

University of Waterloo School of Architecture

Racial Equity & Environmental Justice Plan

2021 Vol. 2

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1. School Culture

School culture includes different aspects of the School, including but not limited to architecture culture; workshop culture; the clubs and initiatives that form part of student life culture; the projects that get recognized; the atmosphere that is fostered in the staff, faculty groups, and sub-groups (architecture computing and media (ACM), fabrication lab, front office); the sub-cultures of graduate and undergraduate students; and the cultural aspects that attend different work spaces (loft, makers lab, computer labs) and places (Rome, Cambridge, Co-op placements). All these cultures and sub-cultures have shaped their own set of practices and values that at times work in concert or in opposition to one another. Recognizing the detrimental impact of some our sustained and inherited practices, the work of REEJ is to acknowledge these cultures and work to introduce contemporary discourse, policies, and actions that support and nurture equity and environmental justice. As we work to define the mandate related to school culture, we have identified three broad areas:

Support and Connect: Communication, Resources, Training

Work to provide support to faculty, staff, and students by adding or connecting to existing resources, as well as through regular communication and training

Promote and Recognize: Programming, Guidelines and Frameworks, Awards

Work to provide regular programming and develop frameworks to acknowledge, recognize, and celebrate work towards inclusivity and sustainability

Equitable Opportunities: Financial, Physical, Psychological and Systemic

Work to identify, discuss, and address financial, physical, social, and emotional barriers in order to develop opportunities that foster an inclusive, respectful, and caring School community

Support and Connect

1.1 Hold regular meetings for student-faculty-staff exchange around issues of equity and climate justice. Create and nurture spaces for listening and openness. Take minutes, make these accessible to all voices, and begin each meeting with an update on progress made on issues discussed at the last meeting.



STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Develop the schedule and proposed format to host one or two town halls followed by discussion groups each semester. Each town hall could focus on a specific equity/climate justice issue. Consider choosing topics by sending surveys two weeks in advance of the meeting. Discussion groups during town halls may be used to elicit feedback on current specific programming/initiatives. Consider also giving the option for questions to be submitted in advance to increase participation/action.</i></p>	<p>Short-term + Ongoing</p>	<p>REEJ Standing Committee; School of Architecture (Director's Office)</p>
<p>b. <i>Take minutes at town hall; distill main take-aways to be posted online on website.</i></p>	<p>Ongoing</p>	<p>REEJ Standing Committee distills main points; Staff/Website manager posts</p>
<p>c. <i>Minutes will be reviewed by the REEJ Standing Committee, used to inform current initiatives, relayed to subcommittees and stakeholders, and/or used to initiate new programming after further review. Updates on actions taken shared at the next town hall.</i></p>	<p>Ongoing</p>	<p>REEJ Standing Committee (Main) to coordinate outreach to stakeholders ongoing projects; Subcommittee leads/stakeholders will provide follow-up</p>

1.2 Acquire, maintain, review, and post resources available for faculty, staff, and student learning on topics related to racial equity and environmental justice both within the School of Architecture and on the main campus. This includes, but may not be limited to, printed resources, existing services, groups, and events held across the University.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
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<p>a. <i>Support the Musagetes Library to purchase resources that expand the perspectives within the School, bringing marginalized voices and contemporary issues of advocacy, activism, and sustainability into the collection. Develop ways to ensure students and faculty are aware of these resources, and that these issues are covered in the curriculum. Secure funding for the purchasing of specific resources, and create special sub-collections if needed.</i></p>	<p>Short-term + Ongoing <i>(initiated)</i></p>	<p>Library Advisory Committee</p>
<p>b. <i>Email students and place a link on the website for submissions, and allow students/staff/faculty to submit requests for materials (e.g., journals, articles, eBooks, audio files, podcasts, etc.), sharing these requests with Musagetes Library. Ask Musagetes Library for an updated list of resources each semester and share this with faculty and staff (e.g., via email, newsletter, and/or website).</i></p>	<p>Short-term + Ongoing <i>(initiated)</i></p>	<p>Library Advisory Committee//Library; Staff/Website manager</p>
<p>c. <i>Encourage that these resources be included in the courses taught by faculty. (This may be encouraged as a way to help keep the curriculum current, introduce diverse perspectives, encourage continuous learning, etc.).</i></p>	<p>Ongoing <i>(initiated)</i></p>	<p>REEJ Standing Committee; REEJ Curriculum and Teaching Committee</p>
<p>d. <i>Find ways to better connect students to resources on the main campus by increasing student awareness of existing services, and by working to reduce the time and cost of accessing them. This may be possible through increased remote access. Identify those resources that we would like to connect students to, and determine the best path to</i></p>	<p>Short-term + Ongoing <i>(initiated)</i></p>	<p>REEJ Standing Committee (in collaboration with the Graduate and Undergraduate Office, and other relevant Faculty and University offices (tbd))</p>



<i>connect immediately (i.e. remotely) and in the longer term (remotely or in person).</i>		
<i>e. Designate a committee to review and update content for the website, then have this posted by web manager.</i>	Ongoing	REEJ Standing Committee (in collaboration with Graduate and Undergraduate Office, and other relevant Faculty and University offices as needed)
<i>f. Generate list of resources for faculty and leave option open for staff, faculty, students to submit resources. Develop a system so that others can easily contribute to these resources.</i>	Short-term + Ongoing	REEJ Standing Committee

1.3 Comprehensively review supports for mental health and wellness in the School, considering what special issues students face in the heavy workload of the architecture curriculum, on a satellite campus distanced from the infrastructures of main campus, and on work terms when supports at the School may be harder to access. Ensure that these supports can better serve Black, Indigenous, people of colour, 2SLGBTQ+, and disabled students. Develop proactive strategies for addressing these issues, so that students can live and work in good health.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<i>a. Generate list of mental health supports through school and Campus Wellness. Post information online or send out annually to students.</i>	Short-term <i>(initiated)</i>	Faculty Counsellor; Staff
<i>b. Consult with Campus Wellness (CSDC) regarding help to increase access to students on satellite campuses (e.g., virtual options)</i>	Short-term <i>(initiated)</i>	Counsellor; Director of School; and Director of Counselling Services/Campus Wellness / MAP



<p>c. <i>Assess the need to hire an additional Faculty/School counsellor. Have specific requirements for hiring (e.g., equity and diversity mandate).</i></p>	<p>Medium-term</p>	<p>Dean; Director of School; Director of Counselling Services.</p>
<p>d. <i>Advocate to the university for greater funding and support of mental health</i></p>	<p>Medium-term</p>	<p>REEJ Standing Committee to direct letter where it needs to be sent.</p>

1.4 Participate in anti-racism, sustainability, and climate justice training

available through the university. Schedule training designed specifically for the School of Architecture, faculty, staff, and students. Confirm commitment from all faculty and staff to participate in these training sessions. Develop resources, guidance, and support for faculty and staff. Build mechanisms for sharing resources amongst faculty about curricular innovations, teaching methods, evaluation methods, feedback, and guests that can help increase equity and environmental justice within the School.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Establish standard anti-racism training for all existing and new faculty/staff, and consider the possibility of making this training mandatory. This may be one of the HREI trainings, or another organized by the School itself.</i></p>	<p>Short-term + Ongoing <i>(Note: one of these has already been done with faculty and staff)</i></p>	<p>Director of School; Faculty and Staff; Connect with HREI</p>
<p>b. <i>Encourage staff, faculty, and students to attend (free) training available to all on anti-racism and equity topics through the HREI and other groups (e.g., student groups). This can be done through a semesterly email/newsletter/reposting on social media.</i></p>	<p>Short-term + Ongoing</p>	<p>Staff/Social Media coordinator to send out information; REEJ Standing Committee; Director support <i>(Note: REEJ to generate and circulate list of available trainings)</i></p>
<p>c. <i>Establish a mandatory or optional anti-racism training for all students</i></p>	<p>Short-term + Ongoing</p>	<p>Director; Graduate and Undergraduate Office.</p>



