

Racial Equity & Environmental Justice Plan

University of Waterloo School of Architecture

**2021
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Table of Contents

Introduction	6
1 Context and Preliminary Self-Assessment	9
Notes on Terms Used	12
2 Commitments to Racial Equity and Environmental Justice	13
1. School Culture	14
2. Curriculum.....	18
3. Hiring and Admissions	20
4. Outreach	23
5. Accountability.....	24
3 Mandate and Membership of the Task Force, Advisory Board and Working Groups	26
Task Force	26
Advisory Board.....	29
Fall 2020 Working Groups	30
Appendix 1 The University of Waterloo School of Architecture School's Racial Equity and Environmental Justice Task Force Statements of Interest	34
Appendix 2 The University of Waterloo Architecture School's Racial Equity and Environmental Justice Advisory Board	39
Appendix 3 School Committees (April 2021).....	43
Racial Equity and Environmental Justice – Standing Committee	43
Other School Committees.....	45

Preface

The Racial Equity and Environmental Justice Task Force was formed at the School of Architecture in June 2020, in urgent response to renewed calls by different individuals and groups within and beyond the school to address systemic racism. Student groups such as On Empathy; Treaty Lands, Global Stories; and the Sustainability Collective played a foundational role in this work, by questioning structural issues, biases and practices that continue to exist at the School of Architecture.

We want to begin with an apology. Faculty and staff have heard the pain, anger, and frustration that many students feel as they face the truth of racial inequity that continues to pervade our communities and institutions, as well as acknowledge that the pace at which the School of Architecture has been addressing those issues has been slow and incremental, failing to substantively change our programs and practices. We apologize to students and alumni for the lack of necessary transformation.

We want to thank everyone who has spoken out about inequity within the School. We are grateful for your courage, for your calls and actions towards change. We remain aware of the need to unearth stories that have not been heard, and address racial narratives that still operate. As we all actively work to make a more inclusive curriculum, culture and community, we must continue to recognize, value and listen to the many voices and identities that constitute the School.

We also want to thank all members of the School community who have participated in producing this plan for change. Thank you for your patience as we stumble and make mistakes, and as our way forward is marked by readjustments and continuous learning. We recognize there is still a lot of work to be done, and are confident that this is only the beginning. Because this work intersects with all aspects of the school—teaching, learning, service, and research within the university and the community—it is critical that we individually and collectively see it as our responsibility to place equity and environmental justice at the core of everything we do.

The present document offers a foundation and structure for our commitment to do the hard work necessary to change the school's culture, curriculum, hiring and admissions, outreach, and accountability. It is a living document, which, as incomplete and imperfect as it may be, will chart the work ahead. We are sharing it as an invitation for feedback, questions and further conversation as we move forward with implementing these changes.

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The following vision, mission, and core values guide the Commitments to Racial Equity and Environmental Justice, which will be explained in more detail in this document.

Vision of the School of Architecture:

Architectural education must be grounded in equity, environmental justice, and authentic inclusion.

Mission of the Racial Equity and Environmental Justice standing committee:

To establish equity, environmental justice, and authentic inclusion as guiding principles in the teaching, curriculum, operations, and culture of the University of Waterloo School of Architecture.

Core Values:

We believe in meaningful architectural teaching, learning, and research that emerge through deeply valuing the approach of people of different identities and the ecological wealth of the planet.

We believe in providing students, faculty, and staff with tools to engage with architecture's roles in both perpetuating and redressing systemic racism, environmental degradation, and the legacies of colonization.

We believe in providing marginalized current and future students, faculty, and staff with the specific supports needed to thrive at the School.

We believe in safe spaces and relationships of earned trust between students, faculty and staff as the ground on which these complex issues can become ongoing subjects of discussion—and lead to meaningful action—within all aspects of the School.



