The School of Architecture’s Inclusion + Equity Plan was crafted through multiple meetings over the course of the academic year 2017-2018 by the I+E committee made up of faculty, staff and students working with various groups and key individuals across the School. Student members of the committee (Ucha Abbah and My-Anh Nguyen) organized 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 deans and directors of Admissions and Communications. The 2018-2019 academic year was the first year of plan implementation, and this process was continued in the 2019–2020 academic year, while initiating our next phase of planning, in concert with the Inclusive Excellence @ UVA initiative.

Building on the concerted efforts of the I + E Committee and in response to the Call to Action (June 2020), we are currently at an important pivot point in our work, focused on embedding racial equity at the core of our daily operations across the School. The I + E Committee, currently co-chaired by Sheila Crane and Jessica Sewell, will continue to shepherd and coordinate our multi-pronged efforts.

**Inclusion + Equity Mission Statement**

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. Through the coordinated efforts of faculty, staff, students, alumni, and board members the School of Architecture is committed to working together to build, promote and sustain a culture of inclusion and equity within and beyond the University.

**Theory of Change**

In 2017–2018, the Inclusion + Equity Committee followed a Theory of Change methodology to launch our efforts. Through this process 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.

Thanks to the work that has been accomplished in response to this initial process as well as the renewed urgency and expanded input that has emerged in the wake of the Call to Action, the Listening Sessions that followed, and sustained engagement of many in the School of Architecture community, new focus areas have emerged that will guide our next steps. Key to our collective work moving forward will be centering racial equity in our operations, our policies, our curriculum, our decision-making, and our strategic planning. The School’s inclusion and equity efforts specific to racial equity are focused in five key areas: 1) the recruitment, admission and retention of BIPOC students; 2) expanding BIPOC student support and resources; 3) enhancing social justice-based pedagogy; 4) prioritizing diversity in faculty hiring, visiting faculty, and invited lecturers; and 5) establishing guiding metrics and an ongoing structure for reporting on and communicating our progress.
Immediate Recommendations implemented

1. **Enhance visibility of Inclusion + Equity efforts on the School of Architecture’s website**
   The Inclusion + Equity landing page on the School’s website can be accessed within the “About” section, concurrent with the School’s overall mission. This navigational structure aims to align the communication of the School’s Inclusion + Equity efforts with the core values of the School. The landing page serves as a platform for the dissemination of the Plan, Updates, Related News and Events, and an acknowledgement of key individuals who are leading these efforts.

   ![Image](https://www.arch.virginia.edu/about/inclusion-equity)

   [https://www.arch.virginia.edu/about/inclusion-equity](https://www.arch.virginia.edu/about/inclusion-equity)

   Enhance structures for faculty governance by working with our Faculty Council and work toward inclusive governance with the School’s Leadership of Deans, Chairs, and Directors. Work to date has focused on the annual review process for faculty.

2. **Make information about the School of Architecture’s programs more readily accessible**
   This has been accomplished through launching online information sessions, in addition to on-site information sessions. In coordination with the Admissions Office, enhanced opportunities for online information sessions throughout the academic year provided access to information about our programs to students who were unable to visit Charlottesville in-person.

3. **Strengthen advising, mentoring, conflict resolution, and support systems for students**
   A dedicated staff position for Student Advising was established in June 2019. The Assistant Director of Advising and Academic Support fills an essential role at the School in directing all activities related to students’ course enrollment, degree completion, and affairs. The Assistant Director of Advising works directly with the Associate Dean of Academics to address all student issues on an individual basis. In addition, faculty in all departments provide sustained academic and career mentoring in coordination with curricular planning and oversight provided by the Assistant Director of Advising in consultation with the Associate Dean of Academics.

   **Conflict Resolution**
   In cases requiring conflict resolution, strict confidential coordination is maintained between the Associate Dean of Academics, the Office of the Dean of Students (ODOS), the Office for Equal Opportunity and Civil Rights (EOCR), and the UVA Police Department. All incidents, regardless of type, location, or involvement
of students, faculty or staff are immediately reported to ODOS and EOCR and monitored in regard to compliance with policy guidelines and planning of action items. In addition, follow-up communication and meetings with the Associate Dean of Academics and the Assistant Director of Advising are maintained with all parties involved throughout the process, including ODOS and EOCR.