<p><i>to complete in their first year (or for students in already enrolled by the end of 2021/2022 school year). This could be part of orientation, tied to HREI offerings (available 1x month), or specific offering/programming developed by the School. Consider adding this to co-curricular resume.</i></p>		<p><i>(Note: This could be done in partnership with HREI, and possibly integrated into ARCH120)</i></p>
<p><i>d. Encourage staff, faculty, and students to attend (free) training available to all on Sustainability and Environmental Justice topics through the Sustainability Office and other groups. Have regular check-ins with faculty/staff at department meetings where folks can share what they are doing in their courses related to equity and environmental justice (i.e., leave space for ongoing discussion).</i></p>	<p><i>Short-term + Ongoing</i></p>	<p><i>REEJ Standing Committee; Director support; Faculty meetings (To be included as updates from REEJ Standing Committee)</i></p>
<p><i>e. Make recommendations on format and content for a course (or lunch program) and consider how Faculty, graduate students, and practitioners (including alumni) from around the world could be invited to give zoom talks on topics of equity and environmental justice. Determine what the frequency of these could be, and propose ways of thinking of a pilot to establish student/faculty engagement. We could also invite other programs/faculties. These could be tied to the subjects addressed at the townhalls and be held in advance.</i></p>	<p><i>Short-term</i></p>	<p><i>REEJ Standing Committee; Sustainability Collective, in collaboration with Sustainability Office</i></p>

Promote and Recognize

- 1.5 Include programming of regular and recurring events to celebrate different voices and perspectives** (e.g., Black History Month, Indigenous day, integration in lecture series, Earth day, Chinese New Year, Ramadan).



STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Create a list of potential events and submit a schedule for feedback and consideration by student groups.</i>	Short-term	<i>REEJ Standing Committee to work to develop a program around suggestions; Outreach to other UW groups as pertinent</i>
b. <i>Oversee calendar and participate in coordination meetings to bring these up in relation to the development of term schedules.</i>	Short-term	<i>REEJ Standing Committee; Undergraduate and Graduate Offices</i>

1.6 Work to integrate a conversation of sustainability into all aspects of the school culture through different frameworks, beyond requirements for specific courses. This could include travel, use of resources, carbon footprint analysis of current operations, support for relevant research, and cross-campus or cross-institutions collaborations to address the climate crisis, whether within the framework of the United Nations’ Sustainable Development Goals or otherwise.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Gather approaches to material use at different Schools of Architecture and evidence of schools that currently have policies around banning certain materials. (See AIAS and University of Waterloo report).</i>	Short-term	<i>House Committee; Sustainability Collective; Waterloo Sustainability</i>
b. <i>Develop list of materials that cannot be used at the School of Architecture in line with sustainability guidelines. Look at guidelines from different schools to inform the final list.</i>	Medium-term	<i>House Committee Sustainability Collective; REEJ Standing Committee</i>
c. <i>Reach out to Sustainability Collective to review documents produced to date and ensure sustainability and environmental justice are well integrated in the current proposed list of recommendations.</i>	Short-term	<i>REEJ Standing Committee; Curriculum and Teaching Committee; Sustainability Collective</i>



<p>d. <i>Implement guidelines on what materials are permitted to be sold and used within the school.</i></p>	<p>Medium-term</p>	<p>House Committee</p>
<p>e. <i>Develop networked knowledge sharing across the educational and professional community by ensuring a certain percentage of the Speaker Series and guest critics engage with this topic to empower the development of alternative paths towards environmental design.</i></p>	<p>Medium-term</p>	<p>Director to develop call with REEJ Standing Committee, establish annual budget, and invite submissions by teaching faculty</p>

1.7 Support, promote, and disseminate the diversity of student, faculty, and alumni work, as well as student, faculty, and alumni work that focuses on equity and climate justice throughout the School, through social media, and the website. Encourage and support the production of this work in studios and other classes. Recognize work by faculty and instructors who promote student wellbeing in the way they teach or through their involvement in the School.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Draft a request for submissions from students and alumni work (including that which focuses on equity and climate justice). This can focus on specific topics or be more general.</i></p>	<p>Medium-term</p>	<p>Awards and Nominations Committee</p>
<p>b. <i>Create terms for an award for production of work focused on equity and climate justice.</i></p>	<p>Medium-term</p>	<p>Awards and Nominations Committee</p>
<p>c. <i>Generate list of pertinent awards available beyond the school.</i></p>	<p>Medium-term</p>	<p>Awards and Nominations Committee</p>
<p>d. <i>Generate list of Instagram and other media sources students can submit to.</i></p>	<p>Medium-term</p>	<p>Awards and Nominations Committee; ACM to support</p>



<p>e. <i>Identify awards that recognize not just “excellence” but also other qualities—involvement, cultural contributions, etc.</i></p>	<p>Medium-term</p>	<p>Awards and Nominations Committee</p>
<p>f. <i>Review and post submissions on section of website, school newsletter, Instagram accounts/social media, semesterly outreach email to students.</i></p>	<p>Medium-term + Ongoing</p>	<p>Review and update by REEJ Standing Committee then sent to website/social media manager for posting</p>
<p>g. <i>Create an agenda item at each faculty/staff meeting where faculty can share how they are supporting/encouraging the production of this kind of work in their classes.</i></p>	<p>Medium-term + Ongoing</p>	<p>Director; Included in Faculty meeting as updates from Awards and Nomination or REEJ Standing Committee</p>
<p>h. <i>Check in with financial aid office about award opportunities</i></p>	<p>Medium-term + Ongoing</p>	<p>Awards and Nominations Committee; Undergraduate, Graduate and Research Offices</p>

Equitable Opportunities

- 1.8 Work to address financial barriers that may disproportionately impact Black, Indigenous, and people of colour applicants and students,** for example by considering the costs of application, education, studio projects, field trips, and equipment, and/or pay disparities within workplaces during cooperative education terms. Work on developing the terms for funding opportunities that can help alleviate the financial stress, and work to develop standards and protocols for reporting racism, discrimination, harassment, and financial inequities while on work terms, as these are part of the Waterloo curriculum and students need to be protected on these terms. Liaise with Cooperative Education to communicate feedback, address concerns, track progress, and report back.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
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<p>a. <i>Gather list of concerns raised from students who experience discrimination while on a co-op term and present these to Co-operative and Experiential Education (CEE).</i></p>	<p>Medium-term</p>	<p><i>REEJ Standing Committee; Cooperative Education and Experiential working group; Treaty Lands, Global Stories</i></p>
<p>b. <i>Develop a schedule for the REEJ Standing Committee to monitor progress by CEE and relay this information to the School community.</i></p>	<p>Medium-term</p>	<p><i>REEJ Standing Committee; Cooperative Education and Experiential working group; Treaty Lands, Global Stories</i></p>
<p>c. <i>Host yearly event for students, staff, and faculty to discuss CEE progress and determine next steps. Keep minutes from these meetings in a location accessible to school community members.</i></p>	<p>Medium-term</p>	<p><i>REEJ Standing Committee</i></p>
<p>d. <i>Meet regularly with CEE representatives to track progress, advocate for progress towards equity goals informed through student feedback, and to identify what support the school can provide to help address these concerns.</i></p>	<p>Medium-term</p>	<p><i>REEJ Standing Committee</i></p>

