexive engagement with past and present failures as we work together to realize our aspirations. Ours is not simply a project of including more people of varied backgrounds, identities, and experiences at the table, but of committing ourselves to the sustained, critical rethinking of our institutional policies, practices, structures, and culture. In devising this plan, we commit ourselves to the principles of accountability, transparency, and inclusive self-governance. We aim to move beyond an assimilationist model of inclusion to build the capacity for expanding access and redistributing power through a self-reflexive process of questioning and rethinking systemic inequities, biases, and norms. The School of Architecture's Inclusion + Equity Plan is a call to unfold a continuous process—one that is aimed at an unfixed horizon, even as we create built-in structures of accountability and ongoing evaluation. The shared project of reckoning seriously with how we are implicated, as individuals and as an institution, in the systems and structures we design and inhabit holds special currency for our educational community and for our students—the future leaders who will shape and reshape our built landscapes and communities.

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<sup>8</sup> K. Edward Lay, *History of the A-School: A School Built Upon the Foundation of Mr. Jefferson's Principles of Architecture* (Charlottesville: University of Virginia School of Architecture, 2013), p. 58; [https://issuu.com/uvaschoolofarchitecture/docs/aschoolhistory\\_1a757995fd80a6](https://issuu.com/uvaschoolofarchitecture/docs/aschoolhistory_1a757995fd80a6).

## PART FOUR

### Current Analysis: who we are now, May 2018

Within the broader landscape of the University of Virginia, the School of Architecture is a relatively small school. Data from 2017 indicates that the School brings under its umbrella 309 undergraduate students, 236 graduate students, 31 staff members, and 58 faculty members—a total of around 634 people. The fact that the vast majority of classrooms and offices are housed within a single building—Campbell Hall—helps to further create a sense that we are a self-contained and relatively tightly knit community. In addition, the distinctive pedagogy of architectural education, which is focused significantly (although not exclusively) on studio education, means that students and faculty spend extended hours working together in relatively open spaces that form a vibrant focus of the building and of the School’s educational program.

The School of Architecture includes four departments: Architectural History, Architecture, Landscape Architecture, and Urban & Environmental Planning. Currently, there are nine degree programs:

- PhD in The Constructed Environment (an interdisciplinary program across the four disciplines in the School)
- PhD in Art + Architectural History (a program administered by the Graduate School of Arts & Sciences, but that draws on the combined faculty of the Architectural History Department and the Art History side of the McIntire Department of Art)
- Master of Architectural History
- Master of Architecture
- Master of Landscape Architecture
- Master of Urban + Environmental Planning
- Bachelor of Architectural History (students choose a concentration in Architectural History or Historic Preservation)
- Bachelor of Science in Architecture (students choose a concentration in Pre-Professional or Design Thinking)
- Bachelor of Urban + Environmental Planning

The A-School also has two certificate programs, in Historic Preservation and in Urban Design, which are available to students in any of our graduate programs at the Masters level. There are also a growing number of research centers affiliated with the School of Architecture, including the Institute for Engagement & Negotiation, the Next Cities Institute, the Center for Design + Health, the Center for Cultural Landscapes, and the Equity Institute. For further information about our programs, see <https://www.arch.virginia.edu/programs>. For further information on our research centers, see <https://www.arch.virginia.edu/about/research-centers>.

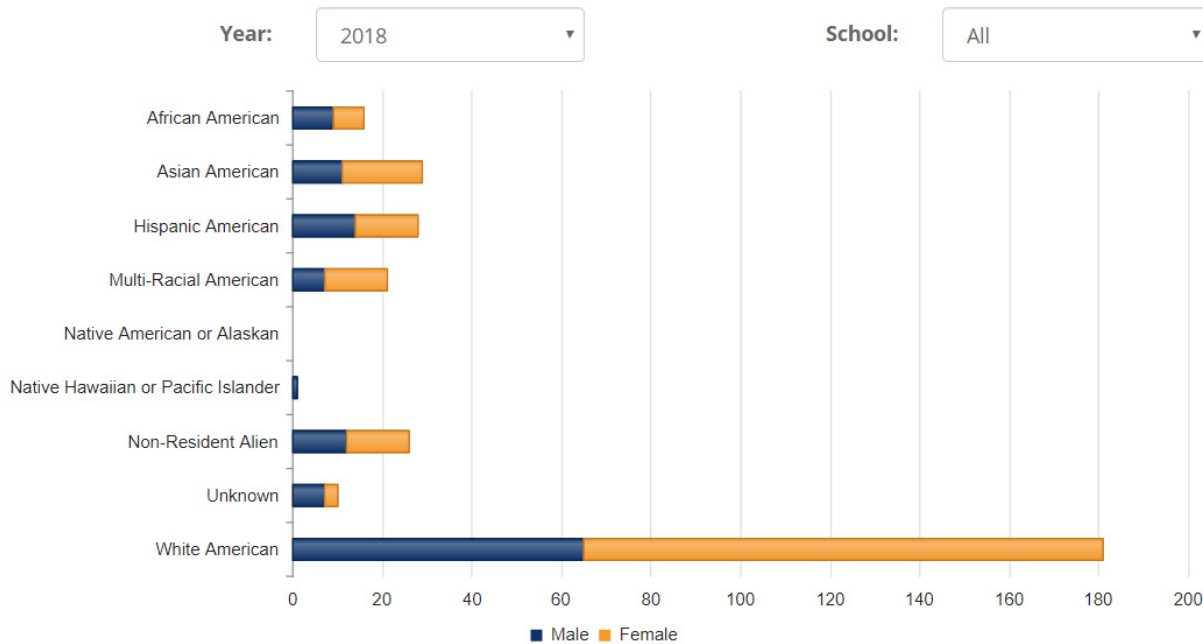
The School of Architecture also sponsors a robust series of student organizations. For the current list of student organizations, see <https://www.arch.virginia.edu/resources/student-organizations>.

## A-School Undergraduate Students

Our undergraduate student body has fairly consistently had slightly bigger female than male population over the course of the period covered by the UVA Diversity Dashboard (1991–2018). The past three years, however, have witnessed an expansion of women undergraduate students. In 2018, there were 191 women (60%) and 129 men (40%) in our undergraduate population. In this regard, the A-School presents a positive example in comparison to national trends, that show a larger gender gap in undergraduates pursuing design degrees than graduate students. Nationally considerably more men receive undergraduate degrees in architecture than women.<sup>9</sup>

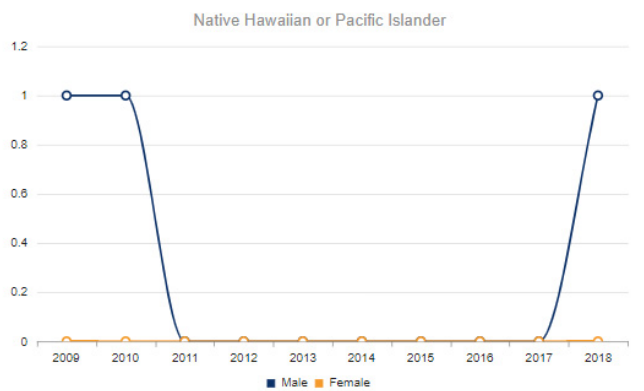
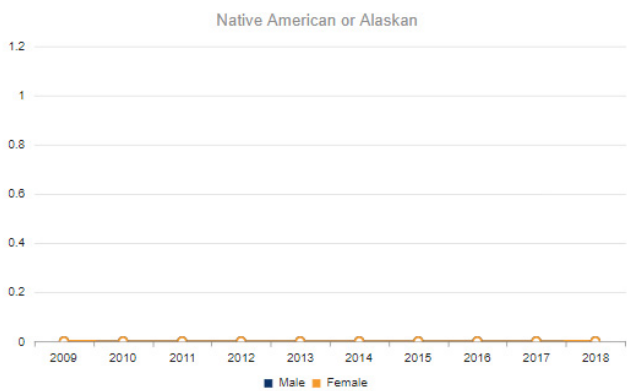
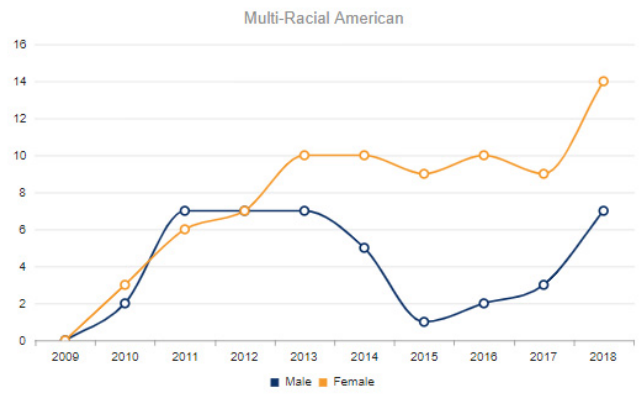
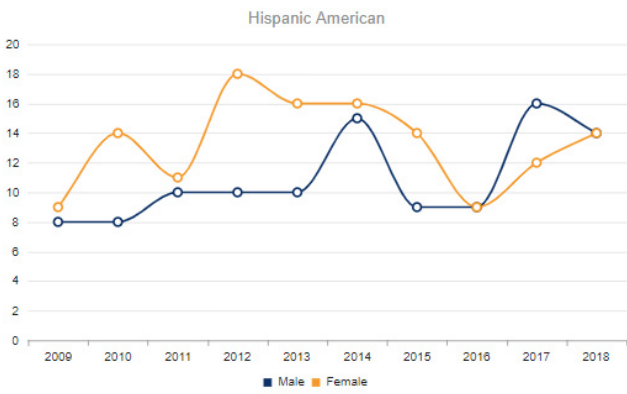
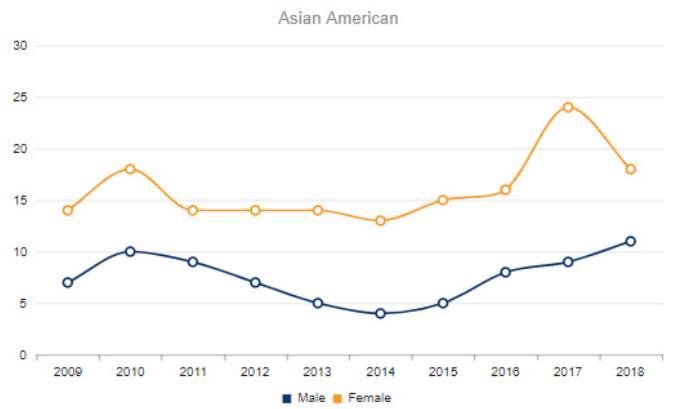
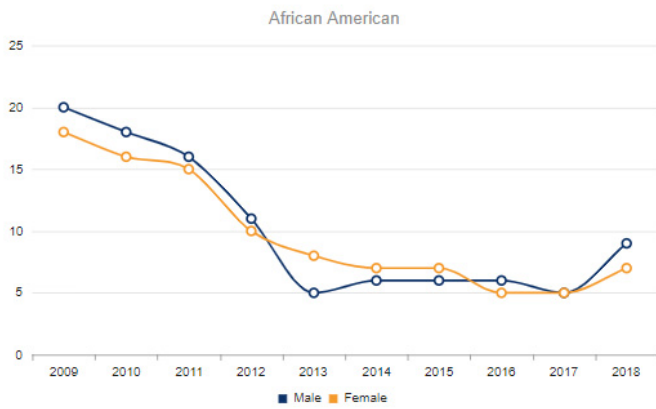
The most dramatic recent trend in the demographics of our undergraduate students was the sharp decline in African American enrollment, which fell from 38 students in 2009 to 18 in 2018 (or a shift from 11% of our undergraduate student body to 7%). As was the case across the University of Virginia, the shift in recorded demographics around 2009 also reflects the addition of the category “Multi-Racial American,” which had previously not been a choice in our data collection. Nevertheless, our current population of African American students falls far short of reflecting the Commonwealth’s demographics, since in the last census (2010), the African American population in Virginia represented 19.4% of the total population.