**UVA Counseling and Psychological Services (CAPS) at SARC**
SARC has finalized the agreement with CAPS to embed a clinician at School of Architecture starting the week of October 12th, 2020. More information regarding the clinician’s weekly schedule and method for scheduling appointments will be made available by that date.

**SARC Support Funds**
The A-School has created a $100,000 SARC COVID-19 Related Emergency Relief Fund intended to provide financial support to School of Architecture students enrolled in the 2020 – 2021 academic year who have incurred additional and/or unforeseen expenses due to the COVID-19 pandemic. Emergency relief funds can be used to purchase materials, supplies, computing software and hardware, and is a support for students with financial hardship resulting from the pandemic. The 2nd round of relief funding will be announced on Friday, October 9th, 2020 with an application deadline of Wednesday, October 21st.

4. **Launch the Deans Forum Inclusion + Equity lecture series**
With support from the Dean’s Office, the Inclusion + Equity lecture series was launched in the spring 2019 semester. In addition to a public lecture each semester, invited speakers selected by the I+E committee comprising of students, faculty and staff, also conduct workshops or smaller engagement sessions, to work directly with students when at UVA. The School has welcomed Bryan C. Lee and Sue Mobley of Colloqate Design (Spring 2019) and Deanna Van Buren of Designing Justice + Designing Spaces (Fall 2019). Sue Mobley continued her engagement with the school in Elgin Cleckley’s ARCH 3500 6D Course, advising for Paper Monuments: Charlottesville, recently approved for a UVa Arts Council Grant ($10,000) who will co-present (with UVA students) as part of the Fall 2020 Tom Tom Cities Rising Virtual Summit in October 2020. (For additional information on current I+E lectures see 3.2 Visiting Endowed Professorships and Lectures below).

https://www.arch.virginia.edu/about/inclusion-equity/deans-forum-dei-lectures

5. **Equity Institute, launched August 2019**
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 Equity Center will be part of the UVA Democracy Initiative—“Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship.” The Equity Center is led by a local steering committee of Charlottesville-area leaders, UVA faculty leaders and nationally recognized leaders like Willie “J.R.” Fleming, the center’s national board member and Chicago community leader. This cross-University initiative was co-founded by Urban and Environmental Planning Professor Barbara Brown Wilson who spearheaded the “Democratization of Data Initiative” and is, as of July 1, 2020 following the departure of Dayna Matthews, is now the Director of the Equity Center. The Equity Center seeks to build better relationships between UVA and the Charlottesville community and tangibly redress racial and socioeconomic inequality. As a leader in this arena, Barbara Brown Wilson is also one of three people at the University heading up the Racial Equity Task Force.

https://racialequity.virginia.edu/

On June 3, 2020, the University of Virginia President Jim Ryan constituted a Racial Equity Task Force led by Kevin McDonald, Vice President for Diversity, Equity, and Inclusion, Ian Solomon, Dean of the Batten School of Leadership and Public Policy, and Barbara Brown Wilson, Associate Professor at the School of Architecture and Director of the Equity Center. The RETF submitted their report to the UVA community on August 10, 2020. This report, which outlines bold concrete initiatives that redress historic and current inequities and are critical to the
University’s future was unanimously endorsed by the University’s Board of Visitors on September 11, 2020. The efforts of the RETF are in alignment with and support the School’s inclusion and equity initiatives.