1.9 Work to improve accessibility and inclusivity in the physical spaces of the School building, including, for example, the creation of inclusive washrooms, reviewing compliance to accessibility within and outside the building, and providing clear signage as needed. Work towards the creation of spaces for Indigenous presence, collaborations, and outreach at the School of Architecture, and advocate for those spaces beyond the School, within the community and the University. Ensure that all faculty, staff, and students feel safe while in Cambridge, especially when expected to work after hours and are returning home at night.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
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<p>a. Conduct a broad preliminary review of current spaces in the School to assess accessibility issues, and opportunities to create more inclusive spaces (taking into consideration gender, faith, Indigenous culture, physical abilities, etc.).</p>	<p>Medium-term</p>	<p>House Committee; Workplace Accessibility Specialist</p>
<p>b. Create a list of different spatial considerations from an accessibility lens and develop a draft list of recommendations for consideration.</p>	<p>Medium-term</p>	<p>House Committee; Workplace Accessibility Specialist</p>
<p>c. Suggest ways of inviting Indigenous elders-in-residence, with a room to welcome their presence in the School.</p>	<p>Medium-term <i>(initiated)</i></p>	<p>Director; Indigenous Initiatives Office; House Committee</p>
<p>d. Gather information on Indigenous gathering spaces and make recommendations on what would be required for the creation of an Indigenous gathering as part of the School's expansion plan.</p>	<p>Medium-term <i>(initiated)</i></p>	<p>Director; Indigenous Initiatives Office; Grand Design Build; House Committee</p>
<p>e. Review taxi program and verify that current rules all support student safety in Cambridge. Identify current gaps in the Taxi Program and provide suggestions for improvement.</p>	<p>Medium-term</p>	<p>Director; Administrative Officer; Safety Office</p>
<p>f. Consider whether there might also be an opportunity to have a Walk Safe program to compliment the Taxi Program.</p>	<p>Medium-term</p>	<p>Director; Administrative Officer; Safety Office</p>
<p>g. Clarify rules of the Taxi Program and post these to students and security; review and update as required.</p>	<p>Medium-term</p>	<p>Administrative Officer; Safety Office</p>



1.10 Develop a clear statement of equity, diversity, inclusivity principles, and principles of sustainability to be included in writing in each course outline and explained by the teaching faculty at the start of every course. Consider ways in which students could give feedback in their implementation in a course evaluation. Coordinate with the institution to follow how they are formulating and communicate their equity, diversity, and inclusivity statement. As part of that statement and beyond as needed, clearly communicate pathways to report instances of micro-aggressions and other forms of racism, sexism, homophobia, and ableism, within the School of Architecture, through the Equity Office in course outlines, on the school website, and in public locations in the School. Make every effort to prevent harmful experiences, so that students will not have to first undergo discomfort or trauma before reporting these instances.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Review statement already developed regarding course outline.</i></p>	<p>Short-term</p>	<p>REEJ Standing Committee to review annually</p>
<p>b. <i>Draft a proposed question on course evaluations about the extent to which they met the statement on equity diversity and inclusivity principles. Restate the statement in the question. Provide room for comments on what could be done differently/was done well.</i></p>	<p>Short-term</p>	<p>REEJ Standing Committee; Teaching Champion; Curriculum and Teaching Committee; Associate Dean, Teaching Engineering</p>
<p>c. <i>Request statement/flow chart from HREI about the process for filing a report with them to be included in course outlines. Director of Arch can review prior to inclusion.</i></p>	<p>Short-term <i>(completed)</i></p>	<p>REEJ Standing Committee to review annually</p>
<p>d. <i>Request statement/flow chart from student groups (e.g., RAISE, GLOW, Women's Centre) about the process for filing a report with them to be included on website; link to their sites can be made available.</i></p>	<p>Short-term <i>(completed)</i></p>	<p>REEJ Standing Committee to review annually; ACM to post as required</p>
<p>e. <i>Ensure that the paths to reporting are clear and in line with University policies.</i></p>	<p>Short-term <i>(completed)</i></p>	<p>REEJ Standing Committee to review annually</p>



f. <i>Once statement is ready, present for approval at Faculty Meeting.</i>	<i>Short-term (completed)</i>	<i>Director; Undergraduate and Graduate Offices</i>
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1.11 Develop a better relationship and understanding of the processes and support available to students through the AccessAbility Office. Ensure these are communicated clearly to both students and instructors. Review the most common requests, investigate any recurring or even exceptional issues, record and respond as required.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Work with AccessAbility Office to make current process clearer to staff, faculty and students.</i>	<i>Medium-term</i>	<i>Curriculum and Teaching Committee</i>

1.12 Participate in conversations on architectural education and architecture culture more broadly, for example, by considering studio culture and feedback in review contexts; tracking and communicating research on culture in the discipline and profession; and/or providing opportunities and frameworks to address concerns that are voiced across the continuum.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Acknowledging the all-consuming and strict path through our program, work to consider ways of building flexibility and reducing the difficulty voiced by students who access services such as accessibility and need lightened loads for different financial or personal reasons.</i>	<i>Medium-term</i>	<i>Curriculum and Teaching Committee</i>
b. <i>Collaborate with Studio Working Group to develop a document on studio culture.</i>	<i>Medium-term</i>	<i>Curriculum and Teaching Committee</i>

2. Curriculum

The Curriculum section considers both what should be done across all curricular streams, as well as a focused discussion of different groups of core courses. Core courses are considered in relation to three groups: (1) studio, (2) cultural history, and (3) core courses in different areas, including Urbanism and Landscape, Technology and Environment, as well as Visual and Digital Media. The curriculum plan also includes a consideration of elective courses, and by extension, notes gaps in expertise within the teaching faculty.

Across the Curriculum

- 2.1 Develop a set of overarching pedagogical objectives related to social and ecological justice** to help guide the formation and renewal of the School's curriculum.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Develop overarching pedagogical objectives, informed by the recommendations of the working groups.</i>	Short-term <i>(initiated)</i>	Curriculum and Teaching Committee; REEJ Standing Committee; Working Groups as required

- 2.2 Review the course load and time commitments of both undergraduate and graduate programs** to see how the heavy workload of the program might adversely affect mental health and wellness, and exacerbate inequities.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>While reviewing course loads, also consider ways of helping students to engage meaningfully with academic content (e.g., offer breadth of options for courses, learning styles, supports).</i>	Medium-term <i>(initiated)</i>	Curriculum and Teaching Committee; specific Working Groups as required
b. <i>Consider and pilot strategies that would mitigate the heavy workload of</i>		



<p><i>studio courses more specifically, and also in relation to other courses:</i></p> <ul style="list-style-type: none"> ▪ (Undergraduate / Graduate Office) Could possibly involve student reps in coordination meetings ▪ (Undergraduate / Graduate Office) Breaks and time off - breaks between projects ▪ (Faculty) Could try shaving time off of desk crits (e.g. 10 min/student) to see if there's any impact and if not, propose different hours for studio ▪ (Faculty) Could experiment with different models instead of 2 full days of desk crits ▪ (Faculty) Try having options in how many deliverables one must complete ▪ (Faculty) Vertical studios for mentorship, skills, support ▪ (Faculty) Slip days ▪ (Faculty) Structure studios that focus on design at a larger scale (urban buildings, masterplans) so the final project can be done in groups or partners—could alleviate some of the stress that comes with final production and put more emphasis on learning objectives ▪ (Faculty) Optional deliverables structure for studio deadlines ▪ (Peer groups) Time management workshops 	<p>Medium-term <i>(initiated)</i></p>	<p>Curriculum and Teaching Committee; specific Working Groups as required; Studio faculty; Undergraduate and Graduate offices</p>
<p>c. Consider workload equity, acknowledging that some students require jobs to fund their education.</p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; specific Working Groups as required</p>

2.3 Review the grading benchmarks and forms of feedback used at the school.

If grading appears low in relation to other programs, or feedback is unclear, this may be contributing to student stress and anxiety and have a detrimental effect on student wellness, access to funding and opportunities for future study.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. Review the Feedback Initiative, its work and findings.</p>	<p>Short- to Medium-term</p>	<p>Curriculum and Teaching Committee;</p>