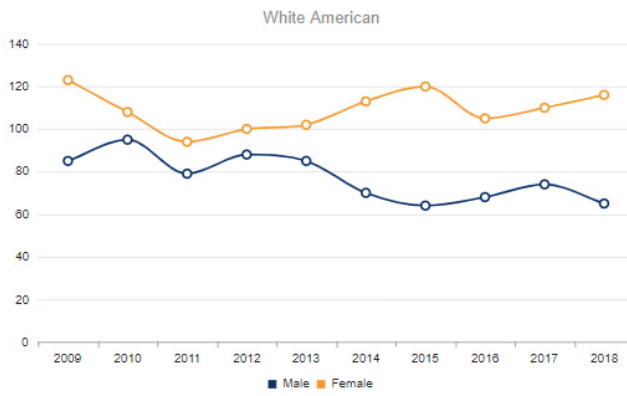
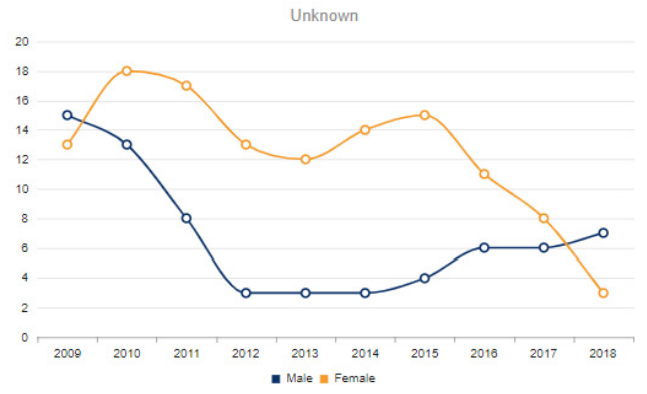
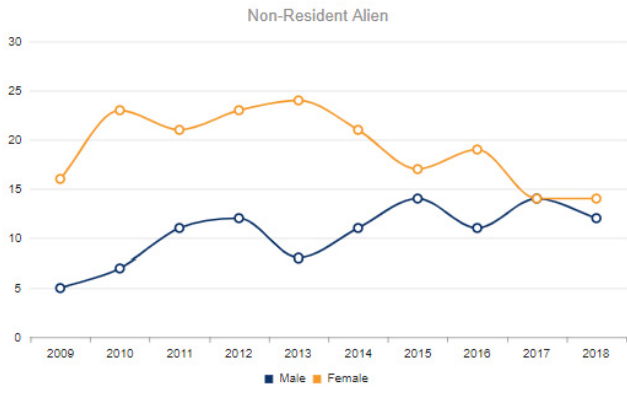
### Undergraduate Students - Architecture - 2018



<sup>9</sup> See American Collegiate Schools of Architecture (ACSA) Atlas: “Larger Gender Gap Among Undergrads,” based on statistics from 1992 to 2016, 2018, [http://www.acsa-arch.org/images/default-source/atlas/atlas2018\\_06final.jpg?sfvrsn=0](http://www.acsa-arch.org/images/default-source/atlas/atlas2018_06final.jpg?sfvrsn=0).







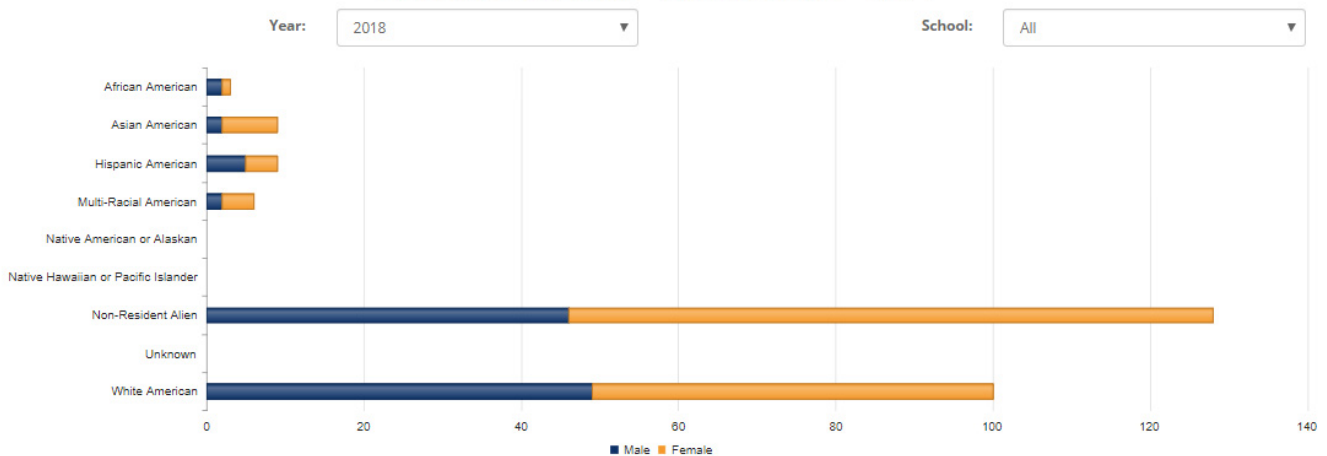
## A-School Graduate Students

The demographics of the School of Architecture’s graduate student population have varied considerably over the course of the past nine years. Interestingly, there is currently a similar gender breakdown with our undergraduate students; in 2018, there were 156 women (59%) and 108 men (41%) amongst our graduate students. In this regard, the A-School is ahead of the national trend that has witnessed a closing of the gender gap in design education.<sup>10</sup>

The National Architecture Accrediting Board statistics suggest that the numbers of students of color in MARCH programs is on the rise. In 2017, the A-School had 83 students of color (including all students who self-identified as nonwhite, whose race is known, including students who identified as multi-race, but not foreign nationals/resident aliens), or 35% of our graduate population, a figure that compares favorably with that of MARCH programs across the country.<sup>11</sup>

Our graduate student population has experienced a dramatic transformation in the past two years, evident in the demographic charts below. Beginning in 2016, there has been a significant increase in the numbers of international students enrolled in our graduate programs. Whereas in 2015, the A-School had 35 international students (non-resident aliens), comprising 20% of the total graduate population, in 2018, there were 134 international students, representing 51% of grad student body, the majority of whom are from China and East Asia. Although other schools of architecture across the country have seen recent increases in international student enrollments, the national average in 2015 was 15%.<sup>12</sup> In our case, this rapid and dramatic shift in our graduate student population also represents a major cultural transformation in our school, one that has elicited considerable discussion and reflection within and beyond the Inclusion + Equity Committee.

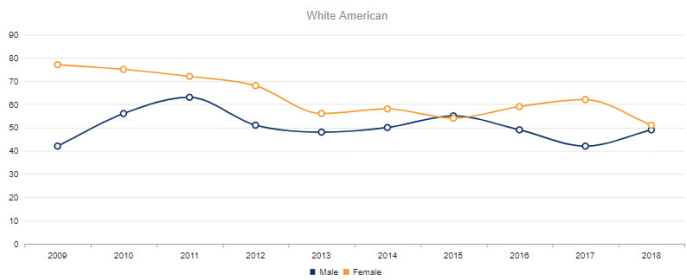
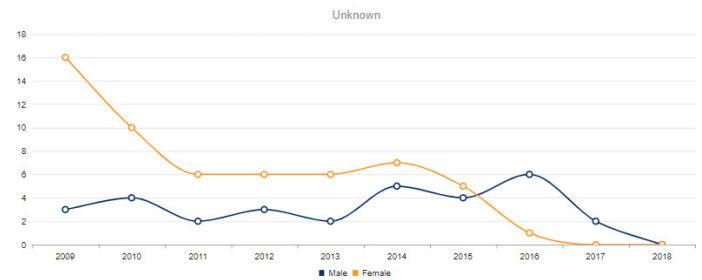
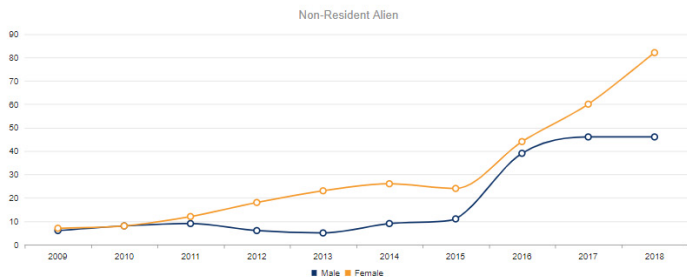
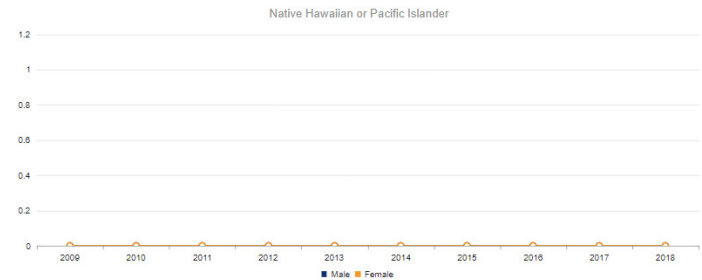
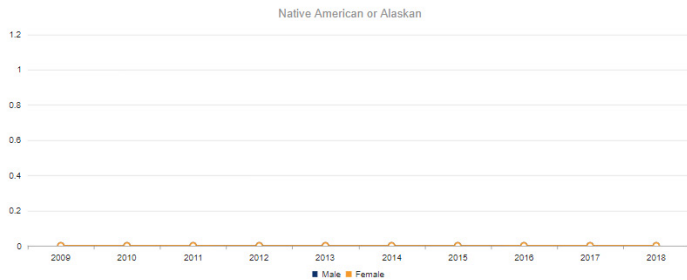
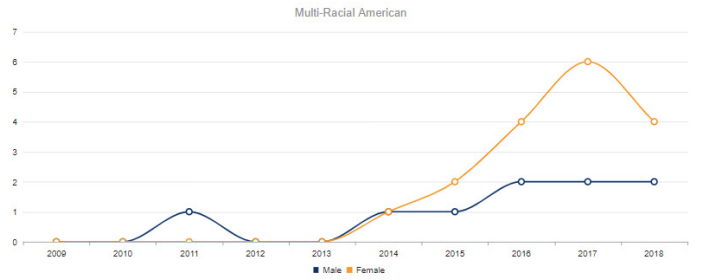
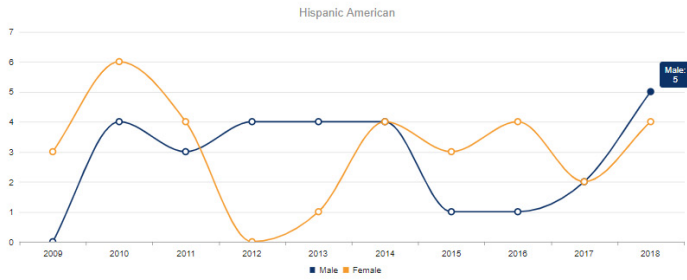
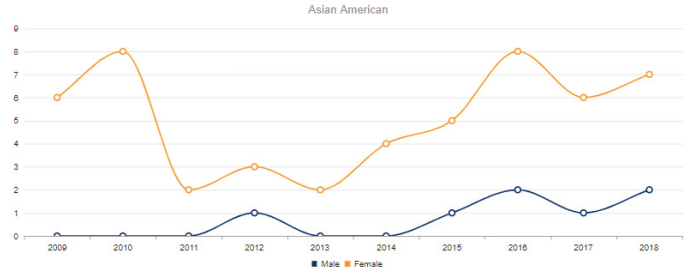
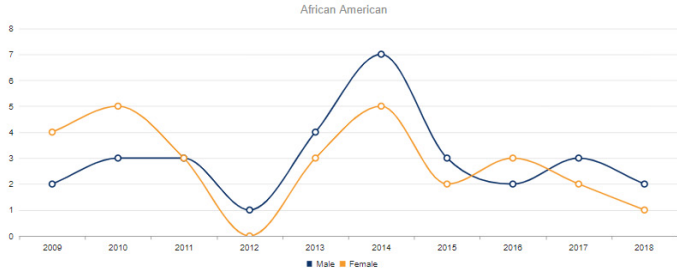
Graduate Students - Architecture - 2018



<sup>10</sup> See American Collegiate Schools of Architecture (ACSA) Atlas: “Closing Gender Gap for Design Graduates,” based on statistics from 1992 to 2016, [http://www.acsa-arch.org/images/default-source/data/atlas2018\\_03final.jpg?sfvrsn=0](http://www.acsa-arch.org/images/default-source/data/atlas2018_03final.jpg?sfvrsn=0).