**Priority Goals + Actions underway**

**1. Student Recruitment, Admission, and Retention**

**1.1 Student Recruitment for Inclusion + Equity**

Our efforts to increase the diversity of our student body has improved but remains a critical area for more concerted investment. The incoming 2020 graduate student cohort at the A-School includes the largest number of underrepresented BIPOC students that the School has ever had at the graduate-level—24.8% of the incoming 2020 graduate class as compared with 6%-11.5% in previous 5 years, in part due to initiatives launched by the I+E Committee, such as the Inclusion + Equity Open House with NOMAS and support through the inaugural DEI Scholarships funded by the Dean’s office. At the graduate level, 13.7% of our total student body are BIPOC, 45.8% are White, 39.5% are International, and 1% come from an unknown racial and ethnic background. Over the last five years, at the undergraduate level, the total number of incoming BIPOC and first-generation-college students has increased more than 50%. 13.9% of our 1st year undergraduate students are first-generation students, and 19% of our new graduate students are first-generation. 36.7% of our total undergraduate students (which includes continuing and new students) self-identify as BIPOC, 51.6% as White, 7.7% as International, and 4% non-self-identified. Our 2019/2020 outreach initiatives focused especially on NOMAS chapters in area colleges and universities, including Morgan State University.

We have embarked on a multi-pronged approach to intensify our pipeline efforts for recruiting BIPOC students to UVA which includes building and expanding relationships with Virginia high schools and regional and national HBCUs among other efforts. Our 2020/2021 outreach initiatives include:

- The development of a DEI Outreach Task Force charged with developing and supporting yearlong planning for outreach and recruitment of undergraduate and graduate BIPOC students. This is a cross-functional team of faculty, staff, students, and alumni who work together to increase representation of BIPOC students at the A-School. Each of the departments has a faculty representative on this task force who are working collectively on expanding outreach to develop pipelines for more diverse students.
- The development of ongoing engagement with Professor Elgin Cleckley’s Project Pipeline students through the Project Pipeline Alumni Network, a new program designed for students who complete the Project Pipeline program. Goals are to create sustainable relationships and ongoing support with the UVA School of Architecture and these students through design skills development and higher education guidance.
- Developing partnerships with high schools, other colleges, foundations, and agencies to enhance A-School recruitment. These actions may help to increase the visibility of our programs to a wider range of potential students, providing access to valuable A-School connections for prospective students from underrepresented populations, and may result in increased applications from students from more diverse backgrounds. Currently 50+ high schools and 13 HBCUs have been identified as potential partners. Initial outreach to HBCUs is underway while we narrow down the pool of possible high school partners. Formal MOU development is underway between the School of Architecture and the Bonner Foundation, a non-profit whose mission is to provide diverse low-income, underrepresented and first-generation students with the opportunity to attend college.
- Serving underrepresented UVA students interested in internal transfer or graduate admission into the School of Architecture through programming with UVA Multicultural Student Services and ODOS Posse students. Currently exploring other opportunities to engage with underrepresented UVA students as well.
- The development of new recruitment activities designed to offer access to information and resources for prospective students to increase equity in obtaining valuation information and connections with members of the A-School community, regardless of their ability to visit in person.

[https://www.arch.virginia.edu/events/inclusion-equity-open-house](https://www.arch.virginia.edu/events/inclusion-equity-open-house)
Graduate Admissions
With leadership from the Director of Admission, in consultation with the School of Architecture’s Deans Office, Department Chairs, and Graduate Program Directors, and with guidance from the UVA Office for Equal Opportunity and Civil Rights, the School developed and implemented a holistic admission review process. The new admission strategy used best practices in admission to create transparency, consistency, and equity in the graduate admission review process for master’s applicants during the 2018-19 academic year. The process and metrics used to train reviewers to evaluate applications are documented annually. In 2020, training was enhanced to include the impact of implicit bias in the decision-making process.

The Director of Admission developed the School of Architecture’s first Master’s Programs Annual Report to document the effects of our recruitment, admission, and yield outreach efforts. This report was shared with the Deans, Chairs, and Program Directors in November 2019, and was used as the foundation for our 2020 initiatives. Documented above, the School of Architecture enrolled its most racially and ethnically diverse graduate student cohort in 2020 (see below chart).

![2020 First Year Students](chart1.png)

New Graduate Student Enrollment
Underserved Racial/Ethnic Groups
![New Graduate Student Enrollment Chart](chart2.png)

New Student Engagement
Launched in summer 2020, the Admission Office developed and oversaw a comprehensive plan to meet the needs of our new students. This strategy, which focuses on community building through student engagement, involves faculty, staff, current students, and members of the leadership team. Initiatives completed to date include a new student needs assessment survey to determine what issues about enrolling were most concerning to entering students, Town Halls with the Deans, new student private Facebook groups developed to increase interaction among new students and current student leaders, targeted invitations to lectures, current-to-new student peer mentoring, and three undergraduate on-boarding workshops developed by the Assistant Dean of Academics to address specific needs identified from the needs assessment survey.