		Studio Curriculum Working Group
b. <i>Establish a group to prepare and test feedback methods to establish consistent criteria across studios.</i>	Medium-term	Studio Curriculum Working Group
c. <i>Strategize ways to make final/interim reviews more collaborative and less hierarchical: for example, using a small handbook for both reviewers and students. Refer to document developed by the UWSA Peer Support Group in 2017 (on effective feedback) to develop strategies for providing clear feedback.</i>	Medium-term	Curriculum and Teaching Committee; Studio Curriculum Working Group
d. <i>Explore different grading models and innovative grading alternatives, such as spec grading, journals, research papers. Explore value of quizzes (all-school meeting discussion indicated dissatisfaction toward quiz testing).</i>	Short- to Medium-term	Curriculum and Teaching Committee; Faculty
e. <i>Consider having Teaching Assistants run a workshop for first-year students on how to curate a successful presentation of studio work.</i>	Short- to Medium-term	Curriculum and Teaching Committee; Faculty
f. <i>Consider developing a grade breakdown/ feedback form for all studio professors to return to students at the end of a project/term. A standardized form could have benefits in terms of clarity, consistency, etc.</i>	Short- to Medium-term	Curriculum and Teaching Committee; Faculty
g. <i>Offer a peer academic coaching program or learning skills support to be able to help students process feedback.</i>	Short- to Medium-term <i>(initiated)</i>	Curriculum and Teaching Committee; Faculty
h. <i>Develop related programming based on needs assessment. If consistent issues are reported, avenues could be developed for reporting to Director.</i>	Short- to Medium-term <i>(initiated)</i>	Curriculum and Teaching Committee; Faculty



Core Curriculum

2.4 Reinvent the studio curriculum to promote programs and precedents that challenge systemic racism, sexism, ableism, heteronormativity, and ecocide in architectural practice and seek alternative ways of designing our collective environment. Examine the pedagogical structures of studio teaching, such as studio, desk reviews, and mid/final reviews, to see how faculty bias might exist within these practices and change them to create a more equitable studio environment. Encourage the role of studio faculty as facilitators of student interests.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Revise/re-invent the priorities of the Waterloo Architecture design studio curriculum.</i></p> <ul style="list-style-type: none"> ▪ <i>Create group/committee to decide key priorities of the design studio curriculum (including meeting all accreditation requirements) to address the goals of REEJ and to reflect the overall goals of the Waterloo Architecture program. This could potentially include a renewed focus on site/climate/environment and cultural contexts (inclusive of settler colonialism, Indigenous land/culture) and a commitment to local community engagement (partnership with community organizations, etc.)</i> 	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; Studio Working Group as required; REEJ Standing Committee; Faculty</p>
<p>b. <i>Integrate Indigenous content/contexts throughout the studio curriculum.</i></p> <ul style="list-style-type: none"> ▪ <i>Create focus/working group of Indigenous and accomplice architects/designers/educators to develop strategies for what Indigenous content should be included in the studio curriculum and how that content could be implemented in a respectful and appropriate way</i> ▪ <i>Compile precedents of studios that have attempted to integrate Indigenous content at WA and other architecture/design schools across Turtle Island</i> 	<p>Medium-term <i>(Initiated in Arch 292 and Option studios)</i></p>	<p>Curriculum and Teaching Committee; Studio Working Group as required; REEJ Standing Committee; Indigenous Advisors; Indigenous Initiatives Office</p>



<p>c. <i>Integrate more focus on site/climate/environment/geological and ecological systems/plant and animal life into studio curriculum.</i></p> <ul style="list-style-type: none"> ▪ <i>Focus/working group of designers/architects that specialize in building science/sustainable strategies/climate response/land-based practices/Indigenous environmental sensibilities into the studio curriculum. Compile precedents of studios that have centred land- and site-based approaches</i> 	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; Studio Working Group as required; REEJ Standing Committee; Faculty</p>
<p>d. <i>Compile existing studio syllabi.</i></p> <ul style="list-style-type: none"> ▪ <i>Create a shared document to show topics for studio and identify gaps</i> ▪ <i>Identify issues with project programs</i> 	<p>Short-term <i>(Initiated by working group)</i></p>	<p>Undergraduate/ Graduate Office; Studio Working Group</p>
<p>e. <i>Draft clear learning objectives for each studio.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; Studio Working Group as required</p>
<p>f. <i>Create a database of non-Western precedents to aid in lecture preparation. Consider working with research assistant(s) to gather and update this database.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee</p>
<p>g. <i>Identify current faculty and adjunct expertise, and hire to fill gaps.</i></p>	<p>Medium-term</p>	<p>Director; Faculty; Outreach</p>
<p>h. <i>Consider increasing studio budgets, or using budgets differently, to bring in more guests with different expertise, at all stages of projects, for lectures, workshops, reviews, etc.</i></p>	<p>Medium-term</p>	<p>Director; Financial Officer; Studio Faculty</p>
<p>i. <i>Consider revisiting assignments in elective and half-credit courses to have better integration with studio design projects, or vice versa.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; Undergraduate and Graduate Offices; Faculty</p>



<p><i>j. Develop ways to engage the public and community groups in design studios. Address challenges to this, such as research ethics review, short timelines, finding community partners etc.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; Undergraduate and Graduate Offices; Faculty</p>
<p><i>k. Consider different approaches to model requirements in studios, to address balance in workload between drawings and model, materials used and sustainability, costs of model making, different studios that may or may not need models, group models, etc.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; Studio Working Group as required; Faculty</p>
<p><i>l. Include course content focused on the ways that architecture often upholds systemic racism, sexism, ableism, heteronormativity, and ecocide, and educate on how we might challenge "standard practice" (in conjunction with other courses).</i></p> <ul style="list-style-type: none"> ▪ <i>Introduce lectures early in 1st and 2nd year that address issues like universal/accessible design, etc.</i> 	<p>Medium-term + Ongoing</p> <p><i>(Initiated in ARCH120, ARCH192)</i></p>	<p>Curriculum and Teaching Committee; Studio Working Group as required; REEJ Committee; Faculty</p>
<p><i>m. Set up a template for students to fill out at the end of the next studio to be able to have a feedback loop in continually improving this commitment.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; Undergraduate and Graduate Offices; REEJ Committee</p>

2.5 Reinvent the cultural history curriculum to comprehensively include the histories and creative works of diverse non-European cultures, while clearly describing histories of colonialism, structural racism, heteronormativity, and environmental destruction and the ways in which architecture and planning are essential technologies of these processes and systems. The Indigenous worldviews, histories, and presences on the land on which the School stands, must be integrated as a foundational part of this core curriculum.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
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<p>a. <i>Develop a list of principles and major learning outcomes that should guide the development of course titles, descriptions, and content moving forward. Make suggestions on need and/or opportunities to invite guest lecturers to support the delivery of the courses (could use list of resources generated see above).</i></p>	<p>Short-term <i>(initiated)</i></p>	<p>Cultural History Working Group</p>
<p>b. <i>Explore possibilities to establish funding for guest lecturers.</i></p>	<p>Short-term <i>(initiated)</i></p>	<p>Director , Advancement Manager</p>
<p>c. <i>Review and revise course titles and descriptions.</i></p> <ul style="list-style-type: none"> ▪ <i>Identify key gaps in cultural history curriculum (e.g., lack of courses on African, South American histories, complex histories in sustainability, etc.)</i> ▪ <i>Make recommendations for changing core course titles/descriptions</i> ▪ <i>Identify gaps in elective course offerings and provide guiding principles for future offerings</i> 	<p>Short-term <i>(initiated)</i></p>	<p>Cultural History Working Group</p>
<p>d. <i>Determine if and where new positions are required to fill identified gaps, and develop strategic plan for the creation of courses/hiring of instructors for related course offerings.</i></p> <ul style="list-style-type: none"> ▪ <i>Develop a growth plan</i> ▪ <i>Review this plan with students and faculty (e.g., through facilitated discussions)</i> ▪ <i>Investigate options for hiring on long-term and renewable contracts</i> 	<p>Short- to medium- term</p>	<p>Director; Executive Committee; Administrative Officer; Cultural History Working Group</p>
<p>e. <i>Sustained Response: Managing the Commitments to Change.</i></p> <ul style="list-style-type: none"> ▪ <i>Consider establishing a “canon board,” listing essential texts for cultural history that can be openly accessed and created by the School community</i> ▪ <i>Create an online bibliography and global architecture database. These can be developed by School members and accessed by the</i> 	<p>Medium- term</p>	<p>Cultural History Teaching Faculty; Racial Equity Environmental Justice Standing Committee; Curriculum and Teaching Committee</p>