<sup>11</sup> See American Collegiate Schools of Architecture (ACSA) Atlas: “Graduate Programs Attract Minority Students,” based on statistics from 1992 to 2016, <http://www.acsa-arch.org/images/default-source/data/atlas-201705.jpg?sfvrsn=0>. It is worth noting here, however, that these figures only include students who are enrolled in Master of Architecture programs, whereas our statistics include students enrolled in all four graduate programs at the masters level—in architecture, architectural history, landscape architecture, and urban and environmental planning.

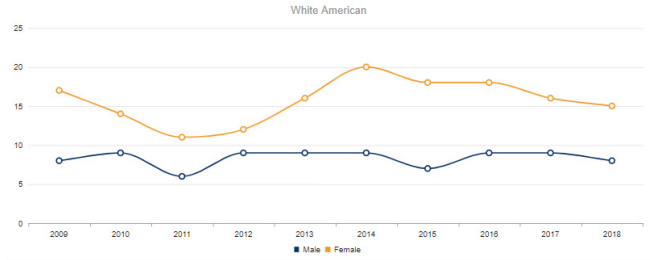
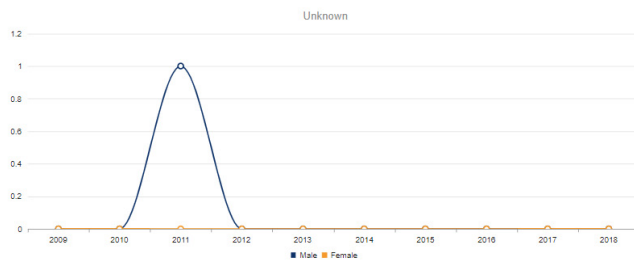
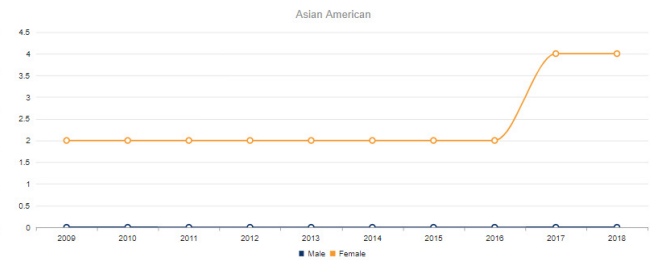
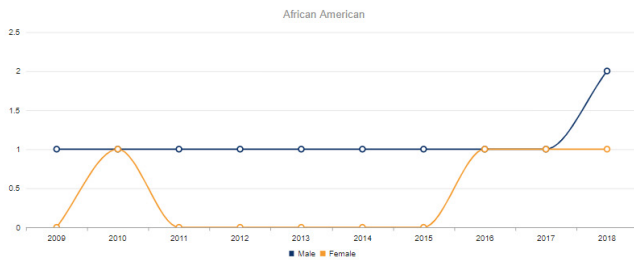
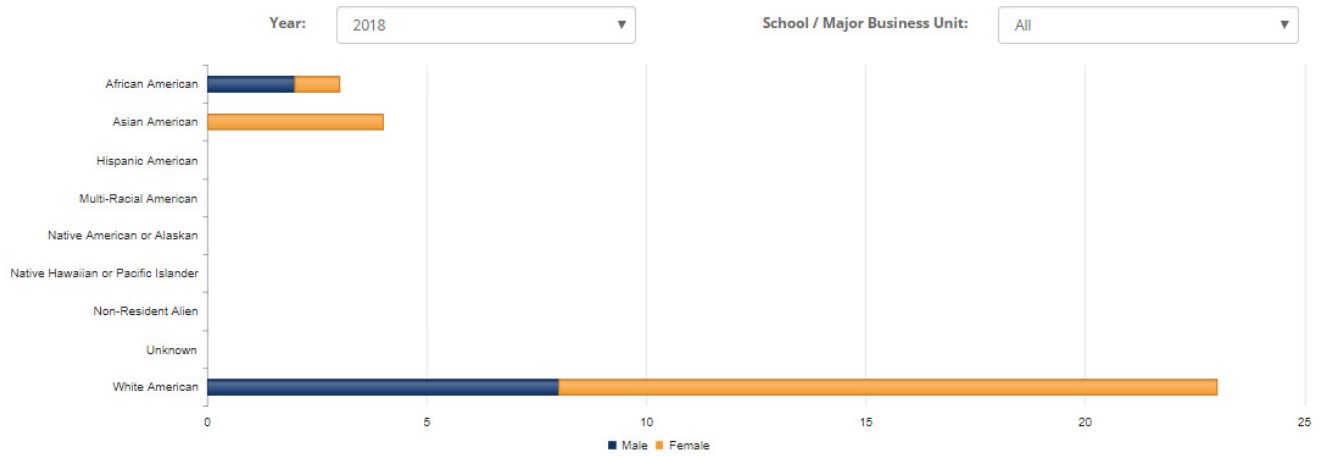
<sup>12</sup> See American Collegiate Schools of Architecture (ACSA) Atlas: “Enrollment Sees Foreign Students Increase,” based on National Architecture Accrediting Board data, 2009–2015, <http://www.acsa-arch.org/images/default-source/data/atlas-201704.jpg?sfvrsn=0>.



## A-School Staff

The School of Architecture currently has 35 staff members, including four staff members at the Institute for Environment Negotiation. In addition, the School of Architecture benefits immensely from the work of contract workers in the Fine Arts Café and our janitorial crew. Although the demographic data currently available does not include all of our current staff members, the A-School's staff is predominantly female (in 2018, 21 out of 31, or 68%). A few of our staff members also serve faculty roles, so the lines between these groups are more blurred than may be the case in other units at the University.

### Staff - Architecture - 2018



## A-School Faculty

In 2017-18, the School of Architecture had 58 faculty members, an increase of two from 2016 when the School included including 17 full professors, 20 associate professors, 11 assistant professors, and 8 lecturers.<sup>13</sup> The majority of our faculty are tenured (32) or tenure-track (8), although that year we also counted among our numbers 8 general faculty members (tenure ineligible, but with the expectation or the possible expectation of continuing employment), in addition to 8 lecturers.

Across the faculty as a whole, there is a relative gender balance, with 30 women (52%) and 28 men (48%). It is worth noting that these percentages are relatively close to those that characterize our undergraduate students and our graduate students. However, there is currently a dramatic imbalance in gender by rank, since only 5 women on our faculty currently hold the rank of full professor. It is worth noting that three of the four are current or past deans of the A-School.<sup>14</sup> In addition, a significant number of general faculty are women, many of whom have often been called upon to play critical services roles in the School.

As noted previously, out of our current 58 faculty members, one is African American and two are Latino. In total, faculty of color currently comprise 12% of our faculty. In the course of focus group discussions with student groups and student leaders in the School, the desire of our students to have a more inclusive representation on the faculty was frequently expressed.

Around the same time that the A-School saw a series of African American faculty members leave by 2012 to pursue career opportunities elsewhere, the composition of the faculty further changed with the notable increase of international faculty members, around 2011–2012. Currently the A-School has a distinctly international bent to its faculty, who comprise almost 14% of our faculty, with a particularly strong representation from Spain.

The balance of faculty across the four departments in the A-School has shifted dramatically over the past ten years, although the Architecture Department has always been the major center of gravity, both in terms of faculty and student numbers. The Architecture Department has remained fairly constant in its numbers, having gone from a high of 32 faculty in 2007 to its current 29 faculty members. Despite considerable turnover, the Landscape Department also has regained its historic numbers, given the fact that it now has 11 faculty members, which is close to the 10 it had in 2007. The Urban and Environmental Planning Department has seen the most dramatic decline in faculty numbers, from a high of 14 in 2007 to its current 8 faculty members, a drop by nearly half. The Architectural History Department has also seen a reduction in its numbers, from a high of 8 in 2007 to its current 5 faculty members.

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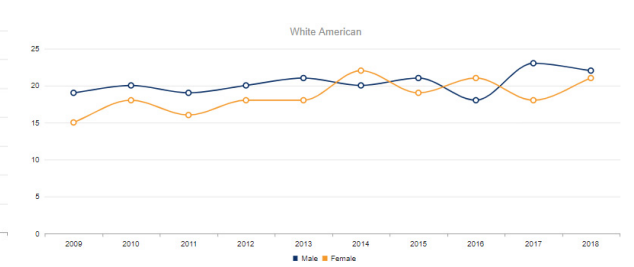
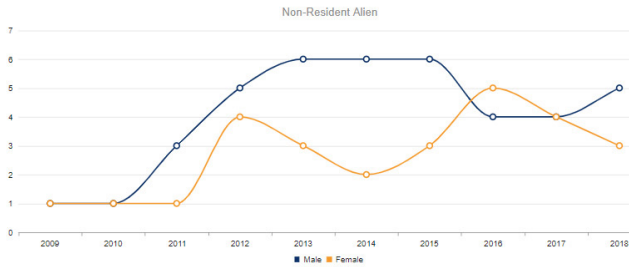
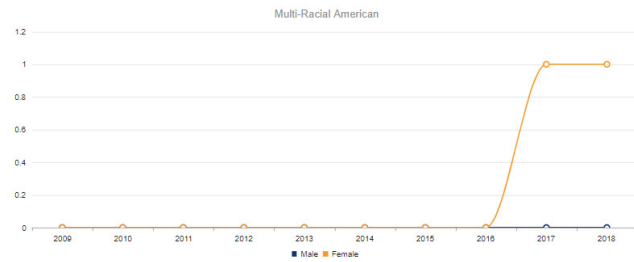
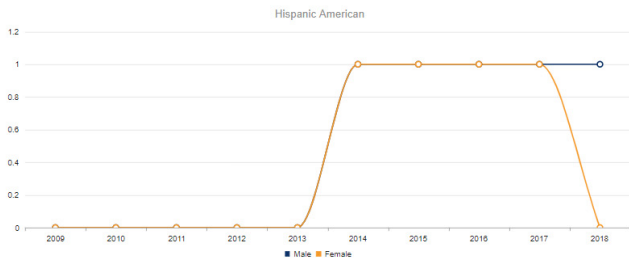
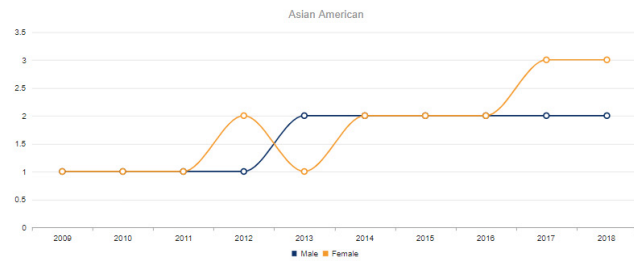
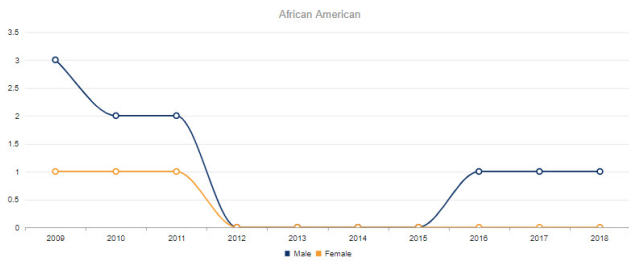
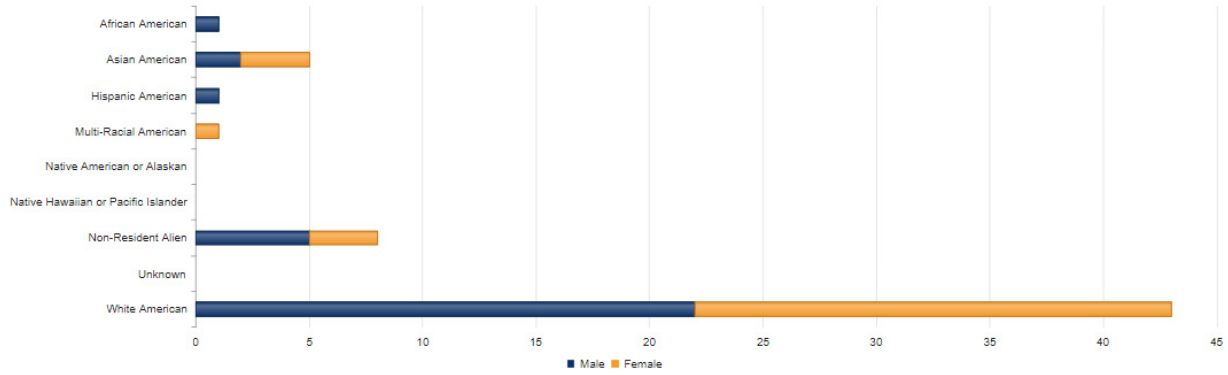
<sup>13</sup> Complete data regarding rank of all faculty members is based on 2016 numbers. See Appendix B.