2. Expanding Student Support and Resources

2.1 Project Pipeline: NOMAS Architecture Mentorship Program, launched 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 and a National Endowment for the Arts grant to conduct an Architecture mentorship program with area minority youth. This was the first iteration of a program, continuing in an online format with returning Charlottesville youth this August 2020 in collaboration with the Equity Institute. 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. Project Pipeline also provided opportunities for the School’s current students (NOMAS leaders, Brandon Eley and Lauryn Downing) to serve as mentors to high school participants. PhD student Alissa Diamond and planning students, Kellen Dunnivant and Hunter Berry also
supported the program. An exhibition of Project Pipeline was on display at the School during the fall 2019 semester and in coordination with the School’s Centennial events.

https://www.arch.virginia.edu/news/project-pipeline-makes-architecture-more-accessible-to-high-school-students

NOMAS Peer Mentoring
NOMAS students established a peer institution support network (first convening and participating in the 2019 Inclusion and Equity Open House) with chapters from Virginia Tech, James Madison University, Morgan State University, and students from Virginia Commonwealth University. NOMAS plans to establish an internal School of Architecture peer mentoring program in fall 2020, and visits to local Richmond high schools to inspire the next generation of design students.

2.2 Expanded Mentorship Programs and Support Networks
In addition to our dedicated staff advisor, Associate Dean of Students, faculty mentorship program and the CAPS counsellor described above, students have access to many other resources through the University’s Office of Diversity, Equity, and Inclusion, the University Ombudsman, the University Dean of Students, and the office for Equal Opportunity and Civil Rights. The School is also expanding its mentorship of and support network for students through its alumni boards (Alumni Mentorship Program) and partnership with NOMA VA, our recently chartered (September 2020) regional NOMA chapter that is working to develop a statewide mentorship program for NOMAS students.

Alumni Mentorship Program
The A-School Alumni Mentorship Program is an opt-in opportunity created in Spring 2020 in collaboration with the A-School Young Alumni Council (AYAC) and the Dean’s Advisory Board to match alumni mentors with graduate and undergraduate students in their last two years at the School. The program aims to build community, provide advice and networking opportunities for students over the course of the academic year. In an attempt to create meaningful relationships, students are able to share a preference for mentors that are BIPOC, female, recent graduates, same degree/discipline, preferred locations and expertise, among other options.

Elevating Voices: Community Outreach
In addition to the alumni mentorship program, alumni and the three volunteer boards are collaborating with A-School Student groups (including NOMAS, ManifestA and ASIA) to co-host career talks, virtual office visits, panel conversations to provide more networking opportunities and informal connections, weekly throughout the year. A series of community surveys (to alumni, students, faculty and staff) will help provide an outlet for input and direct communication with the School on DEI initiatives and focus areas.

2.3 Student Organizations and Student Resources
The School of Architecture student organizations strongly contribute to ensuring a diverse, respectful and open community. (https://www.arch.virginia.edu/resources/student-organizations) These organizations are entirely student initiated, led, and organized and are allocated approximately $40,000 per year which represents 100% of the funds coming from student activity fees. This year, because of unspent student organization funds from 2019-20 due to COVID, student organizations will have access to $58,000 in support of their activities. Student organizations are responsible for developing their yearly plans and budgets and submit proposals for funding to a group of student leaders who serve as representatives on university committees (UJC, Honor Committee, and Student Council) to review the proposals and award funding. Although students have always determined the allocation of these funds, this year the process was changed to ensure the equitable distribution of resources and that those students determining the allocation will not submit or receive funding from the process.