<p><i>public. Otherwise, promote the bibliography established by the Treaty Lands, Global Stories platform</i></p> <ul style="list-style-type: none"> ▪ <i>Curriculum Mapping</i> 		
<p><i>f. Offer specific courses on Indigenous worldview, histories, and presences and develop strategic plan for creating courses/hiring instructors.</i></p>	<p><i>Short-term</i> <i>(initiated)</i></p>	<p><i>Cultural History Working Group; Curriculum and Teaching Committee</i></p>
<p><i>g. Include question on course evaluations about whether the course as taught reflects stated content in course descriptions, and follow up if there are discrepancies.</i></p>	<p><i>Short-term</i></p>	<p><i>Teaching Champion; Course Evaluation Faculty Committee; Curriculum and Teaching Committee</i></p>
<p><i>h. Find ways to create awareness and remove barriers to taking courses at other departments in the university and at other institutions, whether on letter of permission or otherwise.</i></p> <ul style="list-style-type: none"> ▪ <i>Liaise with registrar's office and other potential stakeholders</i> ▪ <i>Develop cross-departmental and cross-institutional partnerships and explore possibilities for joint-degree programs</i> 	<p><i>Short-term</i> <i>(initiated)</i></p>	<p><i>Undergraduate and Graduate Office</i></p>

2.6 Examine how we can better emphasize sustainability, accessibility, and equity in all curricular streams. Develop a list of principles and major learning objectives that should guide the development of the following course areas: Urbanism and Landscape, Technology and Environment, Visual and Digital Media.

General

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p><i>a. Position Climate Justice/Sustainability as a mission of school and foundational knowledge for architects. Position Waterloo Architecture as active hub of</i></p>	<p><i>Short- to Medium-term</i></p>	<p><i>Sustainability Working Group; Curriculum and Teaching Committee; REEJ</i></p>



<p><i>imagining and visualizing what more just and equitable societies could look like in technology, construction, urbanism, and the economy of building.</i></p>		<p>Standing Committee</p>
<p><i>b. Reconfigure stream categories and course alignments to reflect this mission. Repair false/unhelpful oppositions between “design” and “tech”/“sustainability”/“environmental” courses. Reinforce understandings of how social-natural-technological systems are co-produced and entwined.</i></p>	<p>Medium-term</p>	<p>Sustainability Working Group; Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p><i>c. Acknowledge the role of Architecture (and Engineering/Construction/Urban Development) in climate/social crises in courses such as Building Construction, Environmental Building Design, and Architecture and the Urban Environment.</i></p>	<p>Short- to Medium-term</p>	<p>Sustainability Working Group; Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p><i>d. Support pathways for Architecture’s potential to advocate, make change, whether at the undergraduate or graduate level (e.g. professional practice).</i></p>	<p>Short- to Medium-term</p>	<p>Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p><i>e. Integrate environmental/justice/sustainability in studio courses through an evolving approach to sustainability throughout the studio sequence that ties to adjacent core courses.</i></p>	<p>Short- to Medium-term <i>(initiated)</i></p>	<p>Sustainability Working Group; Studio Working Group; Curriculum and Teaching Committee; REEJ Standing Committee</p>

Urbanism and Landscape

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS



<p>a. <i>Examine how legacies of power (colonialism, racism, capitalism, ableism) have shaped space as part of the content covered in courses in this stream.</i></p>	<p>Short-term + Ongoing</p>	<p>Curriculum and Teaching committee; REEJ Standing Committee; Faculty</p>
<p>b. <i>Examine how architecture is implicated in reinforcing systemic oppressions as part of the content covered in courses in this stream.</i></p>	<p>Short-term + Ongoing</p>	<p>Curriculum and Teaching committee; REEJ Standing Committee; Teaching faculty</p>
<p>c. <i>Address the challenges of, and strategies for, practice within these unequal systems (colonialism, racism, capitalism) as part of the content covered in courses in this stream.</i></p>	<p>Short-term + Ongoing</p>	<p>Curriculum and Teaching committee; REEJ Standing Committee; Teaching faculty</p>

Technology and Environment

<p>STEPS FOR IMPLEMENTATION</p>	<p>TIMELINE</p>	<p>ACTORS</p>
<p>a. <i>Review and re-write the series of courses with Technology and Environment in order to:</i></p> <ul style="list-style-type: none"> ▪ <i>Emphasize the range of approaches to sustainable design</i> ▪ <i>Offer critical engagements with politics/philosophies of “sustainability” that stand against greenwashing</i> 	<p>Short-term <i>(initiated)</i></p>	<p>Sustainability Working Group; Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p>b. <i>Support the development of strong technical knowledge throughout the program.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p>c. <i>Support non-prescriptive modes of learning about technology.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p>d. <i>Engage different climates and cultural contexts.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; REEJ Standing Committee</p>



<p>e. <i>Support multi-faceted examination of materials, including with fabrication lab and for representation</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; REEJ Standing Committee</p>
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Visual and Digital Media

<p>STEPS FOR IMPLEMENTATION</p>	<p>TIMELINE</p>	<p>ACTORS</p>
<p>a. <i>Review and re-write the series of courses within Visual and Digital Media so that they:</i></p> <ul style="list-style-type: none"> ▪ <i>Question the “norms” of popular architectural representation tools and modes</i> ▪ <i>Challenge the notion of a singular aesthetic</i> ▪ <i>Support more diverse drawing and modeling types</i> 	<p>Short- to Medium-term</p>	<p>Teaching Faculty; Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p>b. <i>Encourage representation as means of advocacy and public engagement.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; REEJ Standing Committee</p>
<p>c. <i>Engage the Shop (and making in general) as a central learning and teaching space—not a finished “deadline” output but a process of learning with materials.</i></p>	<p>Short- to Medium-term</p>	<p>Teaching Faculty; Curriculum and Teaching Committee; REEJ Committee</p>
<p>d. <i>Develop principles for sustainable model material use.</i></p>	<p>Medium-term</p>	<p>Curriculum and Teaching Committee; REEJ Committee</p>

Electives

- 2.7 Leverage elective courses to expand the range of cultural perspectives addressed in the School** to focus more deeply on specific issues of global, diasporic, marginalized cultures, social and environmental justice, and accessibility.



STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Review elective course offerings over the past 5 years to identify gaps and establish a list of topics for which we should reach out to find external expertise in the following course areas: Cultural History and Theory; Urbanism and Landscape; Technology and Environment; Visual and Digital Media.</i></p>	<p><i>Medium-term</i></p>	<p><i>Curriculum and Teaching Committee; REEJ Standing Committee</i></p>

2.8 Establish relationships with other departments and specialties to see how existing courses which focus on issues of race, colonialism, capitalism, sexual orientation, gender, climate change, sustainability, and accessibility can be made available to architecture students. As a satellite campus there is limited opportunity for interdisciplinary exploration; this could be addressed through cross-departmental teaching collaborations and exchanges.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Review potential elective courses outside of architecture; identify prerequisites, terms offered, and barriers to enrolment.</i></p>	<p><i>Medium-term</i></p>	<p><i>Curriculum and Teaching Committee; REEJ Standing Committee</i></p>
<p>b. <i>Develop a list of potential cross-departmental teaching collaborations and exchanges that can further these goals.</i></p>	<p><i>Medium-term</i></p>	<p><i>Curriculum and Teaching Committee; REEJ Standing Committee</i></p>

3. Hiring and Admissions

In this section, the work of the School of Architecture is tied to broader Faculty, University, and Provincial policies and frameworks. In certain instances, there is agency within the School to improve our own processes and address current inequities—through outreach, admissions, or hiring and invitations to sessional instructors and lecturers. Some of the initiatives described below also point to potential priorities for fundraising. In some of the areas included, the School is governed by University policies, and the work is to ensure that these policies are clear and well-adapted to the ambitions of the School of Architecture, and that we are aligning practices with those in other areas to pursue our work towards racial equity and environmental justice. The commitments are listed under two main headings:

Hiring: Equitably hire and employ educators, researchers, and staff to reflect the School of Architecture’s equity and environmental justice commitments

Admissions: Recruit and admit a student cohort that is reflective of the School of Architecture’s equity and environmental justice commitments

Hiring

- 3.1 Invite strong and consistent representation of Black, Indigenous, and people of colour within the lecture series** in every term, supporting diverse, racialized, and marginalized voices and perspectives that enrich our teaching, learning, and research, as well as further our work towards equity and environmental justice.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p><i>a. Compile a working document of past Arriscraft lecture series guests, symposia speakers and other invited speakers.</i></p>	<p><i>Medium-term</i></p>	<p><i>Lecture Series Working Group; ACM support; REEJ Standing Committee</i></p>
<p><i>b. Based on the above document, identify gaps and recommend lecturers from underrepresented groups or expertise for future lecture series.</i></p>	<p><i>Medium-term</i></p>	<p><i>Lecture Series Working Group; ACM support; REEJ Standing Committee</i></p>



3.2 Invite strong and consistent representation of Black, Indigenous, and people of colour as critics for studio reviews within each term, supporting diverse, racialized, and marginalized voices and perspectives that enrich our teaching, learning, and research, as well as further our work towards equity and environmental justice.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Create a document similar to the one in 3.1 using information from studio Coordinators on past guest critics.</i>	Medium-term	REEJ Standing Committee; Financial Officer; Studio Faculty support
b. <i>Develop a plan for accountability to ensure that teaching faculty are inviting expertise and/or lived experience in marginalized or racialized groups and topics.</i>	Medium-term	REEJ Standing Committee; Faculty

3.3 Develop a set of clear and transparent equity principles for all hiring and advancement of adjunct faculty, research assistants, and teaching assistants to remove the effects of implicit bias.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Review current hiring practices for RAs/TAs/Adjunct positions and document these processes.</i>	Medium-term	REEJ Standing Committee; Director; Administrative Officer; Human Resources
b. <i>Recommend process changes to the current practices that would help to making hiring for these positions more equitable and transparent.</i>	Medium-term	REEJ Standing Committee; Director; Administrative Officer; Human Resources
c. <i>Review current policies to safeguard against potential biases in these processes and to develop greater security and job satisfaction. Create</i>	Medium-term	REEJ Standing Committee; Director; STPC; Faculty and University policies



<i>more secure forms of contract for adjunct faculty, TAs, and RAs that improve retention, promotion, and security as needed.</i>		
<i>d. Make contract types at the school transparent to the student body and employees of the school.</i>	<i>Medium-term</i>	<i>Director; REEJ Standing Committee; Faculty and University policies</i>

3.4 Create supports for international and domestic visiting researchers and post-docs with their own funding to come to the school to increase the school's diversity.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<i>a. Identify the barriers to getting visiting researchers to come to UWSA and what can be learned from other faculties that host these visiting positions.</i>	<i>Medium-term</i>	<i>REEJ Standing Committee; Director; Advancement Manager</i>

3.5 Direct future hires of full-time faculty and staff to fill gaps in representation, with the aim of building a faculty and staff complement that reflects the diversity of our larger society as faculty and staff retire. Direct future hires to recruit candidates that will bring diverse, racialized, and marginalized voices and perspectives to enrich our teaching, learning, and research, as well as further our work towards equity and environmental justice.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<i>a. Research language used by educational policy makers such as Rene Chang to refine the language of this commitment in order to avoid tokenism in the future.</i>	<i>Short-term</i>	<i>REEJ Standing Committee; Director; Faculty; Associate Dean; Outreach, Inclusivity and Diversity</i>
<i>b. Look at the OCAD plan to understand language, how they crafted</i>	<i>Short-term</i>	<i>REEJ Standing Committee; Director;</i>



<i>recruitment plans to account for hiring more diversity. Examine the work of other institutions that have been successful in diversifying and being more equitable.</i>		<i>Faculty; Associate Dean; Outreach, Inclusivity and Diversity</i>
<i>c. Create a list of government funding opportunities that may be available to help support hiring opportunities that promote equity and diversity.</i>	<i>Short-term</i>	<i>REEJ Standing Committee; Director; Faculty; Associate Dean; Outreach, Inclusivity and Diversity</i>
<i>d. Provide recommendations for future recruitment to attract diverse candidates.</i>	<i>Short-term</i>	<i>REEJ Standing Committee; Director; Faculty; Associate Dean; Outreach, Inclusivity and Diversity</i>

3.6 Develop a system through which any teaching faculty can apply for funding to bring Black, Indigenous, and people of colour guests and expertise into their classes or workshops, supporting diverse, racialized, and marginalized voices and perspectives that enrich our teaching, learning, and research, as well as further our work towards equity and environmental justice.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<i>a. Determine the ambition of the fund by providing recommendations on the criteria and description for how funds will be awarded.</i>	<i>Short-term (initiated)</i>	<i>Director; REEJ Standing Committee</i>

3.7 Fundraise to create fellowships and invited professorships for Black, Indigenous, and people of colour.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<i>a. Develop a campaign to raise funds for a visiting professorship in racial or other forms of equity and environmental justice.</i>	<i>Ongoing</i>	<i>Advancement; Director; REEJ Standing Committee</i>



Admissions

- 3.8 Improve the admissions process to increase access for marginalized and underrepresented groups.** Develop protocols for admission that set out clear equity principles and training for all those participating in evaluating candidates at graduate and undergraduate levels in order to address, and work to remove, the effects of implicit bias.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Determine what data needs to be collected in order to determine if there is implicit bias in the admissions process.</i>	Medium-term	<i>Undergraduate Affairs; Admissions and Recruitment Committee</i>
b. <i>Research if there are any training programs at the University currently that focus specifically on equity in the admissions process.</i>	Medium-term	<i>Undergraduate Affairs; Admissions and Recruitment Committee</i>
c. <i>Identify potential equity training that could be implemented for all involved in the Architecture admissions process.</i>	Medium-term	<i>Undergraduate Affairs; Admissions and Recruitment Committee</i>

- 3.9 Recruit Black, Indigenous, and people of colour students, and students with socio-economic barriers to entry.** Develop targeted programs for outreach for underrepresented groups.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Outline current recruiting practices to determine where there are gaps in this process to understand what changes could be made to better prepare prospective students.</i>	Medium-term <i>(initiated)</i>	<i>Undergraduate Affairs, Admissions and Recruitment Committee; REEJ Standing Committee; Outreach working group</i>



<p>b. <i>Recommend strategies for recruitment to reach some of these underrepresented groups.</i></p>	<p>Medium-term</p>	<p><i>Undergraduate Affairs, Admissions and Recruitment Committee; REEJ Standing Committee; Outreach working group</i></p>
<p>c. <i>Recommendations for outreach content representative of marginalized groups that could be distributed to high-school students.</i></p>	<p>Medium-term</p>	<p><i>Undergraduate Affairs, Admissions and Recruitment Committee; REEJ Standing Committee; Outreach working group</i></p>
<p>d. <i>Review admissions requirements to determine what barriers to application exist that do not have a relation to how well a student will perform at the School.</i></p>	<p>Medium-term</p>	<p><i>Undergraduate Affairs, Admissions and Recruitment Committee; REEJ Standing Committee; Outreach working group</i></p>

3.10 Create awards through a fund or endowment that will increase access for Black, Indigenous, people of colour students, and students with socio-economic barriers to entry.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Work with Advancement Manager, Faculty, and University Advancement to develop the terms and funding required for these awards.</i></p>	<p>Short-term</p>	<p><i>Director; Advancement Manager; Engineering and University Advancement</i></p>

4. Outreach

Within our overall Racial Equity and Environmental Justice Plan, “outreach” means entering to existing conversations, or starting new ones, with organizations outside the School, in order to learn from them, to join, support, and augment their projects toward equity and to challenge them toward equity and environmental justice.