Commitments to Racial Equity and Environmental Justice in Brief:

1. School Culture

- 1.1 Hold regular meetings for student-faculty-staff exchange on these issues.
- 1.2 Acquire, maintain, review, and post resources available for faculty, staff, and student learning.
- 1.3 Comprehensively review supports for mental health and wellness in the School.
- 1.4 Participate in anti-racism, sustainability, and climate justice training.
- 1.5 Include programming of regular and recurring events to celebrate different voices and perspectives.
- 1.6 Work to centre a conversation of sustainability into all aspects of the School culture through different frameworks.
- 1.7 Support, promote, and disseminate the diversity of student, faculty, and alumni work, and student, faculty, and alumni work that focuses on equity and climate justice.
- 1.8 Work to address financial barriers that may disproportionately impact Black, Indigenous, and people of colour applicants and students.
- 1.9 Work to improve accessibility and inclusivity in the physical spaces of the School building.
- 1.10 Develop a clear statement of equity, diversity, inclusivity, and sustainability.

- 1.11 Develop a better relationship and understanding of the processes and support available to students through the AccessAbility Office.
- 1.12 Participate in conversations on architectural education and architecture culture more broadly.

2. Curriculum

- 2.1 Develop a set of overarching pedagogical objectives related to social and ecological justice.
- 2.2 Review the course load and time commitments of both undergraduate and graduate programs.
- 2.3 Review the grading benchmarks and forms of feedback used at the School.
- 2.4 Reinvent the studio curriculum.
- 2.5 Reinvent the cultural history curriculum.
- 2.6 Examine how we can better emphasize sustainability, accessibility, and equity in all curricular streams.
- 2.7 Leverage elective courses to expand the range of cultural perspectives addressed in the School.
- 2.8 Establish relationships with other departments and specialties.

3. Hiring and Admissions

- 3.1 Invite strong and consistent representation of Black, Indigenous, and people of colour within the lecture series.
- 3.2 Invite strong and consistent representation of Black, Indigenous,



and people of colour as critics for studio reviews.

- 3.3 Develop a set of clear and transparent equity principles for all hiring and advancement of adjunct faculty, research assistants, and teaching assistants.
- 3.4 Create supports for international and domestic visiting researchers, and post-docs.
- 3.5 Direct future hires of full-time faculty and staff to fill gaps in representation.
- 3.6 Develop a system through which any teaching faculty can apply for funding to bring Black, Indigenous, and people of colour guests.
- 3.7 Fundraise to create fellowships and invited professorships for Black, Indigenous, and people of colour.
- 3.8 Improve the admissions process to increase access for marginalized and underrepresented groups.
- 3.9 Recruit Black, Indigenous, and people of colour students and students with socio-economic barriers to entry.
- 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.

4. Outreach

- 4.1 Develop protocols to consult with local Indigenous peoples as we undertake activity affecting the traditional territories of Anishinaabeg, Haudenosaunee, and Attawandaron.

- 4.2 Engage different levels of the University.
- 4.3 Work with the City of Cambridge.
- 4.4 Reach out to other faculties and Schools of architecture in Canada and internationally.
- 4.5 Reach out to other national and international architectural professional organizations.
- 4.6 Promote and support initiatives of non-government, non-profit, and social movement organizations.

5. Accountability

- 5.1 Develop a clear set of procedures to report, record, and act in response to reports of micro-aggressions, racism, and other forms of discrimination in the School.
- 5.2 Encourage and support efforts by the university to collect disaggregated identity-based data for faculty and staff
- 5.3 Develop benchmarks to track progress toward these goals.
- 5.4 Develop a process and schedule to report back to the School.
- 5.5 Create a Racial Equity and Environmental Justice Standing Committee.

Introduction

Proposal for Commitments to Racial Equity and Environmental Justice

What follows is the Racial Equity and Environmental Justice (REEJ) Task Force's Proposal for Commitments to Racial Equity and Environmental Justice. The present document is an updated version of a draft first compiled in September 2020, which gathered feedback from the REEJ Advisory Board, full-time faculty, staff, contract faculty, and student members of the Task Force. In response to both sustained student activism and urgent calls for change, the Task Force was formed in June 2020 by full-time faculty, and was subsequently expanded to include contract faculty, staff, and students.