<sup>14</sup> These numbers may change imminently, given the fact that two of the Associate Professors who submitted their files for consideration for promotion this year are women.

# Faculty - Architecture - 2018

Year: 2018

School / Major Business Unit: All



## Current Analysis: Areas of Concern, May 2018

The Inclusion + Equity Committee held numerous meetings with its members over the course of the current academic year (2017–2018), and committee members also organized focus groups with student groups and student leaders, as well as held two sessions with the A-School Staff Council to request input and comments about our developing proposals. For a full summary of the results of the student focus group conversations, see Appendix C.

We were struck by a series of concerns that surfaced repeatedly in our conversations with faculty, staff, and students:

1. Lack of adequate student services and support

Many staff, faculty, and students voiced similar concerns about the lack of adequate and clear support for students who encounter difficulties in the School. We rely on the advising system and the recently inaugurated SARC-Sem advising seminars for first-year students (modeled on the U-Sem courses in the College of Arts & Sciences) to ensure that our students have support in decision-making about their courses and their career paths, the latter of which is also the focus of Betsy Roettiger’s position as the Assistant Dean of Students and Career Services. However, many shared the concern that when students encounter problems in their courses, studio work, and classrooms, there isn’t a clear process or person to help. Many students rely on the generosity of our fantastic staff in the A-School’s Registrar’s Office for support well beyond their stated roles, and students can bring any problems that might arise to the attention of the Associate Dean for Academics. However, there is a broadly shared sense that clearer policies and more robust personnel to assist with student support, especially for students from underrepresented groups, would be extremely beneficial
2. Inadequate services and support for our rapidly expanded numbers of international students

The need to respond more effectively to the rapid increase in our international student population in the A-School was a concern voiced by many, across the A-School community. Concerns ranged broadly, from providing translation services and expanded ESL courses, to working in a more concerted fashion to develop cultural competency for both our domestic students and our international students. Working to create bridges and to ensure that we create a welcoming environment for all of our students is critical concern in this regard.
3. Unequal allocation of resources and space within the A-School

Staff and students were particularly concerned about the ways in which studio culture privileges certain students and programs within the School, occasionally at the expense of others. The current design proposals for new additions and renovations in and beyond Campbell Hall might provide an ideal opportunity to consider these concerns in a more concerted way as we plan for the spatial transformation of the School.
4. External perceptions of the University of Virginia and the School of Architecture

Student focus groups were especially interested in surveying current students to learn how they first found about UVA’s School of Architecture and what their perceptions were as prospective students. In the wake of the events of last August 11<sup>th</sup> and 12<sup>th</sup>, students, staff, and faculty are especially concerned that the School of Architecture is attentive to the image that it portrays of itself in all of its external and internal communications.
5. Assumptions about the working environment in the A-School and lack of robust mentorship

Both staff and faculty members repeatedly raised the question about the inclusiveness, or lack thereof, that is built into the School of Architecture’s cultural norms, particularly concerning the scheduling of



lectures and events, most of which take place in the evenings. Related to these concerns were a shared sense that structures of mentorship for staff and faculty could be strengthened.

These points are not intended as a comprehensive survey of concerns that were expressed during the course of preparing our Inclusion + Equity Plan. However, these are some of the most salient concerns that were instrumental in informing our **Immediate Recommendations** and our **Priority Goals + Actions**.

## PART FIVE

### Key Initiatives + Projects, May 2018

This section details existing activities taking place in the School of Architecture to expand recruitment and retention efforts; communications and marketing; youth education and professional pipeline expansion efforts; community partnerships; and the planning of pan-university research platforms.

#### 1. A-School Initiatives

##### **Expanded Admissions & Recruitment Efforts (Cindy Kiefer, Director Recruitment, Admissions + Financial Aid), updated December 2019**

Key initiatives that are now underway to expand our recruitment activities include the following:

- Inaugurated scheduled tours of the School of Architecture for prospective students and their families that dovetail with undergraduate information sessions organized by Central Admissions. Student Ambassadors from the A-School lead tours at a set time, scheduled to allow visitors to attend the Central Admissions information session beforehand and the Central Grounds tour afterwards
- Created monthly scheduled Information Sessions for prospective undergraduate and graduate students, which has also enhanced faculty engagement with recruitment in the School. Information Sessions are scheduled once a month on Fridays, in response to best practices in recruitment, particularly in ensuring that this schedule addresses the challenges of travel.
- Implemented online information sessions to increase access to potential students who were not able to visit Charlottesville and have the opportunity to interact with faculty and students.
- In 2019, we shifted the focus of our social media interaction with prospective students from Facebook Live chats to Instagram stories to capitalize on our greater Instagram social media presence, meeting students where they are, in response to current trends in social media usage.
- Participated in the California Forum for Diversity in Graduate Education college fair in San Diego in Fall 2018, an event funded in part by the National Science Foundation and specifically designed to showcase graduate student opportunities and provide support to California undergraduate students.

##### **Inclusion + Equity Open House, November 15, 2019**

The Inclusion + Equity Committee, in collaboration with our Admissions Office, coordinated with NOMAS (student chapters of the National Organization of Minority Architecture Students) in the area and with our faculty contacts at nearby institutions, including Morgan State, VCU, JMU, and Virginia Tech, to invite prospective graduate students to a special recruitment event. The Inclusion + Equity Open House began with a panel of cross-disciplinary faculty, presenting current work in the arenas of community engagement and social justice. Visiting students were invited to attend Graduate Program information sessions, student-led tours of the School, followed by a lunch reception hosted in the West Oval Room of the Rotunda, the heart of Thomas Jefferson's Academical Village. The reception, hosted by the school's NOMAS chapter, featured the Mapping exhibition (based on the UVa Walking Tour for Enslaved African Americans), and an opportunity to see the Memorial to Enslaved Laborers designed by Howler + Yoon. 35 students attended our first I + E Open House, and we are planning to host a follow-up event during the Open House for admitted graduate students that is scheduled on March 23, 2020.

##### **Communications Strategy and Outreach (Sneha Patel, Creative Director of Communications + Marketing), updated August 2019**

- *Communications Strategy & Outreach – ensuring broad & holistic representation of the School focused on highlighting our values*  
The A-School launched its new website in 2018, providing an opportunity to foreground the School's values and mission through a public-facing platform. An important emphasis of presenting the School is to share an inclusive vision of our community – one that showcases its wide range of programs, research initiatives, events and curricular efforts. At the same time, considerable attention has been paid to enhancing the ways we communicate information that is pertinent to wide range of audiences – including prospective students and families, current students, staff, faculty, visitors, community members,

alumni, and our colleagues across Grounds and across the world. At the forefront of this effort is making our Inclusion + Equity Plan, and its associated goals and realizations, immediately accessible to all visiting the School of Architecture's website. Underscoring our commitment to these values, our website also serves as a platform to disseminate the diverse breadth of work undertaken at the School related to this mission – by presenting related news, events, research and projects focused on inclusion and equity, social and spatial justice. The presentation and communication of this work extends beyond the website into other forms of media from our social media platforms and publications to our public programs and events, with an emphasis on highlighting advocacy and equity both within our own academic community and by engaging these issues through dialogue with an expanded audience.

- *Digital Marketing Strategy – analyzing who we are reaching & devising strategies to reach a broader audience*

The A-School's Communications team is expanding its digital marketing efforts by utilizing tools to ascertain the effectiveness of its outreach. In its early stages, the team is focused on information gathering and data analysis. Within the last year, the School's Creative Director of Communications has completed a staff hire for the School. This is a new position with the title of Social Media and Digital Marketing Coordinator that focuses on this priority. This team member, who joins the School of Architecture in summer 2019, will assist in devising strategies that respond to our goal to broaden our outreach and the diversity of our audience. As part of this goal, a particular objective is to utilize marketing analysis tools and digital marketing strategies to increase our ability to recruit prospective students of color and underrepresented groups in our disciplines and professions. In concert with analytical tools, the Communications Team continues to develop creative content from visual assets to messaging that promotes a community of inclusivity. While these efforts come under the umbrella of communications and marketing, they are closely integrated with our initiatives in Recruitment and Admissions.

### **Institute for Engagement & Negotiation (IEN) Diversity Internships (IEN/Tanya Denckla Cobb, Urban & Environmental Planning), updated August 2019**

In the 2018-2019 academic year more than half of IEN's student interns were students of color. IEN extended paid internships to support four students of color enrolled in the Master of Urban & Environmental Planning program. Two of these were international students. IEN also hired three undergraduate students of color. Students worked on a variety of projects relevant to their career interests. They supported primary and secondary research, development of case studies, GIS mapping, survey development and analysis, and project management.

### **A Virtual Exploration of Central Grounds Through Time & Space (Guoping Huang, Urban & Environmental Planning)**

Recent events around monuments and landmarks in Charlottesville have demonstrated the importance of presenting the history of the physical environment with completeness and authenticity. Many efforts have been made by the University community to achieve this goal. This program aims to use Geographic Information System (GIS) and Virtual Reality (VR) technologies to spatially and temporally reference all the products from those efforts in order to build a centralized system to present the findings and data. With 4D web-mapping and VR, the project will provide an engaging learning environment for future generations to learn the rich history of UVA's physical environment.

## **2. Youth Initiatives**

### **Youth Leadership Initiative at Friendship Court (Barbara Brown Wilson, Urban & Environmental Planning)**

Although Charlottesville has many assets, it also has one of the lowest social mobility rates in the country (Best and Worst Places to Grow Up, *New York Times*, May 4, 2015) and a history of racial disparities that complicate all land use discussions. Friendship Court, one of the largest nonprofit owned affordable housing complexes in the city is home to 150 families and 266 children. This 11.75-acre site, located in the heart of Charlottesville's downtown and in the middle of the city's Strategic Investment Area, is slated for redevelopment in 2020. The redevelopment team has committed to no-displacement and aspires to have the entire process be led by resident voice. In order to make this a community-driven process, residents need knowledge about how land use decision-making works, what issues are important, and how their voice can contribute to the discussion. Friendship Court's redevelopment process and outcomes have the potential to not

only serve as a model in Charlottesville and beyond, but also to fundamentally alter the imbalances in power that keep the culture of fear so alive in this neighborhood.

