Inclusion + Equity Plan
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Inclusion + Equity Committee, 2017–2018:
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Our Inclusion + Equity Plan was crafted through multiple meetings over the course of the academic year within the committee and with various groups and key individuals across the School. Students members of the committee (Ucha Abbah, My-Anh Nguyen, and Alissa Diamond) 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.

CONTENTS

PART ONE Call to Action 2
PART TWO Inclusion + Equity Mission Statement 4
PART THREE Theory of Change 6
PART FOUR Current Analysis: Who We Are Now + Areas of Concern 7
PART FIVE Current Initiatives + Projects 21
PART SIX Immediate Recommendations 26
PART SEVEN Priority Goals + Actions 29
APPENDICES 34
PART ONE

Call to Action

The professions of architecture, landscape architecture, and planning 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.1 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.2 Sadly, this describes a parallel problem at all levels of the UVA School of Architecture. Out of 58 faculty, one is African American and two are Latino.3 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).4 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.5,6 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.

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.
3 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) A: “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.
In the wake of the white nationalist rallies of August 11th and 12th that profoundly affected many students at the School of Architecture, even as these events directed new scrutiny onto the University of Virginia for people across the globe, we aspire to heal as a community through initiating a process of enacting fundamental change that will not only reverse the homogenization 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

Inclusion + Equity Mission Statement

1. the concise version, prominently displayed on the School of Architecture website

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, 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.

2. the extended version

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 two women earned master’s degrees in the School of Architecture: Anne Carter Lee (Master of Architectural History) and Virginia B. Overton McLean (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). 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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PART THREE

Theory of Change

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.⁸

We have mapped these specific needs and our resultant priority goals and actions onto the immediate recommendations in Part Six and the Priority Goals + Actions detailed in Part Seven of our Inclusion + Equity Plan.

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⁸ 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

Current Analysis: Who We Are Now

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 Environmental Negotiation (IEN), the Next Cities Initiative, the Center for Design + Health, and the Center for Cultural Landscapes, and the Community Design Research Center.

The School of Architecture also sponsors a robust series of student organizations. For the current list of student organizations (2017–2018), see Appendix B.
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 (2009–2017). The past three years, however, have witnessed an expansion of women undergraduate students. In 2017, there were 182 women (59%) and 127 men (41%) 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.9

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 10 in 2017 (or a shift from 11% of our undergraduate student body to 3%). 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.

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White American

- Male
- Female
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 2017, there were 138 women (58%) and 98 men (42%) 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.\(^\text{10}\)

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.\(^\text{11}\)

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 2017, there were 106 international students, representing 45% 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%.\(^\text{12}\) 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.


\(^{11}\) 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.

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 2017, 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.
A-School Faculty

In 2017, 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.\textsuperscript{13} 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.\textsuperscript{14} 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.

\textsuperscript{13} Complete data regarding rank of all faculty members is based on 2016 numbers. See Appendix C.

\textsuperscript{14} 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.
A-School Climate + Culture

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 D.

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 11th and 12th, 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 (Part 6) and our Priority Goals + Actions (Part 7).
PART FOUR

Current Initiatives + Projects

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

Streamlined and Expanded Admissions Efforts (Cindy Kiefer, Director Recruitment, Admissions + Financial Aid)

- **New Schedule for Tours & Information Sessions – increasing access for prospective students & families**
  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 on Mondays, Wednesdays, and Fridays, scheduled to allow visitors to attend the Central Admissions information session beforehand and the Central Grounds tour afterwards. An enhanced Student Ambassadors program is a critical part of the A-School’s recruitment efforts, and we are working to identify Student Ambassadors who represent an inclusive vision of the student body we want to cultivate.

  Monthly scheduled Information Sessions are now available for prospective undergraduate and graduate students. This new schedule has enhanced faculty engagement with recruitment in the School and has resulted in an impressive attendance record during this first year of implementation. One of our Information Sessions for prospective undergraduate students this spring had over 100 attendees. 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.