In August 2020, a first draft of commitments to change was distributed to all students, full-time faculty, contract faculty, staff, and interested alumni for detailed feedback. All were invited to offer anonymous feedback on the document through an online survey which remained open until mid-September 2020, or through an anonymous feedback and suggestions portal located on the Waterloo Architecture and WA Connect websites, which remains open. Later in September 2020, REEJ hosted a virtual all-school meeting with breakout sessions wherein participants could offer further feedback to the Task Force and Advisory Board members. The purpose of the original document was to get feedback on a set of proposed commitments to be formally considered by the School of Architecture.

After these initial steps, the Task Force put a call out for a series of working groups each formed of different constituencies of the School, including faculty, staff, and students. These working groups were formed in October and held their last meetings by mid-December 2020. The working groups examined the five areas of change that are described in more detail below: 1) School Culture, 2) Curriculum, 3) Hiring and admissions, 4) Outreach, and 5) Accountability. Given the different areas to be worked on with respect to the curriculum, three separate working groups were formed to each look at: (2.1) Studio, (2.2) Cultural History, and (2.3) Environment, Technology, Urbanism, and Landscape courses.

These working groups held three or four meetings over six weeks, each providing input in their specific areas on a more specific *Plan for Implementation*. While the original intention was to finalize the plan at the end of the Fall term, the work to summarize, clarify, and organize the commitment stretched into the early months of 2021.

In January 2021, all working group facilitators gathered their group's final documents and resource folders in a common location so that the work done and the research conducted could be accessed in one location. With the material submitted by the four working groups, two members of the Task Force, Anne Bordeleau and Adrian Blackwell,

along with two paid undergraduate research assistants, Madeleine Lachance and Laura Leone Yamin Woodall, worked to consolidate, structure, and finalize the present document.

While working on this summary, the research assistants also collaborated with the task force members to develop a website where the recommendations could be posted, with a system to update on progress.

The main edits in the draft of the implementation plan document were made, formally, to ensure a consistent structure across the different sections. As to content, the most important updates reflected the identification of the different actors—School committees, staff, student or faculty members, Faculty positions, or the University Office—that would be responsible for the implementation of different recommendations.

The present document is shared as a living document that summarizes work to date, provides a plan for implementation, and a basis to work from and alter as required.

The document is divided in three parts (plus appendices):

- 1.** **Context and Preliminary Self-Assessment** of the School is a concise introduction to the issues that need to be addresses within the School. A more detailed self-assessment will be part of the next steps of this process.
- 2.** **Proposal for Commitments to Change**, which is divided into five parts. The points in this section are concise, outlining the areas of change and pointing to the steps required to implement the different commitments. further elaborated in Volume 2, *Plan for Implementation*.
- 3.** **Mandate and Membership of the Task Force, Advisory Board, and Working Groups** describes the role and responsibilities of the task force, its history and the composition of the Task Force, Advisory Board, and Fall Working Groups

Appendices to the document include statements of interest from the members of the Task Force and Advisory Board, notes on current School of Architecture committees that include the terms of reference for the new Racial Equity and Environmental Justice Standing Committee, along with some final notes on this document and the proposed website.

1 | Context and Preliminary Self-Assessment

The Racial Equity and Environmental Justice Task Force was formed in response to sustained student activism within the School over a number of years. Student groups such as On Empathy; Treaty Lands, Global Stories; and Sustainability Collective, along with many individual students, have been asking for concrete changes, specifically that the School: 1) foreground contemporary and historical Indigenous culture and the legacy of settler colonialism, 2) broaden its curriculum to represent the diversity of its students and broaden all students' education, regardless of background, beyond the western canon, and 3) place sustainability as a key priority within all aspects of the School.