Of the 12 core student organizations currently in operation at the School, three are specifically dedicated to inclusion and equity efforts and student wellness: 1) The National Organization of Minority Architecture Students (NOMAS); 2) The A-School International Student Association (AISA); and 3) manifestA. Collectively these three organizations represent approximately 25% of the total funding from these pooled student resources. To further support BIPOC students, in addition to the resources allocated to these organizations, the Dean’s office is
supporting NOMA memberships and NOMA conference fees to enable students to have a broader regional and national network of support and allocating a $5,000 fund specifically to support student I+E research efforts.

2.4 Inclusion + Equity Scholarships, inaugurated in 2019 for 2020 Admissions process
In October 2019, the School of Architecture established four Inclusion + Equity graduate scholarships, the Edward Wayne Barnett Scholarships, named after the first African American male student to earn a Bachelor of Architecture from the UVA School of Architecture in 1972, and the Audrey Spencer-Horsley scholarships, in honor of the first African American female student to graduate from the School in 1975 with a Bachelor of Urban and Environmental Planning. $20,000 funded by the Dean’s office is currently supporting four fall 2020 graduate students named as the inaugural recipients of the DEI Scholarships – Andrea Aragón, Maria Huerta, Christine Nguyen, and Alexa Patel who were selected by a committee of faculty and staff based on best exemplifying a commitment to increasing the benefits of a diverse, equitable, and inclusive learning environment and society. In the 2020-21 admissions cycle the Dean’s office has committed to increasing this scholarship funding to $30,000 to support six students. In an effort to enhance the newly established DEI Scholarships and as a core priority of the School’s Next100 Campaign, the School of Architecture has set a goal to raise a $1 million endowment in support of our underrepresented students.

In the summer of 2020, the faculty, staff, boards and young alumni council of school collectively endeavored to raise funds in support of building this endowment—the faculty and staff supporting the Audrey Spencer-Horsley Scholarship and the alumni boards supporting the Edward Wayne Barnett Scholarship. As of September 30, 2020, $570,000 toward this $1,000,000 goal has been raised in funding and pledges, including bicentennial matching funds, for these scholarships: $345,000 towards the Edward Wayne Barnett Scholarship from the three A-School alumni boards and $225,000 towards the Audrey Spencer-Horsley scholarships from the faculty and staff of the School of Architecture.

Additional fundraising in this area include:
Donor bequest for additional $50,000 toward already existing $750k+ scholarship fund with a preference of awarding to minority students; $40,000 pledge to the Diversity, Equity and Inclusion Scholarship Fund (new fund being created at the Foundation to support the Diversity scholarships at the School); $80,000 bequest to a Diversity scholarship endowment, the earnings of which will go to fund diversity scholarships in coordination with the School’s offerings; $6,000 raised for this year’s Project Pipeline

https://www.arch.virginia.edu/resources/dei-scholarships

2.5 Inclusion + Equity Leadership: New Associate Dean of Diversity, Equity and Inclusion
The Inclusion + Equity Committee has galvanized extraordinary energy across the School, however, it is clear to us that our efforts would be magnified considerably by having someone in place who could oversee the sustained implementation of our plan and our future initiatives, in tandem with the A-School’s Inclusion + Equity Committee and its leadership. This is a priority Action Item for the AY 20-21. The Dean’s office and School leadership recognize the significance of this leadership position to support the School’s central mission of Inclusion + Equity in all aspects of its operation. This includes ensuring the success and well-being of BIPOC, Latinx and LGBTQ+ students; improving the recruitment and retention of BIPOC students and faculty; fostering the centrality of anti-racism education, equitable learning environments, and inclusive perspectives within our curriculum and programming; ensuring the communication of I+E efforts to the broader community; collaborating and coordinating with University-wide Inclusive Excellence efforts; and collaborating with key institutions and organizations that support and advocate on behalf of the BIPOC community among other endeavors.

This position is being implemented with a targeted search planned for 2020-21 (pending final Provost approval). In support of the development of this position, the School is participating in a robust working group at the University led by the Vice President of Diversity Equity and Inclusion of the University and the Provost’s Office that involves DEI Associate Deans, leaders and representatives from all Schools. This group, which includes
Professor Sheila Crane, Chair of I+E, is reviewing current AD DEI position descriptions to establish best practice guidelines for implementation that are also being informed by the Racial Equity Task Force Report. In addition, the School of Architecture has generated a survey to gather input from students, faculty, staff and alumni to ensure that the role being established will serve the needs of our population, increase the number of BIPOC faculty and staff, and contribute to racial equity in our pedagogy and research. To enhance support during the period of this search, the School has expanded its leadership of Inclusion and Equity through a second co-chair and hired Garnette Cadogan as the 2020-21 Harry W. Porter Chair, whose roles with the School include NOMAS/BIPOC student support, representation and mentorship and developing racial equity programming and workshops.