- **New Outreach Tools – expanding our reach through social media & online platforms**
  We have committed ourselves to meeting prospective students where they are, particularly by providing opportunities for them to learn about our programs through multiple venues and modes of communication. In addition to our regularly scheduled tours and Information Sessions, we have launched a series of Facebook Live Chats, featuring chairs, program directors, and current graduate students, who introduce our programs to prospective students, meeting them on a platform that expands our reach considerably. We have also utilized the new Slate Admissions platform to schedule webinars for students admitted to our graduate programs as part of our comprehensive recruitment efforts. The response to both of these efforts has been impressive, particularly in the case of the Facebook Live Chats, which allow direct participation during the Live Chat and can be accessed later for viewing by an even more expansive audience. We will continue to enhance and expand these efforts moving forward.

- **Faculty Travel Toolkit – capitalizing on faculty travel as part of our recruitment efforts**
  The Office of Recruitment, Admissions + Financial Aid is in the process of building a new Faculty Travel Toolkit that can be used by faculty members traveling for conferences, symposia, or lectures. The aim of this new initiative is to ensure that we are taking full advantage of the high-profile events in which our faculty are already participating, by weaving our recruitment efforts into these scheduled events. A key aim of this effort is to ensure that contacts faculty make with prospective students are then captured by the Office of Recruitment, Admissions + Financial Aid so that those students are then integrated into our list of prospective students who are kept abreast of developments and events in the A-School.
Coordinated Communications + Marketing Strategy (Sneha Patel, Director of Communications + Marketing)

- **New communications strategy & website launch – ensuring broad & holistic representation of the School**
  The A-School recently launched its new website, a process that has been undertaken hand-in-hand with the development of a more holistic approach to how we represent the School of Architecture. An important emphasis of this project has been shifting the focus of the website from a singular emphasis on studio/design culture to representing a more inclusive vision of the A-School that showcases its wide range of programs, research initiatives, events, and courses. At the same time, considerable attention has been paid to enhancing the ways we communicate information that is pertinent to different audiences, including prospective students and families, current undergraduate and graduate students, staff, faculty, visitors, community members, and alumni. The design of the website and the broader communications strategy have shifted the focus to highlight our values — How are we, as a place of learning, building a culture of inclusion and equity? How are we instilling our shared values in our students? How do we create spaces that encourage out students to withhold judgment?

- **Digital Marketing Strategy – analyzing who we are reaching & devising strategies to reach a broader audience**
  The A-School’s Communications team has also launched a new digital marketing strategy, which is currently focused, in phase one, on information gathering and data analysis. Our Director of Communications is working with a consultant to understand who our current audience is, who we are successfully reaching, who is compelled to learn more about the A-School, and who actually comes to our website. The aim of this initiative is to devise strategies that respond directly to data analysis and that will allow us to attain our goal of reaching a broader audience. How do we move beyond images and representations? How might we learn from other Schools of Architecture that have been successful in similar efforts towards inclusion and equity, particularly in increasing representation of students of color and other underrepresented groups in our disciplines and professions? These efforts come under the umbrella of communications and marketing, but are also closely integrated with our initiatives in Recruitment and Admissions.

Institute for Environmental Negotiation (IEN) Recruitment Grants (IEN/Tanya Denkla Cobb, Urban & Environmental Planning)

The IEN is exploring the possibility of using their available funds to support prospective students of color interested in the Urban & Environmental Planning programs (both undergraduate and graduate) to visit UVA. The event would be led by students from NOMAS (National Organization of Minority Architecture Students) as well as by IEN interns. This project will involve outreach to career counselors at high schools as well as the Dean of Students at colleges like Hampton College, VSU, Howard University, and others.

Institute for Environmental Negotiation (IEN) Diversity Internships (IEN/Tanya Denkla Cobb, Urban & Environmental Planning)

The IEN has implemented paid internships to support two current students of color in the Urban & Environmental Planning program to work in their office in the summer. One of these recent interns has continued to work with IEN on the Transforming Community Spaces project. The success of this program was especially evident this academic year (2017–2018), when the IEN had the most diverse student intern cohort they have ever had; four out of their 11 interns were students of color.

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 Initiatives (Barbara Brown Wilson, Urban & Environmental Planning & Jeana Ripple, Architecture)

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.