Faculty and students from across UVA helped to implement a leadership program for youth living in Friendship Court, so that they might be part of the decision-making leadership team. There are over 250 children living at Friendship Court, and these children will spend many years of their childhood living on a construction site. The Youth Leadership in Land Use program is a partnership between UVA and the managing nonprofit, the Piedmont Housing Alliance, but the young people now helping to guide the design process animate it.

### **Charlottesville Area Community Foundation’s inaugural Youth Design Program (Elgin Cleckley, Architecture + Design Thinking)**

Ten high school students are envisioning solutions to real challenges facing our local community as part of the Charlottesville Area Community Foundation’s inaugural Youth Design Program. Elgin Cleckley, Assistant Professor of Architecture and Design Thinking is guiding the design phase of the Youth Design Program. Through the new program, city and county high school students are learning about local challenges - specifically addressing diversity, equity and inclusion - before selecting a non-profit to collaborate with in order to address a specific issue of local relevance. The 2017-2018 Community Foundation Youth Design Committee has selected Jefferson Area CHIP (Children’s Health Improvement Program). Through a series of Design Thinking Sessions, the students and CHIP, working together, will design an innovative approach to help create the outcomes that CHIP envisions for the families they serve.

### **3. Select Community Engagement Initiatives**

#### **African-American-Led Redevelopment in Charlottesville: New Vinegar Hill (Elgin Cleckley [co-pi], Architecture + Design Thinking) 2017–2018 with Christine Mahoney and Bevin Etienne [co-pi]**

The destruction of the vibrant African-American community of Vinegar Hill, the University’s participation in the Massive Resistance to the racial desegregation of the city’s public schools and the University’s long history as a place of white male privilege have all contributed to the well-known chasm between the University and black community in the city. We propose that the University draw on its expertise, research and resources to proactively support the building of a strong and growing black middle and upper class through a robust African-American community led redevelopment initiative including affordable housing, entrepreneurship and career pathways. As long as the white majority dominates the University and higher socio-economic levels and minority community members dominate service positions, conscious and unconscious bias and misbeliefs will continue to lead to racial tensions. In tandem with ARCH 2070, Introduction to Design Thinking, students enacted a Design Thinking process to model the framework for productive conversations to move beyond racial division. (Text courtesy of Christine Mahoney, Social Entrepreneurship). Three of the student fellows involved in this 2017–2018 project were A-School students: undergraduates Tarin Jones, My-Anh Nguyen and Henok Waltengus from Urban & Environmental Planning.

#### **“Transforming Community Spaces” Project (Institute for Engagement & Negotiation/Frank Dukes, Urban & Environmental Planning), updated July 2019**

The University & Community Action for Racial Equity (UCARE) and the Institute for Engagement & Negotiation (IEN) launched “Transforming Community Spaces (TCS)” in 2016 in order to help communities transform destructive narratives embodied in monuments, memorials, and other sites identified with slavery, colonialism, and other harmful histories. This project is currently supported by a \$399,664 two-year grant by the W.K. Kellogg Foundation and is directed by Dr. Frank Dukes.

We currently are working on the development of a Charlottesville region “Truth Commission,” featuring local institutions and individuals, that will amplify the voices of communities harmed by white supremacy; that will identify, qualify and quantify past and ongoing harms; and that will identify specific actions of restoration, reparations and repair. We have held a series of trainings focused on “equitable collaboration” for nearly 100 learning of the nature of conflict over these sites, cultural humility, trauma-informed facilitation, and other topics. An online Transforming Community Space Toolkit supporting equitable collaboration is in its beta phase and will be available online by the end of summer 2019.

**PART SIX**

**Immediate Recommendations, May 2018**

Updated, October 2019

Based on the Theory of Change outlined in Part Three, this section details specific actions that will be taken to further the School of Architecture’s short- and long-term inclusion and equity goals, each of which addresses a specific stated need identified in our mapping of values and actions.

Action	Who to engage	Expected outcomes	Timeline	Needs addressed	Status: October 2019
Enhance presence of Inclusion + Equity efforts in the A-School on our website, including links to faculty and student research/projects, lectures & programming, alumni features, resources (EEOP, Fostering an Inclusive Classroom, etc..	Chair of Inclusion + Equity to work with Director of Communications	Improved visibility of current and future Inclusion + Equity efforts in the A-School, with a particular eye to student recruitment.	Summer 2018	Avenues to be Heard; Transparency; Culture of Respect + Mentorship	website has been operational since May 2018; will be updated with revised plan in October 2019
Increase outreach to transfer students and create new partnerships with nearby community colleges.  Establish transparent processes for transfer students and standard recommended curricular paths with specific courses at select community colleges.	Director of Admissions, Recruitment + Financial Aid	Expand our population of students from two-year institutions, especially for low-income, first generation, and students of color.  Streamline transfer process, which will benefit students and our program directors, who spend considerable time advising transfer students.	Summer 2018	Represent Virginia’s Demographics; Transparency; Redress Inequities	Admissions Office has expanded both onsite information sessions and online information sessions
Appoint a representative from the Inclusion + Equity Committee to serve as advisor in discussions of about the future renovation and expansion of Campbell Hall.	Associate Dean for Academics, Associate Dean for Finance + Administration	Ensure that there is a fair and equitable allocation and distribution of space across all programs and for all of the A-School’s constituencies (students, staff, faculty).	Summer 2018	Transparency, Avenues to be Heard, Redress Inequities	

Action	Who to engage	Expected outcomes	Timeline	Needs addressed	Status: October 2019
Enhance structures of faculty governance in the School of Architecture by working with the Faculty Council to ensure that clear policies and procedures define the faculty's role in key decision-making processes in the School	Faculty Council	Improved transparency and clarified policies regarding faculty governance	Fall 2018	Avenues to be Heard, Transparency, Culture of Respect + Mentorship	Faculty Council has developed new annual review procedure, to be voted on by the faculty in October 2019
Recommend mid-term feedback in all classes offered in the School of Architecture.	Department Chairs & Program Directors	Consistent mechanism to ensure that students have means of providing formal feedback before the end of the semester.	Fall 2018	Avenues to be Heard, Culture of Respect + Mentorship	Shared syllabus template to be adopted for all courses in the School, Spring 2020
<p>Add two new questions to student course evaluations in the School of Architecture (recommended by the Center for Teaching Excellence):</p> <p>1. The instructor created an environment that respects differences and diverse perspectives and makes all students feel welcome [Likert scale: Strongly agree; Agree; Neutral; Disagree; Strongly Disagree]</p> <p>2. Please provide specific examples to explain your answer above. [Short Answer]</p>	Associate Dean for Academics	Establish baseline for understanding the climate and culture of our courses, which will be essential for our proposed Curriculum & Program Assessment.	Begin Fall 2018	Avenues to be Heard, Culture of Respect + Mentorship	will revisit following Equity Audit report, November 2019

Action	Who to engage	Expected outcomes	Timeline	Needs addressed	Status: October 2019
Holistic admissions training to be provided by the Office of Recruitment, Admissions + Financial Aid	A-School faculty	Redress implicit bias in the admissions process across our programs.	Fall 2018	Represent Virginia's Demographics, Redress Inequities	Currently working with EOCR to address this question.
Explore the possibility of scheduling Information Sessions for prospective graduate students on the weekends.	Director of Recruitment, Admissions + Financial Aid, Chairs, Program Directors	Respond to scheduling challenges of prospective graduate students, given that many of them are working full-time or in school elsewhere.	Fall 2018	Culture of Respect + Mentorship, Redress Inequities	Online information sessions were launched in 2018–2019;
Create an "Allies List" of faculty (with office locations & email addresses) whom students from underrepresented groups can contact to discuss issues or problems they encounter that they feel can't be shared with their instructors or advisor.	A-School faculty	Assist in broader efforts of providing enhanced mentorship and support for underrepresented minority students.	Fall 2018	Culture of Respect + Mentorship, Avenues to be Heard	Implemented new system of centralized Advising (Tashana Sparks) and mentoring by faculty, Fall 2019
Ensure that at least one lecture each semester funded by the Dean's Office is dedicated to Inclusion + Equity, whether through focusing on questions of race & space, international design education (or other issues relevant to our robust international student body), or through representing less prominent disciplinary perspectives.	Dean, Director of Communications, Department Chairs	Contribute to broader goal of integrating a broader range of voices and perspectives along with an explicit focus on the goals of our Inclusion + Equity Plan into our curriculum and programming.	2018–2019	Redress Inequities, Culture of Respect + Mentorship	In Spring 2019, SARC hosted a lecture by Susan Mobley and Bryan C. Lee Jr. of Collegiate Design. Deanna Van Buren gave inaugural I+E lecture in September 2019.

## PART SEVEN

### Priority Goals + Actions, May 2018

Updated, December 2019

These critical priorities either require the investment of resources on the part of the Provost's Office and/or the A-School prior to implementation, or they require further strategic planning efforts before implementation can begin. While the immediate recommendations enumerated above are all important to creating a more inclusive and equitable School of Architecture community, in May 2018 the Inclusion + Equity Committee identified the following five goals as the most critical actions we can take to ensure the long-term success of our collective efforts.

1. **Inclusion + Equity Leadership – New Associate Dean or Director**
2. **Racial Equity Impact Assessment – including Implicit Bias + Cultural Competency Training**
3. **Pipeline Programming – Summer initiative**
4. **Curriculum + Programming Assessment**
5. **Equity Institute**

Three of these initiatives have been launched: Racial Equity Impact Assessment, Pipeline Programming, and the Equity Institute. Two remain at the top of our priority goals: Funding to support a dedicated Associate Dean or Director of Inclusion + Equity and systematic Curriculum + Programming Assessment.

We are pleased, in the meantime, to have added two additional priority actions:

6. **Inclusion + Equity graduate scholarships**
7. **Race-Conscious admissions review process**

#### 1. **Inclusion + Equity Leadership – New Associate Dean or Director**

The School of Architecture is one of the few schools at the University of Virginia that does not have a full-time Associate Dean for Diversity, a position that exists in the Medical School, the School of Engineering, the Nursing School, the Darden School of Business, and the McIntire School of Commerce. While the Inclusion + Equity Committee has galvanized extraordinary energy among faculty, staff, and students, **it is clear that having a someone in an Assistant Dean role is essential.**

In 2018–2019, Barbara Brown Wilson was appointed Director of Inclusion + Equity, and Elgin Cleckley was appointed Chair of the Inclusion + Equity Committee, while Sheila Crane, then Chair of the Inclusion + Equity Committee, was on leave (2018–2019). In July 2019, Sheila Crane resumed her role as Chair of the Inclusion + Equity Committee. Current funding in the School of Architecture has thus far precluded the possibility of funding an administrative position or providing a course release, as we had hoped. The current Chair of the Inclusion + Equity Committee simultaneously serves as the Chair of the Architectural History Department. Despite our current budgetary constraints, this position is absolutely vital to the successful implementation of the School's Inclusion + Equity Plan.