3. Prioritizing Diversity in Faculty Hiring, Visiting Faculty and Invited Lecturers

3.1 Implicit Bias + Cultural Competency Training. initiated Spring 2019 + Fall 2019

Implicit bias and cultural competency training which is overseen by the office of Equal Opportunity and Civil Rights is a requirement of all faculty, staff and students involved in search committees. We have also held Groundwater trainings for School of Architecture leadership, as well as Cultural Competency Training sessions for student leaders and for faculty & staff, with Crossroads Antiracism Organizing & Training. Deena Hayes-Greene and Deborah L. Stroman, PhD, led the Racial Equity Institute’s Groundwater Training which is designed to help institutions and practitioners to internalize the reality that we live in a racially structured society, which in turn creates racial inequity. Three sessions were held in spring 2018. Two Cultural Competency training sessions were held in Fall 2019, one for all staff and faculty, the second for leaders of student groups in the School of Architecture. Both sessions were facilitated by Kelly Hurst and Noah Kruis, national organizers and trainers from Crossroads Antiracism Organizing and Training. The Inclusion + Equity Committee is currently working with the Associate Dean for Academics, the Assistant Director of Advising + Academic Support, and student leaders to plan the next steps, which will focus on cultural competency and anti-racism training for our students.


3.2 Expanding Diversity of Faculty, Visiting Endowed Professorships and Lecturers

The School’s ongoing efforts in expanding faculty diversity are in concert with the University’s commitment to double the amount of underrepresented minority faculty by 2030. The Deans have advocated for expanded resources from the Provost’s Office to support TOPS hires (target of opportunity hires with stepdown funding) in line with the recommendations of the University’s recently endorsed Racial Equity Task Force Report and the School is committed to reviewing and reforming its search, hiring, mentoring, promotion and retention practices in support of the inclusive faculty initiative.

To expand faculty diversity and increase anti-racist and social justice-based pedagogy, the School has committed to more targeted recruiting and outreach in support of this in relation to ongoing faculty search processes including the upcoming search for an Associate Dean of Diversity, Equity and Inclusion, and has dedicated its visiting endowed faculty and lectureships to BIPOC faculty and visiting experts whose work will augment and amplify our I+E efforts. 2020-21 faculty include Mabel O. Wilson our Thomas Jefferson Professor, professor and author of Negro Building and Race and Modern Architecture, who is teaching a course on Race and Architecture and Garnette Cadogan our Harry W. Porter Chair who is leading a project entitled 100 Black Voices, teaching a course on racial equity, public space and the city, and supporting our BIPOC/NOMAS students through mentorship and a workshop series.

Fall 2020 Dean’s Forum Inclusion + Equity lectures include cultural geographer Katherine McKittrick, a professor of race and gender studies from Queens University whose interdisciplinary work explores the intersections between theories of liberation, black studies and cultural production (September 14, 2020: Lecture: Curiosities, Wonder, and Black Methodologies); Lesley Lokko, Dean of the Spitzer School at City College in New York and editor of White Papers, Black Marks: Race, Culture, Architecture (October 12, 2020: Lecture: Safe Space); and our Dean’s Forum Lecture and Panel: Justice is Beauty with Christian Benimana of MASS Design. In addition,
starting Fall 2020, our public virtual lectures, panel discussions, and talks this year focus on a range of contemporary voices and perspectives on the relationships between race and the built environment, social equity and activism, environmental justice and inclusive practices. These include a Plavnick Lecture series on Urban Planning, Thaler Lectures and the Howland Panel in Landscape Architecture, and public lectures by our visiting Thomas Jefferson and Porter Visiting Professors among others.