In addition to the ongoing programming at Friendship Court, faculty members Barbara Brown Wilson (Urban & Environmental Planning) and Jeana Ripple (Architecture) just received a National Endowment for the Arts grant to conduct a design-manufacturing-build bench and playscape public art project with youth living in the South First Street Public Housing Community.

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.

Mosaic Method Empathy Workshops with the Young Women Leaders Program (Elgin Cleckley, Architecture + Design Thinking)

Employing his Mosaic Method in Design, Elgin Cleckley will lead Young Women Leaders Program (YWLP) mentor and mentee pairs in a two-hour workshop exploring their place and Charlottesville’s place in our country’s racial history in Spring 2018. YWLP is an after-school combined group and one-on-one mentoring program matching UVA college undergraduates with Charlottesville and Albemarle middle school girls for a year to enhance the leadership skills of both groups. The division we experience today on the topic of race requires new modes of interaction and collaboration. We need to learn new ways to communicate with each other, and open our minds to other points of view and life experiences.
Workshops for high school students (Cindy Kiefer, Director Recruitment, Admissions + Financial Aid; Kyle Sturgeon, Assistant Dean, Academic Support)

Cindy and Kyle are exploring the possibility of developing a one-day hands-on workshop that would allow visiting high school students to be introduced to design in a more experiential vein. This effort is intended to catalyze new possibilities for prospective students to engage with the School and our faculty in a more direct, hands-on way.

3. Community Engagement Initiatives


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. We propose a Design Thinking process to model the framework for productive conversations to move beyond racial division.

Three of the student fellows involved in this project are A-School students: undergraduates Tarin Jones, My-Anh Nguyen and Henok Waltengus from Urban & Environmental Planning.

“Transforming Community Spaces” Project (Institute for Environmental Negotiation/Frank Dukes, Urban & Environmental Planning)

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

While this work has been made more urgent by the violent and deadly events of August 11 and 12, the initiative was launched more than a year ago with seed funding from the UVA School of Architecture and Batten School of Leadership and Public Policy. TCS features two pilot projects, including one that will link truth-telling with committed action in Charlottesville in the wake of the 2017 attacks by white supremacists. TCS will work at a national level as well, producing guidance for communities and institutions to authentically engage diverse participants to build understanding and design ways to address the narratives and legacies of harm associated with their contested sites. At the global level, the UVA Provost and School of Architecture are supporting a MOOC (Massive Open Online Course) that will explore how problematic community spaces around the world can serve as trigger points for conflict and harm or as entry points for transformation and healing.

Equity Institute (Barbara Brown Wilson [co-pi], Urban & Environmental Planning)

This initiative seeks to build the infrastructure for high impact interdisciplinary and collaborative approaches that produce exemplary research on systemic inequities. Further, this initiative will develop ways to translate research into interventions that concrete contribute to repairing historic inequities, broken trust, and trauma experienced in communities where universities are perceived to have perpetuated systemic inequalities instead of helping to solve or remediate them. It starts from the premise that building partnerships with community residents who have been historically marginalized will shed new light on questions of and solutions to systemic inequities in the United States. This includes lower income, Black and Latino residents. It also includes youth. Young people are at the center of many of the inequities present in our communities, from educational opportunity gaps to interactions with the
justice system, to health, poverty, housing, and hunger. This initiative will incorporate the voices of marginalized communities that are often left out policy and programming decisions, which require empirical and theoretical knowledge generated by university resources.

A-School faculty are deeply involved in several aspects, including Just Cities, a community-engaged research thrust and the co-creation of an Equity Atlas. The creation of an online Equity Atlas for the Charlottesville region could function as a decision-support tool for future municipal policy creation, educate community leaders, and increase transparency and interregional collaboration. It would serve as an online portal for data sharing and research dissemination. Equity Atlases, piloted in the last decade by regions like Portland, Oregon and given a national online platform by the think tank PolicyLink, have become useful tools for both government decision-making and social advocacy and education around issues with a socio-spatial focus. Charlottesville city officials have expressed frustration with their lack of in-house policy analysis, as it impedes equitable decision-making and limits the use of certain tools to fight discrimination (e.g., without an economic disparities report, cities in Virginia cannot explicitly encourage minority-owned business procurement). Citizen science has become ubiquitous in the natural sciences as a set of best practices to collect environmental justice related information. Although many regions now utilize equity atlases, few of them employ participatory research methods to gather or analyze their data.
**PART FIVE**