**This position would coordinate the following areas of operation:**

- **Oversee all I + E Initiatives to Increase Intentionality and Impact**
  - Continue Progress on the Inclusion and Equity Plan Action Items
  - Coordinate and Fundraise for Pipeline Programming
  - Ensure Success of High Impact I + E Deans Forum Lectures



- Lead Racial Equity Audit Process (it is a highly involved process that will take a minimum of 1 year and should include this person at the table)
  - Curriculum Review and Support
- Work with Communications Staff to Develop Intentional Platform for all I+E events, exhibitions, awards, programs, etc.
- Student Affairs
  - Emotional and logistical support for diverse students – IS, First Gen, etc.
  - International Student Support (welcome packages/ connection to other support)
  - Support Student Organizations (NOMAS, International Students, etc.)
  - Oversee Peer Mentoring Program
  - Targeted externship support
  - Coordinate the Design Futures\* Cohort (applications and travel details)
  - Support the development of a UVA version of the Harvard “Black in Design” conference
- Support recruitment and admissions
  - Build Substantial Relationships with HBCUs in Virginia
  - Develop Student “Day in the Life of the A School” Videos and other materials
  - Attend National Diversity events
  - Position faculty to attend PoC sections of conferences for recruitment of grad students and faculty
  - Cultivate Alumni Connections
- Faculty Hiring/Retention
  - Help refine language in job descriptions for University best practices
  - Assist in intentional recruitment of candidates and expanded pools through sustained cultivation of targeted contacts, ensuring that we are taking full advantage of regularly scheduled lectures, final reviews, visiting professorships, and other opportunities
  - Support search committees
- Connect the School of Architecture to the rapidly expanding UVA ecosystem of programs/initiatives

*needs addressed:* Redress Inequities, Transparency, Avenues to be Heard, Culture of Respect + Mentorship

*resources requested:* Funding for a new administrative position or for a course release, in the case of establishing a new Director of Inclusion + Equity.

*timeline:* The Inclusion + Equity Committee has been charged with developing an updated plan in Spring 2020. An appointment effective Fall 2020 would ensure essential oversight for its implementation.

*accountability:* The new Director or Associate Dean of Inclusion + Equity would chair the A-School’s Inclusion + Equity Committee and report directly to the Dean.

## 2. Racial Equity Impact Assessment – including developing Implicit Bias, Antiracism + Cultural Competency Training

We recognize that current inequities are products of historical legacies and current structures that continue patterns of exclusion, even in situations where there may be an explicit intention to be more inclusive. To check our own blind spots and bring in the best thinkers in the field to help us achieve excellence in this arena, we proposed to work with an external consultant to undertake a systematic examination of our policies, institutional practices, programs, and budgetary decisions to better understand how different racial and ethnic groups are affected by these structures and to identify options to remedy existing inequities.

*critical areas of focus:*

- Training and tools developed expressly for the School of Architecture community that would address our specific challenges and opportunities:
  - studio education and culture
  - our rapidly expanded numbers of international students and faculty, ensuring cultural competency and concrete tools for all members of our community
- Implicit bias training that moves beyond the existing online modules, that might be mandated as part of our first-year curriculum and annual reviews (faculty & staff)
- Enhancing transparency in our policies and expanding our culture of shared governance

*needs addressed:* Redress Inequities, Culture of Respect + Mentorship, Avenues to be Heard, Transparency

*resources requested:* Intersecting initiatives were made possible by the Provost's Bridging Projects Funds, as detailed below

*timeline & accomplishments:*

Spring 2019: **Groundwater** training for School of Architecture leadership

June 2019: Contract established with **Dr. Deborah L. Stroman**, Associate Professor in the Grillings School of Global Public Health and a trainer with the Racial Equity Institute (REI), to conduct a **Racial Equity Audit** for the School of Architecture.

July 2019: RFP issued to nine organizations, requesting proposals for the design & implementation of Critical Cultural Competency Workshops, one for all School of Architecture staff & faculty, and a second for student leaders. From the three proposals that were submitted, we selected **Crossroads Antiracism Organizing & Training**, based on their successful track record working with other universities and colleges (including the University of Wisconsin) and the reasonable cost of their services.

September 2019: **Cultural competency training** in the School of Architecture by Crossroads Antiracism Organizing & Training

9/26: workshop for student leaders

9/27: workshop for faculty & staff

November 2019: Dr. Deborah Stroman presented an overview of her **Racial Equity Audit findings** at an all-School staff and faculty meeting and submitted a preliminary report.

January 2020: Dr. Deborah Stroman will submit **final Racial Equity Audit report and action items**.

*accountability:* The Racial Equity Audit and related training efforts are allowing us to build on the efforts initiated by the Inclusion + Equity Committee, by bringing in experts in the field who can help us undertake a more comprehensive and data-driven analysis of our policies and culture. This process would result in clear recommendations, complete with clear goals, actions, measurable outcomes, and assessment tools. We plan to utilize these results to inform ‘ the next stage of updating our plan in concert with the Inclusive Excellence @ UVA initiative.

### **3. Pipeline Programming – NOMA Architecture Mentorship Program: Project Pipeline, launched Summer 2019**

Many schools of architecture and design across the country are implementing local pipeline programs, often in partnership with community entities. For instance, the University of Michigan’s ArcPrep program exposes youth from the Detroit Public School system “to the multi-faceted discipline of architecture through an immersive, semester-long college preparatory course on architecture, urbanism, and integrated design studio practices.”<sup>15</sup> Based on the many initiatives already underway, and the groundswell of interested and capable faculty, the A-School is well suited to pair such a pipeline program with a summer design-build/prototype experience, where our students serve as the primary teachers and, in turn, receive an incredible learning experience of their own.

In Summer 2019, Faculty members Elgin Cleckley (Architecture + Design Thinking), Jeana Ripple (Architecture), and Barbara Brown Wilson (Urban & Environmental Planning combined funding and project aims of a Jefferson Trust Grant (Minority Pipeline Programming) and a National Endowment for the Arts grant to conduct an Architecture mentorship program with area minority youth. The initial program ran from July 8-July 19, 2019. The project impetus came from Audrey Oliver and the Public Housing Association of Residents (PHAR), who were coordinating with city officials on both the future redevelopment of housing at South First Street, and installation of a pedestrian bridge between the South First Street site and Rockland Avenue across Pollack’s Branch on the east side of the site. The bridge installation requires the removal of a large ash tree, and Ms. Oliver worked with the SARC team to conceive of a design-manufacturing-build project for playscape/public art that plans to use the ash tree as construction material, and engage local African-American youth in the visioning for the project.

The program targeted recruiting to youth living in public housing, and the program proceeded with a team of seven youth designers, the faculty team, undergraduate student mentors Brandon Eley (second year) and Lauryn Downing (fourth year), and a support team of graduate students including Kellan Dunnavant, Hunter Berry, Jessica Smith, and Alissa Ujie Diamond. The program began with a range of activities introducing youth designers to the tools and concepts of design, including site visits, field trips, interpretive collaging, physical modeling, drawing, mapping and visits with stakeholders. In an overnight field trip to Washington D.C., the design team visited sites including the National Building Museum, the Wharf in Southwest DC, the National Gallery of Art, and the National Museum of African American History and Culture. The program's second week turned to active team-based site and playscape design through collage, drawing, and physical modeling. The program culminated in a youth designer presentation of concepts for the site at the South First Street Community Center with an audience of representatives from PHAR and the Charlottesville Housing and Redevelopment Authority, designers’ families, faculty and student mentors, and community members.

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<sup>15</sup> <https://taubmancollege.umich.edu/architecture/high-school-programs/michigan-architecture-prep>

- needs addressed:* Represent Virginia’s Demographics, Need-Based Scholarships, Redress Inequities
- resources requested:* Possible sources for seed funding are readily available at UVA, whether through Arts Council, the Jefferson Trust, or others. We aim to build on the Youth Initiatives outlined above, but we also recognize the importance of having more continuous administrative support, which could be provided by our proposed Director/Associate Dean for Inclusion + Equity. Funding would be necessary to create paid positions for our advanced undergraduate or graduate students to serve as the primary instructors for such a program.
- timeline:* First Pipeline Project Camp offered in Summer 2019
- The program continued into fall of 2019 with an exhibition of the work produced over the summer, incorporated with the School of Architecture’s 100-year celebration. The exhibition coincided with the Fall Inclusion and Equity lecture by Deanna Van Buren, and youth designers who wish to return to SARC will be VIPs at the exhibition and lecture events. Design with some of the youth team will continue into the fall, as the concepts proposed by the summer program are translated into real objects, which will be built in collaboration with a local millwork manufacturer, Gaston and Wyatt, Inc. Installation of the project is projected to occur in Fall 2019 or Spring 2020.
- The program faculty, with the support of the Inclusion + Equity Committee, are currently pursuing possible future funding opportunities that could support the continuation and expansion of this important program.
- accountability:* Now that the first program has been offered, we are planning on working with partners in the Curry School who can assist with long-term assessment of the program and its impacts.

#### **4. Curriculum + Programming Assessment**

The Inclusion + Equity Committee has begun the process of curriculum assessment by collecting syllabi from across the A-School and performing an initial scan for key terms including equity, inequality, gender, sexuality, disability, and race. The Committee plans to undertake a thorough assessment of courses offered across the A-School to understand more clearly how our efforts are already being effectively integrated into our curriculum and what areas of our curriculum and programs might merit rethinking and redesign to ensure that our students are equipped to be respectful, informed, empathetic, collaborative, culturally competent, global citizens. We are especially interested in looking closely at the shared first-year curriculum across the A-School, as this is a critical moment of introducing students to the culture of the School and to our disciplines. We would also like to explore the possibility of expanding our purview to include A-School programming more broadly speaking, from the lecture series to final reviews

A more in-depth audit will require a closer look at syllabi, design briefs, assigned readings, methods of assessment, and attention to questions of equity and inclusion in the learning outcomes of all programs. From the initial scan, issues of equity and inclusion are key within the Urban and Environmental

Planning curriculum, particularly at the graduate level, but are not highlighted within the other programs. Individual studio courses focus on questions of inclusion, race, and disability, but there is no comprehensive structure that insures that students will encounter a studio that addresses these issues.

There are currently opportunities for students to take classes that address issues of equity and inclusion either within the A-School or within UVA as a whole. However, recent and upcoming changes to degree requirements, which decrease the number of credits devoted to electives, are making it more difficult for students to take these classes.

*needs addressed:* Redress Inequities, Culture of Respect + Mentorship, Avenues to be Heard

*resources requested:* No additional funding required. However, other schools at UVA and other institutions have been highly successful in ensuring faculty buy-in to new curricular initiatives when they have offered financial incentives to encourage curriculum development, often by providing relatively modest, competitively awarded grants to cover course development and/or summer salary.

*timeline:* The foundation for this work has been undertaken in preparation for the Racial Equity Audit, currently underway. However, we realize that a more comprehensive assessment of our curriculum and programming will be the focus of the next stages of our planning, as this is a time-intensive endeavor, one that we hope we could undertake with the assistance of partners in the Curry School.

*accountability:* The Inclusion + Equity Committee has already begun to build the foundation for these efforts, including collecting syllabi from courses regularly taught across the A-School. The Committee plans to continue this effort in the coming academic year (2020–2021), but this project would be greatly facilitated if we were to have a Director/Associate Dean for Inclusion + Equity in place to help oversee the process.

## 5. Equity Institute

The Inclusion + Equity Committee would like to commit the A-School to coalition building activities in unwavering support for the equitable compensation of everyone at the University of Virginia, from work-study to contract laborers. Charlottesville is one of the most inequitable regions in the country, and we challenge UVA to apply its skills of innovation in anti-racist practices that redress the inequities perpetrated by the legacies of slavery that still haunt us today. Every worker should make a living wage and have access to basic services like affordable housing that allow them to live in dignity.

In August 2019, the University of Virginia Board of Visitors voted to approve the UVA 2030 “Great and Good” Strategic Plan, which includes the Equity Institute as one of its key initiatives. The Strategic Plan stipulates that “We will launch the Center for the Redress of Inequity, which will support community-engaged scholarship to model how public research universities can help reduce racial and socioeconomic inequities in our local communities.”

