

# Utah Anti-Racism Agenda: Inclusion Initiatives

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22 July 2020

*The College of Architecture and Planning (CA+P) recognizes the original sin of our nation's past that includes building white privilege with the toil of our African American ancestors and the land of our Native people. Those of Latino descent and Asian roots suffered many past and current wrongs that we have the call to redress. With undying respect for the health and culture of all people and places, and possessing a systemic understanding that diversity and inclusion nurtures greater ecological and community resilience, we accept our responsibility to make conscious choices to understand the far-reaching ramifications of these injustices in the many forms that they take today and to respond swiftly and assertively.*

*As such, the College of Architecture and Planning pledges to exemplify its “ethic of care” and build upon its recent success to diversify its faculty, students and staff<sup>1</sup> by immediately adopting the following **Utah Anti-Racism Agenda (UARA)** and challenge our peers to take similar actions, align them as essential to University and College goals and to, in turn, inspire us to do even more.*

## I. University Goal: Promote Student Success to Transform Lives

**CA+P (Goal 1): Significantly *increase* the degree to which student populations in the college’s degree programs match the state’s diversity by using in-state pipelines with strategic partners internal and external to the university.**

Strategy: Correct the College admissions processes for implicit bias beginning the Fall 2021 cycle including by:

- Ceasing to support racially-biased standardized testing by making this requirement optional in admissions (e.g. ACT/SAT, GRE).
- Communicating to advisors and potential students our expectations and provide examples.
- Developing transparent and holistic methods of evaluation for admissions including blind review of applications.

Strategy: Prioritize recruitment and retention of BIPOC<sup>2</sup> students by:

- Develop relationship(s) with local middle schools and high schools.
- Proactively reach out to diverse potential applicants.
- Outreach and engage our current BIPOC students and communities.
- Retool our summer youth programs to focus on underrepresented communities.
- Work with University Neighborhood Partners to identify local partners and deliver content after-school events or career days, etc.

Strategy: Offer competitive funding offers to students by:

- Starting department-specific scholarship funds to support BIPOC and first-generation undergraduate students and supplement College efforts.
- Dedicate at least 10% of current scholarship dollars to the BIPOC community.
- Develop assistantship opportunities that will appeal to a diverse pool of prospective students.

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<sup>1</sup> Since 2015, domestic students of color have increased 130%, faculty diversity has doubled, and staff diversity has quadrupled.

<sup>2</sup> BIPOC = black, indigenous and people of color

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Strategy: Recruit from undergraduate programs by:

- Placing CA+P Ph.D. students at Salt Lake City Community College to teach Design Foundation courses, for example, CMP 2010: Design Ecologies.
- Developing new Gen Ed courses, for example, CMP 4600: The Just City.
- Developing and implementing the 4+1 Program (BA/BA Urban Ecology + MCMP) to recruit BICOP students into graduate programs.
- Exploring degree program opportunities at the new U of U-SLCC campus in SW Salt Lake County.
- Developing relationships with institutions that do not have graduate programs in architecture, design and planning.

**CA+P (Goal 2): *Create* selected, structured interdisciplinary educational experiences at each degree level of instruction that forward both educational innovation and effectiveness.**

Strategy: Create and revise academic programs to engage with issues of important to BIPOC students and communities by:

- Creating a Housing & Community Development specialization for MCMP students.
- Creating a Certificate Program on Community Engaged Practices
- Creating a core course about community engagement with an emphasis on working with marginalized populations open to all graduate students.
- Educating incoming students and faculty about the racialized environment in the US and its manifestation in Utah in particular. It is important to be familiar with the history and dynamics of race relations in the country.

Strategy: Provide financial accountability, transparency, and support for all students regarding the costs of printing, model materials, software, and hardware required to be competitive in the studio and other making courses by:

- Researching the average cost of particular courses, materials, and tools and providing students with estimates of cost and materials that may be required.
- Providing a space for the collection and redistribution of new and used materials. Provide a TA/GA position and involve students in setting up, curating, and maintaining this space.
- Providing pre-assembled packages of materials for courses or specific exercises at a discount.
- Incorporating materials in course fees so that students can use financial aid to pay.
- Creating a fund for alumni and local professionals to donate materials and money for studio production at all levels of the program.