**Immediate Recommendations**

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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Who to engage</th>
<th>Expected outcomes</th>
<th>Timeline</th>
<th>Needs addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance presence of Inclusion + Equity efforts in the A-School on our website, including links to faculty and student research/projects, lectures &amp; programming, alumni features, resources (EEOP, Fostering an Inclusive Classroom, etc..)</td>
<td>Chair of Inclusion + Equity to work with Director of Communications</td>
<td>Improved visibility of current and future Inclusion + Equity efforts in the A-School, with a particular eye to student recruitment.</td>
<td>Summer 2018</td>
<td>Avenues to be Heard; Transparency; Culture of Respect + Mentorship</td>
</tr>
<tr>
<td>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.</td>
<td>Director of Admissions, Recruitment + Financial Aid</td>
<td>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.</td>
<td>Summer 2018</td>
<td>Represent Virginia’s Demographics; Transparency; Redress Inequities</td>
</tr>
<tr>
<td>Appoint a representative from the Inclusion + Equity Committee to serve as advisor in discussions of about the future renovation and expansion of Campbell Hall.</td>
<td>Associate Dean for Academics, Associate Dean for Finance + Administration</td>
<td>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).</td>
<td>Summer 2018</td>
<td>Transparency, Avenues to be Heard, Redress Inequities</td>
</tr>
<tr>
<td>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</td>
<td>Faculty Council</td>
<td>Improved transparency and clarified policies regarding faculty governance</td>
<td>Fall 2018</td>
<td>Avenues to be Heard, Transparency, Culture of Respect + Mentorship</td>
</tr>
<tr>
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<tr>
<td>Recommend mid-term feedback in all classes offered in the School of Architecture.</td>
<td>Department Chairs &amp; Program Directors</td>
<td>Consistent mechanism to ensure that students have means of providing formal feedback before the end of the semester.</td>
<td>Fall 2018</td>
<td>Avenues to be Heard, Culture of Respect + Mentorship</td>
</tr>
<tr>
<td>Add two new questions to student course evaluations in the School of Architecture (recommended by the Center for Teaching Excellence):</td>
<td>Associate Dean for Academics</td>
<td>Establish baseline for understanding the climate and culture of our courses, which will be essential for our proposed Curriculum &amp; Program Assessment.</td>
<td>Begin Fall 2018</td>
<td>Avenues to be Heard, Culture of Respect + Mentorship</td>
</tr>
<tr>
<td>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]</td>
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<tr>
<td>2. Please provide specific examples to explain your answer above. [Short Answer]</td>
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<tr>
<td>Holistic admissions training to be provided by the Office of Recruitment, Admissions + Financial Aid</td>
<td>A-School faculty</td>
<td>Redress implicit bias in the admissions process across our programs.</td>
<td>Fall 2018</td>
<td>Represent Virginia's Demographics, Redress Inequities</td>
</tr>
<tr>
<td>Explore the possibility of scheduling Information Sessions for prospective graduate students on the weekends.</td>
<td>Director of Recruitment, Admissions + Financial Aid, Chairs, Program Directors</td>
<td>Respond to scheduling challenges of prospective graduate students, given that many of them are working full-time or in school elsewhere.</td>
<td>Fall 2018</td>
<td>Culture of Respect + Mentorship</td>
</tr>
<tr>
<td>Create an “Allies List” of faculty (with office locations &amp; 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.</td>
<td>A-School faculty</td>
<td>Assist in broader efforts of providing enhanced mentorship and support for underrepresented minority students.</td>
<td>Fall 2018</td>
<td>Culture of Respect + Mentorship, Avenues to be Heard</td>
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<tr>
<td>Action</td>
<td>Who to engage</td>
<td>Expected outcomes</td>
<td>Timeline</td>
<td>Needs addressed</td>
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<td>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 &amp; space, international design education (or other issues relevant to our robust international student body), or through representing less prominent disciplinary perspectives.</td>
<td>Dean, Director of Communications, Department Chairs</td>
<td>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.</td>
<td>2018–2019</td>
<td>Redress Inequities, Culture of Respect + Mentorship</td>
</tr>
</tbody>
</table>
PART SIX

Priority Goals + Actions

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, the Inclusion + Equity Committee has 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

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 now exists in the Medical School, the School of Engineering, the Nursing School, the Darden School of Business, and the McIntire School of Commerce.