The Equity Center will be part of the UVA Democracy Initiative—“Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship.” In response to feedback received in community meetings and through the surveys conducted by the Community Working Group, the

Center’s community and faculty leadership partners have identified five areas that will be the focus for the next three years:

1. Redressing 400 Years of Inequity – Launch a “400 Years of Inequality” observance in Charlottesville to establish a “Redressing Inequality” program for public colleges and universities throughout the Commonwealth of Virginia. First convening in November 2019.
2. Democratization of Data – Co-create a comprehensive Equity Atlas, with an open source platform that makes data and information which the community wants to know about itself broadly available.
3. Community Research Review Board – Establish and launch a Community Research Review Board (CRRB) that will operate as a community-led companion to the University of Virginia Institutional Review Board (IRB).
4. Equity Center Youth Educational Pipeline – Create a collective infrastructure to strengthen, coordinate, and expand educational pipeline programs for African-American, LatinX, low-wealth, and immigrant residents across the region. During its first three years, the Equity Center will focus its pipeline program on youth.
5. Grounded Theory of Structural Racism and Poverty – Develop and disseminate new theoretical contributions to community-engagement scholarship. During the next three years, the Equity Center will focus its contribution on improving the understanding of how to measure the effects that structural racism and poverty have on outcomes.

*needs addressed:* Redress Inequities, Represent Virginia’s Demographics, Culture of Respect + Mentorship

*resources requested:* No additional funding required.

*timeline:* ongoing

*accountability:* Barbara Brown Wilson, co-pi on the Equity Institute initiative and member of the Inclusion + Equity Committee will serve as a liaison between the A-School and the developing Equity Institute

## **6. New Inclusion + Equity Graduate Scholarships: The Edward Wayne Barnett Scholarship and The Audrey Spencer-Horsley Scholarship**

There is a demonstrated lack of available funding to assist in our recruitment of students from underrepresented groups who apply to the School of Architecture. Indeed, the one scholarship that the School of Architecture had, the Chetta Scholarship, was recently changed from a scholarship intended to support minority students in the School of Architecture to a more generic merit-based scholarship targeting low-income applicants.

The Inclusion + Equity Committee proposed to institute a new graduate scholarship specifically for minority/underrepresented applicants modeled on similar scholarships that are available in the

Darden School: <https://www.darden.virginia.edu/mba/tuition-financial-aid/scholarships/minority-student-scholarships>

In October 2019, Dean Berman endorsed this effort, and we are currently working to launch two new named scholarships that might be used for targeted recruitment of outstanding graduate students across the School of Architecture who have demonstrated their commitment to the values of Inclusion + Equity.

**The Edward Wayne Barnett Scholarship**, in honor of the first African American man to graduate from the School of Architecture in 1972 with a Bachelor of Architecture

and **The Audrey Spencer-Horsley Scholarship**, in honor of Audrey Spencer-Horsley, the first African American woman to graduate from the School of Architecture, with a Bachelor of Urban and Environmental Planning in 1975.

Our aim is to award up to four such scholarships, all of which would be in addition to the merit-based scholarships that would already be attributed to admitted students through our current admissions process. This means that students receiving one of these scholarships would be eligible for up to \$12,500 in total. The School of Architecture's development team has discussed targeting fund-raising to support and expand these efforts, an initiative that the Inclusion + Equity Committee would like to support.

*needs addressed:* Redress Inequities, Represent Virginia's Demographics

*resources requested:* Merit-based scholarships for graduate applicants are part of the School of Architecture's recruitment strategy. In the longer term, we propose working with the School of Architecture Foundation to encourage future donor support of this effort that might in turn expand the available scholarships.

*timeline:* to be initiated for the 2019–2020 admissions cycle

*accountability:* The Chair of the Inclusion + Equity Committee is working directly with the Director of Admissions, the EOCR, and the Dean's Office to rapidly initiate these efforts.

## 7. Race-Conscious Admissions Review Process

The Inclusion + Equity Committee, in collaboration with the School of Architecture Office of Recruitment, Admission + Financial Aid, is working actively with EOCR Representatives to demonstrate the need for the School of Architecture to move to a race-conscious admissions process that would support our goals of nurturing a more inclusive and diverse student body. We are currently tracking demographic data about the School of Architecture's student body and its shifts over the past five years, including more detailed information about the admissions process.

Such a process was recently upheld in a court ruling regarding Harvard University. In addition, the National Association of College and University Attorneys advises that "race can be considered as one of many factors in an individualized, holistic admissions process that is designed to promote the educational benefits of diversity." They also note that, "This guidance, now over 20 years old, permits colleges and universities to award financial aid based on race or national origin to remedy the effects of past discrimination or to increase student body diversity, provided that the award is narrowly tailored to achieve either of these objectives." See <http://counsel.cua.edu/res/docs/Scholarships.pdf>

*needs addressed:* Redress Inequities, Represent Virginia's Demographics

*resources requested:* No additional funding needed for this foundation stage of planning and data gathering

*timeline:* We are currently working with University Council, the EOCR, and the Office of Admissions; with aim of implementing this strategy for the 2021 admissions cycle.

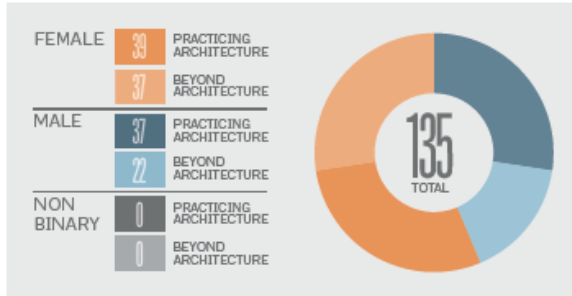
*accountability:* The Chair of the Inclusion + Equity Committee is working directly with the Director of Admissions, and the Dean's Office to realize these efforts in an efficient manner.



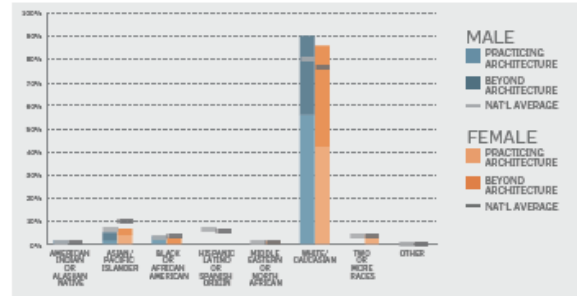
# APPENDIX A

## EQUITY IN ARCHITECTURE SURVEY 2016: UNIVERSITY OF VIRGINIA

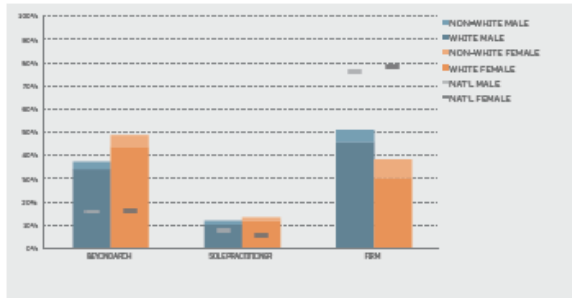
### NUMBER OF SURVEY RESPONDENTS



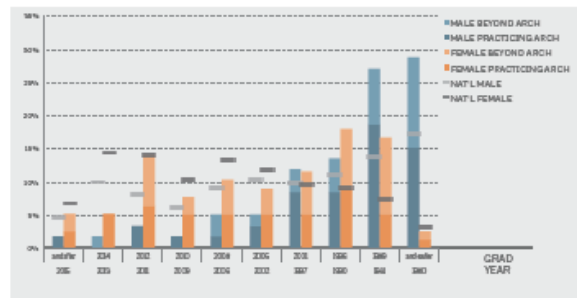
### RACE/ETHNICITY OF SURVEY RESPONDENTS



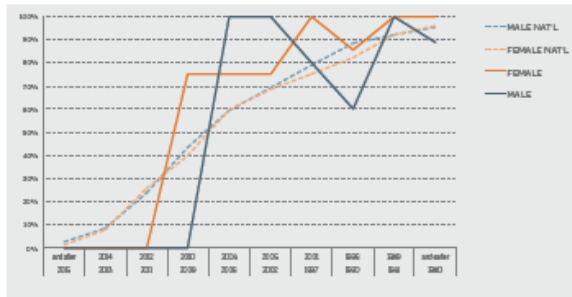
### CURRENT CAREER TRACK



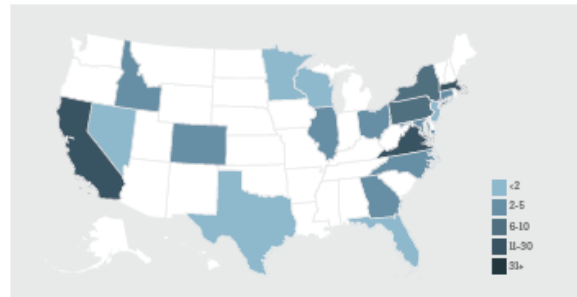
### GRADUATION YEAR



### LICENSURE PROBABILITY BY GRAD YEAR

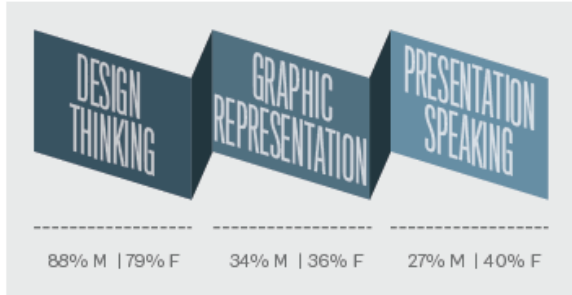


### ALUMNI RESPONDENT LOCATION

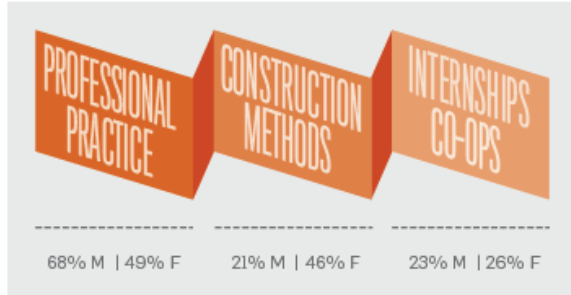


EQUITY IN ARCHITECTURE SURVEY 2016: UNIVERSITY OF VIRGINIA

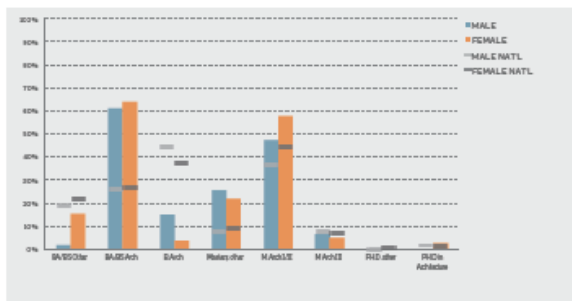
COURSES MOST HELPFUL FOR CAREER PREP



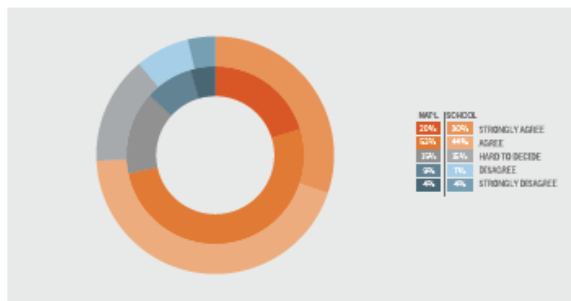
MORE FOCUS NEEDED IN SCHOOL



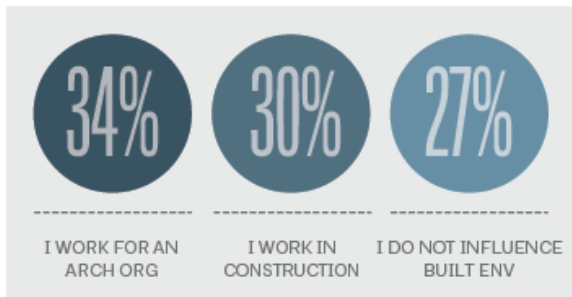
LEVEL OF EDUCATION/DEGREE TYPE



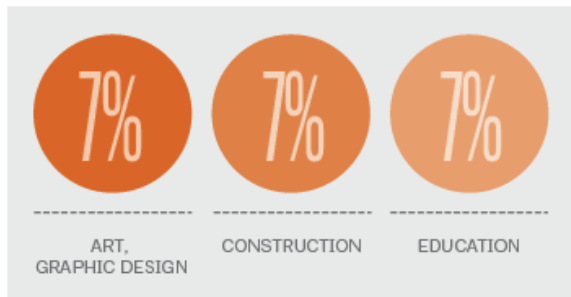
DID YOUR EDUCATION PREPARE YOU FOR CAREER?