3.3 Expanding Alumni Board Diversity

Over the Summer 2020, the Dean’s Advisory Board and the A-School Young Alumni Council (AYAC) voted to revise their bylaws to increase membership allowing for the immediate recruitment of additional BIPOC members. This is to ensure the boards, charged with building connections between the alumni, the professions and the School, better reflect the diversity of voices and experiences of our communities at large while also expanding the social justice expertise on these Boards in support of the School’s efforts. Both the Dean’s Advisory Board and the AYAC recruited six new members each, with the goal to sustain 20%+ BIPOC membership moving forward.

4. Enhancing Social Justice-based Pedagogy

4.1 Curricular Programming

A core objective of this initiative falls under the I+E Plan’s goal of “Curricular and Programming Assessment” in order to enhance coursework within the School that explicitly addresses systemic inequities in the built environment, both historically and contemporaneously. Current courses include: Thomas Jefferson & American Architecture (ARH 2700/7700); Arts and Cultures of the Slave South (ARH 2753); Theories and Methods in Architectural History (ARH 8001); Archives & Evidence (ARH 3003/8003); Foundation Studio III (LAR 7010); Design Research Methods (LAR 8102); Theorizing Landscape Architecture (LAR 7110); Cultural Landscapes (LAR 5230); Modeling Indigenous Practice (LAR 5550); Space of Race (LAR 7500); Relational Care (LAR 7500); Empathic Design (ARCH 3500); Design Thinking Studio: Critical Cartographies (ARCH 3070); Mapping as Critical Practice (ARCH 5500); Technology, Urbanization, & Design (ARCH 5500-005); Collaborative Planning (PLAC 5240); Introduction to Urban and Environmental Planning (PLAN 1010); Housing and Community Development (PLAN 5400); Environment and the Economy (PLAN 3870/5870); Neighborhood Planning Studio (PLAN 4010/5610); Race and the American City (PLAN 3011/6011); Neighborhoods, Communities, and Regions (PLAN 3030), Law, Land and the Environment (PLAN 3060/6050); Gender, Sexuality and the Built Environment (PLAN 3811/6811); Healthy Cities (PLAN 5452/LAR 5452; Ethics of Cities and Environment (PLAN 5840); Transportation Policy and Planning (PLAN 5740); Introduction to Quantitative Method (PLAN 6050); Methods for Community Engagement and Research (PLAN 6030). A number of ongoing research studios (ALAR 4020/8020) such as those in the Arctic (Shishmaref, Alaska), Africa (Winneba, Ghana), and India (Delhi and Jaipur) have also focused on social and environmental justice issues and the engagement of local indigenous communities in their work. In addition, much research conducted by students in the PhD program addresses issues of equity through in-depth examinations of systemic features that either openly practice discrimination or tacitly offer institutional support for discrimination. A list and short descriptions of current courses can be found on the I+E website.

In the 2020-21 year, the School leadership of chairs and program directors, in collaboration with faculty, are undertaking a critical review of existing coursework with the goal to generate explicit recommendations to expand social justice-based pedagogy and classes, coursework and discourse related to anti-racism and racial equity, non-western scholarship, and those that address inequities related to race, ethnicity, religion, gender and class. Our efforts on the curriculum and pedagogical front are being led by the chairs, program directors, and faculty through committees each focused on one of three key areas: 1) the core history/theory sequence in each degree program (led by Sheila Crane, architectural history chair and history/theory faculty in each department across the School); 2) the foundation/core design studio sequences (led by program directors and faculty in architecture and landscape architecture); and 3) the development of core coursework in policy/legal issues, ethics, research methodologies and community engagement and development (led by faculty in urban planning and the PhD program). While department chairs, program directors and faculty are instrumental to these efforts, the Inclusion
Equity Committee will bolster this work through the focused collection and dissemination of key resources and continuing opportunities to harness the expertise of many members of our faculty in this arena and the input of visiting faculty.