The Inclusion + Equity Committee has galvanized extraordinary energy this academic year, particularly in drafting this comprehensive plan. 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. The new Director or Associate Dean would be instrumental in coordinating efforts across the A-School, in working closely with Diversity Deans across the University, and in spearheading our future plans to develop more robust programming for middle and high school students in the local area and the broader region. Student Services have emerged as an area of particular concern in the A-School, so this position would also provide much needed support in this arena. The person appointed to this role would be able to address, in a more nimble and effective manner, faculty, staff, and student needs and concerns, while also serving as direct support for diverse faculty, A-School student organizations, and for students encountering challenges. This position would also provide leadership for our proposed Racial Equity Impact Assessment and our School-wide curriculum and programming audit.

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: An appointment effective Fall 2018 would ensure essential oversight as the implementation phase of our Inclusion + Equity Plan begins.

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 + 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 propose to work with an external consultant, such as Race Forward: The Center for Racial Justice Innovation (https://www.raceforward.org/practice), 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.

Racial Equity Assessments have been employed in major governments and other large institutions. “Racial equity tools are designed to integrate explicit consideration of racial equity in decisions, including policies, practices, programs and budgets. It is both a product and a process. Use of a racial equity tool can help to develop strategies and actions that reduce racial inequities and improve success for all groups.”15 This external consultant could also help us redress any issues found during this audit, including the creation of trainings on implicit bias and cultural competency to help faculty, staff, and students overcome their own barriers to growth and contribute to fundamentally altering the systems of inequity embedded in our own structures.

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: Funding from the Provost’s Office or from other available sources at UVA. The cost of a Racial Equity Assessment would vary widely, depending on the scope of work requested. The Inclusion + Equity Committee is currently exploring this possibility with Race Forward to determine the budgetary implications.

timeline: This endeavor, including securing funding and writing a more specific Request for Proposal, would be a key focus of the Inclusion + Equity Committee’s work in 2018–2019, pending approval and funding.

accountability: The proposed Racial Equity Impact Assessment is an ideal way 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. The process would be overseen by the new Director/Associate Dean of Inclusion + Equity.

3. Pipeline Programming – Summer design-build/prototype workshops

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.”16 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. With administrative support from the proposed Director / Associate Dean for Inclusion + Equity, funding needs would be modest, and partnerships with local funders are likely. Sustained staff support will be essential to the success of the program.

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: Potential pilot summer 2019 or summer 2020

accountability: This project will require sustained coordination with our Director of Recruitment, Admission + Financial Aid, who is currently exploring possible smaller-scale efforts.

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

16 https://taubmancollege.umich.edu/architecture/high-school-programs/michigan-architecture-prep
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: 2018–2019 academic year

accountability: The Inclusion + Equity Committee has already begun to build the foundation for this efforts, including collecting syllabi from courses regularly taught across the A-School. The Committee plans to continue this effort in the coming academic year, 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 – commit our expertise

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.

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
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 EQA 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
STUDENT ORGANIZATIONS _School of Architecture 2017-18

School of Architecture Student Council - school advisor: Betsy Roettger
President: Joshua Gritz, jag6ve@virginia.edu
Vice President: Jordan Richardson, jtr9pa@virginia.edu
Treasurer: Kim Corral, Gpc2ha@virginia.edu
Secretary: Kelly O’Meara, kto4e@virginia.edu

Class Council - Undergraduate:
SARC Sibs: Amanda Harlow (akh2na) and Garrett Vercoe (grv9ff)

SARC Wellness Initiative: Sophie Schectman, sj54z@virginia.edu

EcoReps - www.arch.virginia.edu/sustainability, school advisor: Phoebe Crisman
Presidents: Ka Weng (Athena) Loi, k18vk@virginia.edu
Co-Presidents: Valerie Rottink, v4r4f@virginia.edu
Treasurer: Sophie Schectman, sj54z@student.virginia.edu
Secretary: Victoria Glasgow, vg2ra@virginia.edu