BEYOND ARCH: INFLUENCES ON BUILT ENVIRONMENT



BEYOND ARCHITECTURE: COMMON OCCUPATIONS



## 2016 EQUITY IN ARCHITECTURE SURVEY INTERPRETATION OF RESULTS

### NUMBER OF SURVEY RESPONDENTS

*Survey Sample: All respondents*

This graphic shows the total number of your alumni who responded to the 2016 Equity in Architecture Survey. It shows the gender breakdown by those working in a traditional architecture firm environment (practicing architecture) and those outside of that environment (beyond architecture). The Beyond Architecture group might include those who are working in academia, working in related fields, working in unrelated fields, or no longer employed.

### RACE/ETHNICITY OF SURVEY RESPONDENTS

*Survey Sample: All respondents*

This graphic shows the ethnic diversity of your school's respondents. Categories seen here are appropriated from the American Census. The light gray bar shows the survey's average for men and the dark gray bar shows the survey's average for women.

### CURRENT CAREER TRACK

*Survey Sample: All respondents*

This graphic shows the difference between men and women who are employed in a firm setting, employed as a sole practitioner or considered beyond architecture. Additionally, the color's shading indicates a difference between white men and women, and non-white men and women.

### GRADUATION YEAR

This graphic shows the percentage of your school's respondents by graduation year.

### LICENSURE PROBABILITY BY GRAD YEAR

*Survey Sample: Respondents working in an architectural firm or as a sole practitioner*

This graphic shows the percent of licensed architects in your school's survey population by graduation year. It is important to review this graphic in tandem with the graphic titled "GRADUATION YEAR". Please note that small samples sizes will skew these results. For example, if there are only two men who graduated between the years of 2006 and 2008 and both of them are licensed that would mean 100% of the men who graduated from your school between 2006 and 2008 are licensed which is not likely to be the case for those who did not take the survey.

### ALUMNI RESPONDENT LOCATION

*Survey Sample: All respondents*

This graphic shows the geographic location of your school's respondents aggregated by state. The darker the blue, the more respondents live and/or work in that state.

#### COURSES MOST HELPFUL FOR CAREER PREP

*Survey Sample: All respondents*

The three items shown here are the most popular answers marked by your survey respondents when asked which areas of curricular focus respondents believed were most instrumental in preparing them for their career. The national survey's top three were Design Thinking, Construction Methods and Graphic Representation, in order from greatest to least.

#### MORE FOCUS NEEDED IN SCHOOL

*Survey Sample: All respondents*

The three items shown here are the most popular answers marked by your survey respondents when asked which areas of curricular focus respondents believed were not addressed fully enough to prepare them for their career. The national survey's top three were Professional Practice, Construction Methods, and Building Systems, in order from greatest to least.

#### LEVEL OF EDUCATION/DEGREE TYPE

*Survey Sample: All respondents*

This graphic shows your school's respondent pool as aggregated by degree type.

#### DID YOUR EDUCATION PREPARE YOU FOR CAREER?

*Survey Sample: All respondents*

This chart shows the similarities and differences between the national survey's percentages and your school's percentage when asked if they felt their architectural education prepared them for their career. Please note that these numbers include those in the beyond architecture category.

#### BEYOND ARCH: INFLUENCES ON BUILT ENVIRONMENT

*Survey Sample: Beyond Architecture*

This graphic shows the top three cited ways respondents in your sample influence the built environment. The national survey showed respondents influence architecture by working for an architecture affiliated organization, hiring architects, or teaching architecture, in order from greatest to least.

#### BEYOND ARCHITECTURE: COMMON OCCUPATIONS

*Survey Sample: Beyond Architecture*

This graphic shows the top three occupations of your respondents working outside of the traditional architecture firm setting. The national survey showed the most popular occupations in Education, Construction, or Real Estate and Development, in order from greatest to least.

#### LIKELIHOOD OF BEING PRINCIPAL

*Survey Sample: Respondents working in an architectural firm (excludes sole practitioners)*

This graphic shows the percent of male and female respondents who are firm partners or principal. These percentages are delineated by years of experience. Please note small sample sizes will skew this data.

#### AVERAGE SALARY BY YEARS OF EXPERIENCE

*Survey Sample: Respondents working in an architectural firm or as a sole practitioner*

This graphic shows the average salary of your male and female respondents by salary and years of experience.

#### WHAT PROJECT TYPES DO YOU WORK ON?

*Survey Sample: Respondents working in an architectural firm or as a sole practitioner*

The three items shown here are the most popular answers marked by your survey respondents when asked what project typologies they work on in their current position. The national survey's top three were Office, Multifamily, and Higher Education, in order from greatest to least.

#### WHAT ARE YOUR GREATEST STRENGTHS?

*Survey Sample: Respondents working in an architectural firm or as a sole practitioner*

The three items shown here are the most popular answers marked by your survey respondents when asked what are their greatest professional strengths. The national survey's top three were Collaboration, Work Ethic, and Creativity and Design, in order from greatest to least.

#### METRICS OF SUCCESS: CAREER PERCEPTIONS IN KEY AREAS

*Survey Sample: Respondents working in an architectural firm or as a sole practitioner*

This graphic shows the average Metrics of Success (MoS) score for your survey participants by gender. Metrics of Success (MoS) scores were determined for each respondent based on their answers to a subset of 14 questions. Answers to questions surrounding job satisfaction, career optimism, work-life flexibility, burnout and engagement, and job-person fit allowed the EQiA research team to develop scaled scores based on a combined average for each participant. This score assesses one's perceived success in their career and is used as a benchmark from which other metrics can be examined. The bar charts show the average response rating for men and women in each of those 14 areas. The national average is also noted for each metric.

If you have any questions regarding the graphics, feel free to contact [Kendall A. Nicholson](#), ACSA Director of Research and Information.

**APPENDIX B**

University of Virginia  
Instructional Faculty, Fall 2018

University of Virginia  
Instructional Faculty, Fall 2018

Arch Schl

Arch Dept	31
Arch History Dept	5
Deans Office	1
Environ Negotiation	2
Landscape Dept	11
Planning Dept	9
Total	59

	Female	Male	Total
Professor	6	9	15
Associate Professor	8	8	16
Assistant Professor	10	13	23
Lecturer	4	1	5
Total	28	31	59

University of Virginia

Instructional Faculty, Fall 2018

	Female	Male	Total
Tenured	13	16	29
Tenure Track	4	8	12
Tenure Ineligible, Exp Cont Emp Possible	2	1	3
Tenure Ineligible, w/o Exp Cont Emp	4	1	5
Tenure Ineligible, with Exp Cont Emp	3	2	5
Tenure Ineligible	2	3	5
Total	28	31	59

## Appendix C

### **Focus Group Main Concerns(Architecture and Landscape):**

Below are sort of overlapping groupings based on about 70 comments

#### **Pre/Post A-school Acceptance Impressions**

It seems as though students are finding out about UVA through word of mouth. No one used the website without already knowing about UVA. Some students were under the impression that it was more difficult for students from out of state to get in. The price of the school and the price of both architecture and landscape as disciplines are off putting. Things like in-state tuition or benefits through certain programs enabled enrollment, otherwise students might have chosen another university. There are a number of costs that are not advertised that students feel should be like the cost of plotting, printing, laptops, materials, driving to sites. A scholarship for multiple students to print was even suggested.

Students felt that UVA is more personal than other schools that let in 80 people into their programs and that could be a selling point. Some students based on the people they were seeing being admitted thought the school was going to be more diverse, others knew already that the school was not very diverse. Some students feel like UVA functions like a private school even though it is public and should leverage some of that autonomy.

#### **International Students and Faculty**

There was a request made to translate the website in spanish since so many of the faculty members are from Spain. There was also a comment on the isolation of the international students and how a burden is placed on teachers and students to try and fill whatever gaps exist. They feel as though the school as a whole should be supporting the students. Some students mentioned that their department translates whatever emails are very important so that the chinese students can understand them.

#### **Faculty**

Students would like to see a more diverse faculty group, but also recognize that some programs only have so many faculty members to begin with. There was a comment made that most of landscape architecture is wealthier white men and it is not till a woman comes along and introduces a new perspective or a new way of knowing that a path is formed. They felt as though if different faculty members could not be hired that at least they could present different ways of knowing. There was also a comment about reaching a critical mass in faculty; one is a token and leaves, two form a coalition and decide to leave, and three is enough to get an identity group to stay. A student mentioned that the school needs to focus on attracting quality students and that students go to schools where they want to work with the faculty members. A student mentioned that money is not always how a diverse and inclusive space is achieved.

#### **Studio Culture**

There were two main complaints with studio culture: it does not support equitable design or mental health and that it inherently perpetuates inequity. Students felt as though in their discipline some students were applauded for approaching design in a very technocratic way that results in nice looking images instead of content. They felt as though tacitly faculty members



encourage students to never leave the A school to produce design for designs sake and that everyone is so competitive that there is no space for anything else. They felt as though going out and gaining other types of experiences and knowledge added a richness to their work. I should note here that landscape students felt there is a healthy and innovative level of competition in their program and that the work of their peers inspires them to do better [this could be because the architecture students are undergraduate and the landscape students are in graduate school]. There was a comment that the A school has no wellness culture whatsoever. Students felt their work should be judged on their personal growth over time instead of each other. They felt their critiques create direct comparisons.

The other half was just the pinning and presenting process of studios. One student who has to experience pinning while temporarily disabled remarked that they could not imagine how they would do that if their disability was permanent. They saw pinning as something that was not accessible. Another student brought up the point that presenting their work was reinforcing a masculine societal system. The student felt as though their work should be a dialogue instead of grabbing attention and forcing others to listen and felt that presenting reflects a gender dynamic.

### **Preparation and Follow Through**

Some students felt as though the ability to do thought provoking work in the initial stages of their work is difficult because they do not have the tools and the assignments are kind of uniform. Some students feel that some professors are very engrossed in things external to the work of the students and it makes them feel like even if their work was thought provoking there is no one to hear them out. Students in Landscape felt that their classmates were doing boundary pushing work and that different topics depend on what the students in the cohort were interested in. It was remarked that the work produced by students just depends on what students are admitted which is why the school should invest in its students. Landscapes students felt as though their professors were well receiving of their work. They felt as though their work is often very abstract so it does not always produce accessible work (i.e where would a ramp feasibly go?), but that in the real world there are codes that must be met creating a sort of gap. Architecture students felt as though some classes they took like Gender and the Built Environment changed their perspective, but that many classes are not like that. They also felt as though the research they do for their courses are not centered around justice, but is design centric research. They felt that the school pushes social justice, but does not give the students to do meaningful work so the justice initiatives then become talking points. They would prefer learning technique and equity in tandem instead of solely technique.

### **Thomas Jefferson Legacy**

Students feel like their peers are not enamoured with the legacy of Jefferson, but that the A school glorifies him as an architect. They think that because the A school feels beholden to UVA, they have to talk about him in only a positive framework. Students want to talk about him fully and in context, they want to discuss how his morals shaped his work and his his privileged status allowed him even to have work.