Within the sustained uprisings against the police killings of Black and Indigenous people in Canada, the United States, and around the world, students and alumni are calling for the dismantling of systemic racism within the University. Faculty and staff have heard the pain, anger, and frustration that many members of the School feel as we face the racial inequity and colonial consciousness that continue to pervade the community. These calls were made forcefully at a meeting including over 150 students, faculty, staff, and alumni on June 9, 2020.

The School has long argued that its unique strengths lie in its cultural history program (a rigorous design education that starts from day one), cooperative education, and the Rome program, and that these foster a strong understanding of the connections between design, culture, and history, preparing students who are mature, critical thinkers for architectural practice.

However, since its inception in the late 1960s, the School has focused on European culture and history. As a result, the curriculum has consistently left out other civilizations and cultures, conditioning students in a false sentiment of white European superiority. This Eurocentric orientation is not unique to Waterloo, but Waterloo Architecture's unique emphasis on broad cultural history has exacerbated this tendency. When the School was founded, the long sweep of cultural history was distinct from other schools' narrow focus on purely Architectural History, usually over a limited time span. In comparison to these programs, and despite its conservative orientation toward European culture, Waterloo Architecture's curriculum was deeper and better placed during the rise of architectural postmodernism in the 1970s. However, the Waterloo curriculum overlooked non-white voices from the start, and as the country and the School have diversified, the curriculum has remained largely unchanged. This curriculum was also substantively anthropocentric and does not focus enough on the environmental and ecological context of human habitation.

Studio teaching has similarly emphasized canonical European and Anglo-North American precedents, and most studio programs were designed as if white cis-heteropatriarchal and ableist perspective is the norm. As a result, studio courses often

do not reflect the culture and values of the School's student body, or the breadth of Canadian society. While studio pedagogy emphasizes freedom in research and direction, studios often haven't provided supports for students to engage topics outside of the faculty's areas of expertise, which rarely extend far beyond the Western canon.

Building Science and environmental courses at the School teach best practices of energy sustainability, but these classes rarely address the intersections between sustainability and racial and economic equity, nor the disproportionate allocation of environmental risks and benefits. Most studio and cultural history courses have not addressed issues of climate change. Some students report that studio faculty sometimes discourage sustainability and climate change mitigation strategies if they compromise a perceived "pure" design solution, or emphasize issues not centred in the studio brief, which often does not address sustainability directly. Within the curriculum, there is currently limited opportunity to consider environmentalism through systemic and pluralistic lenses, and aside from the few electives and option studios, there has been little intersection with land-based Indigenous knowledge.

Waterloo Architecture has been slow to achieve the goal of gender parity. The School has still not reached an equal balance of men and women who are full-time faculty members (this ratio is currently 12 men to 8 women), despite women composing a majority of the student body. This slow transformation has been very challenging for women and non-binary faculty, staff, and students, who have felt misrepresented by a majority male faculty. The School has been even slower in diversifying the racial and ethnic background of faculty and staff, which remain predominantly white. The lack of representation of Black, Indigenous, and people of colour on the faculty has created an atmosphere where unconscious bias causes harm and limits the education of all students. As well, Black, Indigenous, and South Asian students continue to be underrepresented in the student body.¹

The pedagogical system has had the cumulative effect of reproducing a dominantly white, male, ableist, and straight culture. Over the past five years, through student groups such as On Empathy; Treaty Lands, Global Stories; and Sustainability Collective, students have raised issues of equity and sustainability in the School through events, discussion groups, curriculum workshops, installations and exhibitions, written statements to the director and faculty, peer-reviewed publications, and reports and meetings with different levels of the administration, staff, and faculty. This sustained advocacy has provoked changes in the lecture series, the way cultural history and studio