Before beginning outreach, we need to examine our School itself to understand the work we need to do internally. This process of outreach requires protocols of meeting and communication that create space for equitable exchange between all participants and transparency of intention and process. To foster a safe space for all participants that supports brave speech (where people can raise difficult questions) and accepts discomfort (as an inevitable prerequisite to change), so that we can acknowledge it, learn from it, and use this knowledge to transform the institutions we participate in.

- 4.1 Develop protocols to consult with local Indigenous peoples as we undertake activity affecting the traditional territories of Anishinaabeg, Haudenosaunee, and Attawandaron.** Endorse and adopt the mandates of the United Nations Declaration on the Rights of Indigenous Peoples and the findings of the Truth and Reconciliation Commission of Canada and its Calls to Action. Recognize the Upper Canada Treaties and Haldimand Tract agreements.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Endorse and adopt the mandates of the United Nations Declaration on the Rights of Indigenous Peoples and the findings of the Truth and Reconciliation Commission of Canada—and their Calls to Action. Recognize the Upper Canada Treaties and Haldimand Tract agreements.</i></p>	<p><i>Short-term</i></p>	<p><i>Director; REEJ Standing Committee; Indigenous Faculty</i></p>
<p>b. <i>Develop protocols to consult with local Indigenous peoples as we undertake activity affecting the traditional territories of Anishinaabeg, Haudenosaunee, and Attawandaron.</i></p>	<p><i>Short-term + Ongoing</i></p>	<p><i>Director; REEJ Standing Committee; Indigenous Faculty; Faculty engaged in collaborative teaching and research with Indigenous people</i></p>



<p>c. <i>Actively seek out opportunities to invite shared decision-making with local First Nations by developing and maintaining reciprocal relationships with local Indigenous social and political leadership entities who speak for this territory. This includes but is not limited to Mississaugas of the Credit and Six Nations of the Grand River.</i></p>	<p>Ongoing <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee; Indigenous Faculty; Faculty engaged in collaborative teaching and research with Indigenous people</p>
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4.2 Engage different levels of the University to see how these efforts toward equity and sustainability can be supported, while in turn supporting the University to be accountable to equity and environmental justice in its policies and programs. (This section builds on goals outlined in relation to School Culture, with a focus on connections with University-wide initiatives).

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>d. <i>Develop a focused list of faculty and student groups and departments to reach out to on main campus.</i></p>	<p>Short-term <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee</p>
<p>e. <i>Maintain and update the list of groups and campaigns we are communicating with on main campus.</i></p>	<p>Short-term + Ongoing</p>	<p>Director; REEJ Standing Committee</p>
<p>f. <i>Communicate with the UW Equity and Sustainability Offices to update protocols and best practices.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee</p>
<p>g. <i>Use town halls/regular meetings (see 1.1) to generate student and faculty feedback on university wide issues.</i></p>	<p>Short-term + Ongoing</p>	<p>Director; REEJ Standing Committee</p>
<p>h. <i>Communicate these concerns to the university and advocate for changes in policy and practice.</i></p>	<p>Short-term + Ongoing</p>	<p>Director; REEJ Standing Committee</p>



<p><i>i. Keep students and faculty informed of opportunities for collaboration and support, through updates on the School website.</i></p>	<p>Short-term + Ongoing</p>	<p>Director; REEJ Standing Committee</p>
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4.3 Work with the City of Cambridge to improve issues of student and citizen safety, equity, and environmental justice to create a more inclusive and sustainable urban environment, without defaulting to policing to do this work.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p><i>a. Develop a preliminary list of issues of student safety and Environmental Justice to discuss with the City.</i></p>	<p>Medium term <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee</p>
<p><i>b. Use town halls/regular meetings (see 1.1) to generate student and faculty feedback on student concerns about the City of Cambridge. Considering meeting with the City every semester.</i></p>	<p>Short-term + Ongoing</p>	<p>Director; REEJ Standing Committee (with admin assistance for communication)</p>
<p><i>c. Set up meetings each semester with the City to discuss issues and opportunities for collaborative projects, harnessing the skills of the School to address the just sustainability of the City. With projects addressing local socio-economic realities, including homelessness, the school can help alleviate local problems, bridging school and community.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee (with admin assistance for communication)</p>
<p><i>d. Connect faculty and students to possible projects, which could use their skills (e.g., Food Bank collaboration and Tiny Homes Cambridge).</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee (with admin assistance for communication)</p>



4.4 Reach out to other faculties and Schools of architecture in Canada and internationally to join in initiatives related to equity and environmental justice.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Work with the director to gather information on international and Canadian initiatives.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; Communication Staff; REEJ Standing Committee</p>
<p>b. <i>The director participates in Canadian Council of University Schools of Architecture (CCUSA) and is working with them to develop three to four workshops on equity for faculty.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; CCUSA; ACSA</p>
<p>c. <i>Create an inter-school Equity Network for sharing best practices.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>REEJ Standing Committee; Director, CCUSA ACSA</p>
<p>d. <i>Make information on events and opportunities available across schools (e.g., via website or weekly digest) to faculty and students interested in being involved.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; Communication Staff; REEJ Standing Committee</p>
<p>e. <i>Address standards of student admission procedures and outreach to high schools for Schools of Architecture across Canada. Are there antiquated notions of potential or qualifying standards that should be addressed?</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Undergraduate Affairs and Admissions; Graduate Affairs and Admissions; REEJ Committee; Outreach Working Group</p>
<p>f. <i>Compare curricula across the country to see how schools are addressing equity and environmental justice and learn from best practices.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; CCUSA, CACB; ACSA,</p>



<p>g. <i>Communicate internal equity data from the school to CCUSA, so that these measures can be shared more broadly and tested at other schools.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; REEJ Committee; Office of Registrars; HREI, CCUSA; CACB</p>
<p>h. <i>Encourage faculty participation in Association of Collegiate Schools of Architecture (ACSA)'s strong educational and networking support for faculty around equity (all Faculty can attend the different webinars and online training that ACSA facilitates).</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director; Communication Staff; REEJ Standing Committee</p>

4.5 Reach out to other national and international architectural professional organizations (such as the Ontario Association of Architects, the Royal Architectural Institute of Canada, and the Association of the Collegiate Schools of Architecture) to support, join, and advocate for equity and environmental justice initiative within the profession of Architecture.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Share equity data between the schools and professional associations such as OAA or national organizations such as RAIC, so that these measures can be shared more broadly and tested at other schools. For data on student employment, work with CEE (Cooperative Education and Experience) to develop the initial data, in concert with the University of Waterloo schedule for collecting this data.</i></p>	<p>Medium-term + Ongoing</p>	<p>REEJ Committee; CEE Working Groups; OAA</p>
<p>b. <i>Advocate for the Canadian Architectural Licensing Authorities (CALA) to collect similar data (the director is already part of this initiative through CCUSA).</i></p>	<p>Medium-term + Ongoing</p>	<p>Director, CCUSA, REEJ Committee, OAA</p>