New courses and course content developed for the coming year in addition to those listed above and on the School website include the Master of Architecture program core 2nd year New York studio (ARCH 7010, El Khafif, Jull, Lorenz, Jull) focused on affordable housing in Harlem/Manhattanville; the design thinking third year core studio focusing its cartographic exercises on the visualization and analysis of urban inequities (ARCH 3010/3070, Dobrowolski); a new advanced research studio entitled *The Great Northern Migration*, introducing students to inclusive design research methods to expand historical narratives related to the great migration pathway in Virginia’s history (ALAR 4010/8010, Cleckley); and the expansion of the undergraduate and graduate Twentieth Century History of Ideas course (ARCH 3120/7120, Putalik, Last) to explicitly introduce issues of race inequity and race scholarship into the discussion of architectural history and theory. In Urban and Environmental Planning, additional analysis of coursework in the undergraduate program is underway, utilizing MUEP’s model of integrating social justice-based pedagogy within the core curriculum. In addition to exploring the role of systemic racism in the formulation of public space through history/theory coursework, Landscape Architecture continues to integrate socio-cultural issues within the foundation curriculum and intends to explore the option of moving content from the second year core studio (LAR 7010) into first year (LAR 6020) to enable the second year studio course to be reconceptualized to take on socio-cultural issues within landscape in the development of the city. Professors Meyer and Lee are also currently working with UVA alumni Thaisa Way at Dumbarton Oaks and Marc Miller to put together resources that will help reshape landscape history/theory pedagogy.

The research conducted in the PhD in the Constructed Program addresses issues of equity through in-depth examinations of systemic features that either openly practice discrimination or tacitly offer institutional support for discrimination. While many dissertations articulate non-western cultural perspectives, several analyze BIPOC equity related urban, architectural and landscape issues, such as black trans and trans-of-color individuals’ critical responses to the heteronormative spatial orders of Washington DC (Shahab Albahar), the racialized cultural landscape and social change in Charlottesville (Alissa Diamond), and new legal, economic, and political infrastructures supporting social justice and equity (Matthew Slaats). Through investing in the PhD Program, the School is committed to deep and original research into the structures of discrimination as they are manifested in the constructed environment.

### 5. Establishing Guiding Metrics, Reporting and Communications

#### 5.1 Racial Equity Audit, Fall 2019

The Inclusion + Equity Committee is working with Dr. Deborah Stroman, who has deep expertise in leadership as well as racial equity training and auditing, on a racial equity audit of the School of Architecture, assessing our curriculum, policies, community, and climate. Dr. Stroman shared her conclusions at an all-faculty and staff meeting, and an overview of her conclusions was submitted to the I+E chair and the Dean’s Office that is available through the I+E website. While Dr. Stroman offered a robust endorsement of the Inclusion + Equity Committee’s plan, it was clear that more detailed study would be necessary for the in-depth review of curriculum, policies, budget allocation, and climate that is required.

#### 5.2. Guiding Metrics

The University of Virginia has adopted the Inclusive Excellence Framework as a means of coordinating efforts within individual units and across the entire University. For an overview of this initiative, see [https://vpdiversity.virginia.edu/inclusive-excellence](https://vpdiversity.virginia.edu/inclusive-excellence). This University-wide process has been delayed, in the wake of COVID and the new work undertaken as part of the Racial Equity Task Force. The School of Architecture will be working collectively during the 2020-2021 academic year to develop assessment tools in line with the Inclusive Excellence framework, once we have completed the process of prioritizing the many action areas that are currently in process. The Inclusion + Equity Committee will coordinate these efforts, which will include initial steps towards developing metrics we will use to measure the success of our efforts.
5.3 Reporting and Communications

The survey and Town Hall we are planning for early October 2020 will provide an important, expanded means of ensuring broad input, even as we are committed to ensuring that the voices of our BIPOC students, alumni, faculty, and staff are elevated throughout the process. A strategy for receiving feedback and input and providing a variety of opportunities to engage is being developed in relationship to a typical academic calendar. This includes the coordination of All-School Meetings, I+E focused Town Halls, BIPOC-centered meetings between students and faculty/staff, dialogues between students and faculty, surveys, progress reports and an ongoing FAQ section on the School's website.

For more information:

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- School of Architecture’s Inclusion + Equity website: https://www.arch.virginia.edu/about/inclusion-equity