¹ The Task Force and Advisory Board have discussed terminology in their discussions and outreach. Within the document we have decided to spell out "Black, Indigenous and people of colour" (rather than use the acronym BIPOC). We discussed using the term "racialized" to describe people of colour, but many of us felt that, while naming the problem, it places people of colour in a passive position. We do not capitalize "white," when it appears so as not to give added power to people with privilege. We see this conversation as evolving in this draft and welcome feedback on the language used.

are taught, and it has brought new guests to the School and provoked the implementation of new courses. However, the pace at which the School has addressed these issues has been too slow, and its scope too narrow, especially given the seriousness of these problems. Full-time faculty recognize that they have a responsibility to act urgently to change the School's culture, curriculum, recruitment practices, hiring and admissions practices, outreach, and accountability. They acknowledge their failure to act decisively and apologize to students and alumni for a history of systemic inequity and the lack of significant transformation.

Architecture is a synthetic discipline which can address a wide range of social concerns, including the interconnectivity of environmental, racial, psychological, and accessibility issues. By identifying these interconnections, and integrating them into the curriculum, it would be possible to critique the ways architecture perpetuates exclusions and helps to order an inequitable society and to discover ways to design space more equitably for all people. Architecture as a discipline is well-placed to participate in this process because it focuses on the design of the environment and has potential to affect how people see others in both negative and positive ways, as well as to exclude or include specific people. By deeply valuing the approach of people of different identities and the ecological wealth of the planet, we can do much better than reaching equality—we can unlock the full potentials of human and non-human life, to create a flourishing of culture far richer than the narrow one that we have been celebrating. Making these changes now, and as we move forward, is crucial for the future of the School, allowing for the evolution of its intellectual foundations and opening pathways towards new architectural practices.

Notes on Terms Used

Commitments to Racial Equity and Environmental Justice are the recommendations made by the Task Force across the five different areas—School Culture, Curriculum, Hiring and Admissions, Outreach, and Accountability. Commitments are sometimes identified within sub-sections. Each commitment describes a goal or set of goals that the Task Force recommend for action and implementation in the School of Architecture.

Timeline refers to the three different time frames that each commitment may fall under. Short-term indicates works that can or must begin immediately, where the recommendation is to initiate or complete the tasks within the year; medium-term refers to a task that should be initiated or completed within one to three years; and ongoing refers to tasks that involve long-term goals as well as ongoing work (e.g. gathering data, changing policies, continued advocacy). Volume One refers to these suggested timelines for each commitment, and in Volume Two there is greater definition to the work that must be done immediately and what needs to be continuous or represents ongoing work.

Step for Implementation: Volume Two provides a list of the different steps for implementation for each of the forty commitments. These steps chart potential paths for those people or committees tasked with overseeing the implementation of specific commitments. In certain cases, some steps have been taken already, while in other instances the steps were developed within the different working groups and identify some components for the different actors to take into consideration as they continue the work.

Actors/Directed to: As part of both the summary provided in Volume One and the different steps outlined in Volume Two, we include a list of actors—committees, positions, other people, groups or offices within the University, as well as other associations provincially, nationally, and internationally that we can work with on some of those commitments. This section identifies the primary actors that would be responsible to oversee the realization of the commitment, and actors who could decide to reach out to additional internal or external resources as required. At times, these include School of Architecture student-led initiatives that have been working on some of these areas and who could be collaborators as well as advisors for some of the commitments.

In Volume One, there is an additional note that indicates the potential connections with the **President’s Anti-Racism Task Force (PART)**, listing either [PART](#) working groups or implementation teams as pertinent, or other University or Association connections as pertinent.

2 | Commitments to Racial Equity and Environmental Justice

The School of Architecture is committed to increasing understanding and addressing systemic barriers to equity, inclusion, and decolonization in all facets of its operations. We are committed to removing barriers for Black, Indigenous peoples, and people of color, individuals in the 2SLGBTQ+ communities, women, persons with disabilities, and people in financial need. We recognize that diverse voices and perspectives enrich our teaching, learning, and research, and are committed to support these voices and perspectives. Placing equity and environmental justice at the core of everything we do, we work to advance inclusion and sustainability in our curriculum, policies, practices, spaces, and operations. We are committed to making our two satellite campuses (in Cambridge and Rome) places where everyone feels they belong, where we all work toward equity, environmental justice, and authentic inclusion, even when it is complex and challenging.