American Institute of Architecture Students (AIAS) - www.aias.org
school advisors: Phoebe Crisman; Betsy Roettger (career); Chair of Department of Architecture
AIAS President: Elizabeth Dorton
Freedom by Design, school advisor: Nancy Takahashi
Student contact: Bridget Murphy

LAPH (previously known as GALA) – all graduate student - school advisor: all department Chairs
LAPH Contact: Katie McCarthy Watts, lkm3w@virginia.edu

National Organization of Minority Architecture Students (NOMAS) www.noma.net/
school advisor: Elgin Cleckley; Chair of Department of Architecture
NOMAS President: My-Anh Nguyen, mnp2df@virginia.edu
Vice President: Juliana Vas, jmv3rw@virginia.edu
Secretary: Arthur Brown
Treasurer: Ruby Nwaebube, acn3cp@virginia.edu
Historian: Andrea Aragon
Outreach Chair: Chantionna Willis, cdw8db@virginia.edu

Society of Architectural Historians (SAH) www.sah.org
school advisor: Chair of the Department of Architectural History
President: Andrew Marshall, apm3xa@virginia.edu

Student Association of Landscape Architects (SALA)d www.asla.org/lastudents.aspx
school advisor: Chair of the Department of Landscape Architecture
Leah Grossman: lrg3kz@virginia.edu
Caitlin Kelly: cmk3hv@virginia.edu
Xiaonian (Vida) Shen: xs2fx@virginia.edu
Ru Wu: rw3bs@virginia.edu
Student Association of Graduate Architects (SAGA) - Contact: SAGAatUVA@gmail.com
  school advisor: Chair of Department of Architecture + Graduate Director
  Chair: ZAZU SWISTEL, zps6fd@virginia.edu

Student Planners' Association (SPA) - www.arch.virginia.edu/SPA/SPA/Welcome.html
  school advisor: Chair of the Urban and Environmental Planning
  President: Alyson Oliver, aeo5ja@virginia.edu
  Treasurer: Mennen Middlebrooks, mtm3qe@virginia.edu
  APA Representative: Elizabeth Nowak, edn6mx@virginia.edu

CE+ (PhD student organization) - school advisor: Director, Nana Last
  President: Fatmah Behbehani (fmb2fr@virginia.edu)
  Secretary: Zhiqiu Jiang (zj3av@virginia.edu)
  Treasurer: Kevan Williams (kjw2cc@virginia.edu) and Zhe Dong (zd5yu@virginia.edu)

  Graduate Student Council in the College, SARC representative: Matthew Slaats,
  ms3am@virginia.edu

lunch – www.lunch-journal.com - school advisor: Sneha Patel snehapatel@virginia.edu
  Editors: Colin Gilliland cmg2mc@virignia.edu
  Kirk Gordon krgSat@virginia.edu
  Madelyn Hoagland-Hanson mph7xf@virginia.edu
  Meng Huang mh3yp@virginia.edu
  Sarah Pate sep3se@virginia.edu
  Karl Jon Sparrman kjs3kg@virginia.edu

(VAM) Virginia Architecture Magazine:
  Managing Editors: Kelly O'Meara, kto4ej@virginia.edu; Jimmy Strong, jws8nu@virginia.edu;
  Editor, Karan Matta, km5dd@virginia.edu

UVA Student Groups/ representatives:
Class of 2018 Trustee: Joshua Gritz jag6ve@virginia.edu

Honor Committee - http://www.virginia.edu/honor/
  SARC Honor Representatives: Kelly O'Meara, kto4ej@virginia.edu; Kyle Gename, (kjg5cu@virginia.edu)

Student Council at the University of Virginia - www.uvastudentcouncil.com/
  Ugrad Representative: Winston Tang, yt4en@virginia.edu

  Representatives: Jordan Richardson, jtr9pa@virginia.edu; Jimmy Strong, jws8nu@virginia.edu

  Colleen Sloan, ccs2fj@virginia.edu, Suchita Chharia, sc5dq@virginia.edu,
  Treasurer: Brad Jones, bsj7gy@virginia.edu
# APPENDIX C

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<th>Arch Dept</th>
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Appendix D

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.