**CA+P (Goal 3): *Advance* the conversation regarding decolonizing pedagogy across the College.<sup>3</sup>**

Strategy: Empower students, faculty, and staff to change the culture of the learning environment with respect to the impacts of systemic racism (and the health justice issues raised by the pandemic) by:

- Proposing revisions to the Learning Culture policy by September 2020.
- Crafting an “Inclusive Classroom” statement for all course syllabi, establishing shared expectations for respect and dignity. The College will follow up by continuing its workshops to faculty on creating an inclusive classroom by Fall 2020.

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<sup>3</sup> Decolonizing pedagogy and global citizenship conversations have been robust over the past four years, best exemplified by the 2019 publication of *Dialectic VII. Architecture and Citizenship: Decolonizing Architectural Pedagogy*.

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- Creating a paragraph to include in each syllabus about how each course addresses the issue of inclusion.
- Including Black, Indigenous, People of Color (BIPOC), and other Underrepresented voices in all courses, across all years of the program including syllabi, guest lectures, public lectures, guest critics, case studies, and coursework. At a minimum, an introduction of at least 10 % underrepresented participants or sources for every course in 20-21 academic year and (achieving 20% minimum by AY22-23).
- Adopting an inclusive citation requirement for written assignments for both students and faculty.
- Requiring that every final graduate project will address social, environmental, or health justice.

Strategy: Provide access to tools and resources that support academic and professional growth.

- Supporting students and faculty attendance of conferences and workshops lead by BIPOC or focus on issues of justice.
- Creating teaching development grants for faculty to research and develop more inclusive and decolonized syllabi, for example with NOMA/NOMAS.
- Reviewing policies and procedures and the spaces that support our community relative to restorative justice.

## II. University: Develop and Transfer New Knowledge

**CA+P (Goal 4): *Become* the leading voice in Utah for how health and quality of life are differentially impacted by our designed and planned world.<sup>4</sup>**

Strategy: Disseminate faculty and student research by:

- Creating a digital presence for community engagement addressing the environmental determinants of health disparities associated with COVID-19.
- Hiring a cluster of faculty who specialize in health disparities, aging, and the building environment.
- Facilitating collaboration and dialogue between CA+P faculty and the Health campus.

## III. University: Engage Communities to Improve Health and Quality of Life

**CA+P (Goal 5): *Achieve* recognition as a leader in community engagement practices throughout the state.**

Strategy: Develop and support community engagement in curricular, research, and outreach activities by:

- Creating a graduate certificate program on Community-Engaged Practices.
- Creating an online presence of practice and scholarly work.
- Cultivating a strong network of BIPOC professionals, alumni, and students.
- Advancing and acknowledging faculty and students who promoting justice in the profession for BIPOC designers and marginalized communities.
- Participating in public debates and popular press about equity, inclusion, and diversity.

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<sup>4</sup> CA+P is the lead college for a cluster hire on Resilient Places, addressing this issue since 2016.

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- At the end of each academic year, awarding one professional, one student, one faculty for exceptional work in community engagement.

### IV. University: Ensure Long-term Viability of the University

**CA+P (Goal 6): *Increase* the College’s ability to respond to a rapidly changing world by embracing inclusion as an essential quality of both excellence and resilience.**

Strategy: Diversify faculty and staff, including part-time instructors, by continuing “next practices” in hiring by:

- Writing job descriptions to appeal to a diverse applicant pool by embracing issues of inclusion and intersectionality,
- Advertising in a broad range of venues and reach out to diverse individuals to attract a diverse applicant pool.
- Requiring diversity and inclusion statement to be submitted by candidates.
- Including a diversity advocate as a voting member on each search committee.
- Eliminating activities fraught with implicit bias.
- Sharpening the equity criteria used in the search evaluation criteria.

Strategy: Empower staff and faculty to promote an inclusive work environment by:

- College Staff continuing their dialogues on inclusive practices.
- College’s units maximizing diversity in part-time teaching faculty and providing support mechanisms (e.g. trainings) for success

*“We have been too quiet for too long. There comes a time when you have to say something. You have to make a little noise. You have to move your feet. This is the time.” -- John Lewis*