1. School Culture

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

- 1.1 Hold regular meetings for student-faculty-staff exchanges** around issues of equity and climate justice. Create and nurture space 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.

Timeline: Short-term and ongoing

Directed to: REEJ Standing Committee

PART Connection: Race, Culture & Awareness Implementation Teams

- 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 main campus. This includes but may not be limited to printed resources, existing services, groups, and events held across the University.

Timeline: Short-term and ongoing

Directed to: Library Advisory Committee, REEJ Standing Committee

PART Connection: Educational Environment & the Development of Learners Working Group

- 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 and people of colour, 2SLGBTQ+, and disabled students. Develop proactive strategies for addressing these issues, so that students can live and work in good health.

Timeline: Short- and medium-term

Directed to: Counselling services, Director, Dean

PART Connection: Health and Mental Health Strategy Working Group

- 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.

Timeline: Short-term and ongoing

Directed to: Director, Faculty, Staff, REEJ Standing Committee

PART Connection: Race, Culture and Ethnicity Awareness Working Group

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

- 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).

Timeline: Short-term

Directed to: REEJ Standing Committee, Undergraduate and Graduate Offices

PART Connection: Race, Culture and Ethnicity Awareness Working Group and Implementation Team, BIPOC Related Programming Implementation Team

- 1.6 Work to centre 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 of current operations, support for research and cross-campus or cross-institutional collaborations to address the climate crisis, whether within the framework of the United Nations' Sustainable Development Goals or otherwise.

Timeline: Medium-term

Directed to: House Committee, REEJ Standing Committee (with possibility of collaboration with the Sustainability Collective)

UNIVERSITY Connection: Sustainability Office

- 1.7 Support, promote and disseminate the diversity of student, faculty, and alumni work, and student, faculty and, alumni work that focuses on equity and climate justice** throughout the School, and 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.

Timeline: Medium-term

Directed to: Awards and Nominations Committee, REEJ Standing Committee

PART Connection: Educational Environment & the Development of Learners Working Group

Equitable Opportunities: Financial, Physical, Psychological, and Systemic

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

- 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 cost of application, education, studio projects, field trips, and equipment, 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.

Timeline: Medium-term

Directed to: REEJ Standing Committee (with possibility of collaboration with Treaty Lands, Global Stories), CEE working group

PART Connection: Professional & Academic Development & Mentorship Working Group

- 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.

Timeline: Medium-term

Directed to: House Committee, Director of the Design Build Program

PART Connection: Educational Environment & the Development of Learners Working Group

UNIVERSITY Connection: Indigenous Initiatives Office

- 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 communicating 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, or ableism, both within the School of Architecture or 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 the instances.

Timeline: Short-term

Directed to: REEJ Standing Committee

PART Connection: Code of Conduct and Safety Working Group, Race, Culture & Ethnicity Awareness Implementation Team

- 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, and record and respond as required.

Timeline: Medium-term

Directed to: Curriculum and Teaching Committee

PART Connection: Health and Mental Health Strategy Working Group

- 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 providing opportunities and frameworks to address concerns that are voiced across the continuum.

Timeline: Medium-term

Directed to: Curriculum and Teaching Committee

2. Curriculum

ACROSS 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.

Timeline: Short-term

Directed to: Curriculum and Teaching Committee, REEJ Standing Committee

PART Connection: Educational Environment & the Development of Learners Working Group, BIPOC Related Programming Implementation

- 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.

Timeline: Medium-term

Directed to: Curriculum and Teaching Committee, Working Groups as required

PART Connection: REEJ Standing Committee, Health and Mental Health Strategy Working Group

- 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.