<p>c. <i>Advocate for diversity on the board of the Canadian Architectural Certification Board (CACB).</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>Director, CCUSA,</p>
<p>d. <i>Reach out to external organizations like the OAA to advocate for non-grade-based student awards.</i></p>	<p>Medium-term + Ongoing</p>	<p>Director; REEJ Standing Committee</p>
<p>e. <i>Work with the OAA and RAIC to encourage more voting power for interns on council, which will support future Waterloo grads entering the IAP program towards licensure.</i></p>	<p>Medium-term + Ongoing</p>	<p>Director; REEJ Standing Committee</p>
<p>f. <i>Work to encourage the OAA to mentor the licensure of interns.</i></p>	<p>Medium-term + Ongoing</p>	<p>Director; REEJ Standing Committee, OAA</p>

4.6 Promote and support initiatives of non-government, non-profit, and social movement organizations by sharing resources or platforms.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Develop a list of relevant non-governmental, non-profit and social movement organizations that the school should connect with and can learn from, focus on local groups first, starting with Canadian and US initiatives.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>REEJ Standing Committee</p>
<p>b. <i>Update this list and post it on the school website as resources for students to leverage in their studies and advocacy work.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>REEJ Standing Committee</p>



<p>c. <i>Share resources and platforms with these groups.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>REEJ Standing Committee</p>
<p>d. <i>Look for opportunities to offer concrete support to these organizations and initiatives by promoting their initiatives within the School and encouraging faculty and students to participate in them.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>REEJ Standing Committee; Teaching Faculty</p>
<p>e. <i>Invite guest speakers from these organizations into classrooms to lecture or teach or to the lecture series to educate students and faculty.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>REEJ Standing Committee; Lecture Series organizers; Teaching Faculty</p>

5. Accountability

Within our overall Racial Equity and Environmental Justice Plan, “accountability” means developing protocols for: 1) the regular measurement of progress toward the implementation of this Racial Equity and Environmental Justice Plan, 2) the publication and distribution of the results of these assessments to the School community, and 3) an internal structure to complete, maintain, and extend the work toward Equity and Environmental Justice contained in the plan.

Accountability will be the responsibility of the entire School community, but it will be coordinated by the School’s Racial Equity and Environmental Justice Standing Committee.

- 5.1 Develop a clear set of procedures on the part of the School’s administration to report, record, and act in response to reports of micro-aggressions, racism, and other forms of discrimination in the School, and to make sure these anonymized data are confidentially recorded and collected so that we have a better institutional picture of the problem. These procedures must be designed to augment and improve upon existing University policies while closely following the university’s current work to improve its own policies.**

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Connect with Equity Office, Academic Leadership Program to determine existing protocols.</i></p>	<p>Short-term <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee</p>
<p>b. <i>Customize, augment, and implement these protocols as required.</i></p>	<p>Short-term <i>(Initiated)</i></p>	<p>Director; REEJ Standing Committee</p>
<p>c. <i>Consider hiring an external consultant to develop this protocol.</i></p>	<p>Short-term</p>	<p>Director; REEJ Standing Committee; External Consultant</p>
<p>d. <i>Meet with the conflict management and Human Rights to discuss the chain of reporting.</i></p>	<p>Short-term</p>	<p>Director; REEJ Standing Committee; PART; Associate Dean; Outreach Equity and Diversity; External Consultant</p>



<p>e. <i>Meet with the Sexual Violence and Response Office to discuss protocols for collecting these types of complaints.</i></p>	<p>Short-term</p>	<p>REEJ Standing Committee; PART; External Consultant</p>
<p>f. <i>Connect with Assistant University Secretary & Privacy Officer (Kathy Winter) and University Records Manager (Chris Halonen) to determine whether we keep detailed in-house records or refer all incidents significant enough to require records to HREI.</i></p>	<p>Short-term</p>	<p>REEJ Standing Committee; External Consultant</p>
<p>g. <i>Record anonymous data, so we have a record of the numbers of distinct types of complaints.</i></p>	<p>Short-term</p>	<p>Director; REEJ Standing Committee; External Consultant</p>

5.2 Encourage and support efforts by the University to collect disaggregated identity-based data for faculty and staff to assess disparities in hiring and promotion, as well as for students to assess disparities in admissions, grades, co-op employment, awards, scholarships, assistantships, and degree completion.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p>a. <i>Work with University to collect data to support the progress on commitments (The University has developed protocols for collecting disaggregated identity data for all students and faculty members (See draft document: "Resource Tool for Collecting Personal Demographic Information" December 8, 2020). The University does not share raw data or identifiable information, but IAP will be able to give the school aggregate or analyzed information necessary for its use (unless sample size is too low to share data without compromising anonymity of the respondents). Contact Director</i></p>	<p><i>The University's equity/ demographic data collection began in winter 2020. Initial data will be available in Spring Term 2021 and the School should be able to develop pilot statistics during this term.</i></p>	<p><i>University; Staff; REEJ Standing Committee</i></p>



<i>of Strategic Planning and Evaluation for more information (Daniela Seskar-Hencic).</i>		
<p><i>b. Use this demographic data to assess disparities in hiring and promotion for faculty and staff, as well as for students to assess disparities in admissions, grades, co-op employment, awards, scholarships, assistantships and degree completion. Track this data on a yearly basis.</i></p>	<p>Short-term + Ongoing <i>(Initiated)</i></p>	<p>University; Staff; REEJ Standing Committee</p>

5.3 Develop benchmarks to track progress toward these goals, including the assessment of actions taken to date.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
<p><i>a. Determine simple and effective means for the School to track the progress toward each commitment to change. This will require a centralized spreadsheet with benchmarks for each of the commitments to change</i></p>	<p>Short-term <i>(Initiated)</i></p>	<p>Staff; Director; External Consultant; REEJ Standing Committee</p>
<p><i>b. Update benchmarks every term for the first year, and every year after that.</i></p>	<p>Short-term</p>	<p>Staff; Director; External Consultant; REEJ Standing Committee</p>
<p><i>c. Consider hiring an external consultant to develop this protocol.</i></p>	<p>Short-term</p>	<p>Director; REEJ Standing Committee</p>

5.4 Develop a process and schedule to report back to the School on the progress toward these goals at regular intervals. Post these reports in a publicly accessible online location on the website, that makes the process of this work toward equity and sustainability visible to the School community.



STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>Develop a regular system of reporting these results back to the school. This could be tied to the town halls each term. It should also be easily available on the School website.</i>	Short-term <i>(Initiated)</i>	Staff; Director; External Consultant; REEJ Standing Committee
b. <i>Develop updates every term for the first year, and every year after that. Assess appropriate timeline and revisit schedule as required.</i>	Short-term <i>(Initiated)</i>	Director; Staff; External Consultant; REEJ Standing Committee
c. <i>Consider hiring an external consultant to develop this protocol.</i>	Short-term	Director; REEJ Committee

5.5 Implement a Racial Equity and Environmental Justice Standing Committee made up of fulltime and contract faculty, staff and graduate and undergraduate students, elected by their respective constituencies to oversee the ongoing work of Equity and Environmental Justice within the school of architecture.

STEPS FOR IMPLEMENTATION	TIMELINE	ACTORS
a. <i>The REEJ Standing Committee should be elected to continue the work of the Racial Equity and Environmental Justice Task Force.</i>	Short-term <i>(Initiated)</i>	Director; Faculty; Staff; Students; Advisors
b. <i>Maintain the REEJ Advisory Board to consult on a bi-annual basis regarding progress toward equity and environmental justice.</i>	Short-term <i>(Initiated)</i>	Director; Faculty; Staff; Students; Advisors



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