Timeline: Short- to Medium-term

Directed to: Curriculum and Teaching Committee, Working Groups as required

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 reviews, desk reviews, and mid and 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.

Timeline: Medium-term

Directed to: Curriculum and Teaching Committee, Studio Working Group

PART Connection: Educational Environment & the Development of Learners Working Group, BIPOC Related Programming Implementation

- 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.

Timeline: Short-term and ongoing

Directed to: Cultural History Working Group, Curriculum and Teaching Committee

PART Connection: Educational Environment & the Development of Learners Working Group, BIPOC Related Programming Implementation

- 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.

Timeline: Short- to medium-term

Directed to: Curriculum and Teaching Committee, Sustainability Working Group, REEJ Standing Committee, Teaching faculty

PART Connection: Educational Environment & the Development of Learners Working Group, BIPOC Related Programming Implementation

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.

Timeline: Medium-term

Directed to: Curriculum and Teaching Committee, REEJ Standing Committee

PART Connection: Educational Environment & the Development of Learners Working Group, BIPOC Related Programming Implementation

- 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 little opportunity for interdisciplinary exploration. This could be addressed through cross-departmental teaching collaborations and exchanges.

Timeline: Medium-term

Directed to: Curriculum and Teaching Committee, REEJ Standing Committee

PART Connection: Educational Environment & the Development of Learners Working Group, BIPOC Related Programming Implementation

3. Hiring and Admissions

HIRING: Equitably employ educators, researchers, and staff to reflect the School of Architecture's equity and environmental justice commitments.

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

Timeline: Medium-term

Directed to: REEJ Standing Committee, Lecture Series Working Group

PART Connection: Professional & Academic Development & Mentorship Working Group, Campus Representation Implementation Team

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

Timeline: Medium-term

Directed to: REEJ Standing Committee

PART Connection: Professional & Academic Development & Mentorship Working Group, Campus Representation Implementation Team

- 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.

Timeline: Medium-term

Directed to: REEJ Standing Committee, Director, Human Resources

PART Connection: Campus Representation Implementation Team

- 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.

Timeline: Medium-term

Directed to: REEJ Standing Committee, Director, Advancement Manager

PART Connection: Professional & Academic Development & Mentorship Working Group, Campus Representation Implementation Team

- 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, and further our work towards equity and environmental justice.

Timeline: Short-term

Directed to: REEJ Standing Committee, Director, Associate Dean Outreach, Inclusivity and Diversity

PART Connection: Campus Representation Implementation Team

- 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, and furthering our work towards equity and environmental justice.

Timeline: Short-term

Directed to: Director, REEJ Standing Committee

PART Connection: Professional & Academic Development & Mentorship Working Group



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

Timeline: Ongoing

Directed to: Director, Advancement Manager, REEJ Standing Committee

PART Connection: Professional & Academic Development & Mentorship Working Group

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

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 the graduate and undergraduate levels in order to address, and work to remove, the effects of implicit bias.

Timeline: Medium-term

Directed to: Undergraduate Affairs, Admissions and Recruitment Committee

PART Connection: Professional & Academic Development & Mentorship Working Group

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.

Timeline: Medium-term

Directed to: Undergraduate Affairs, Admissions and Recruitment Committee, REEJ Standing Committee

PART Connection: Professional & Academic Development & Mentorship Working Group, Campus Representation Implementation Team

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

Timeline: Short-term

Directed to: Director, Advancement Manager, Engineering and University Advancement

PART Connection: Educational Environment & the Development of Learners Working Group

4. Outreach

- 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.

Timeline: Short-term and ongoing

Directed to: Director, REEJ Standing Committee, Indigenous Faculty and Faculty engaged in collaborative teaching and research with Indigenous people

University Connection: Indigenous Initiatives

- 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).

Timeline: Short-term and ongoing

Directed to: Director and REEJ Standing Committee

PART Connection: Code of Conduct and Safety Working Group

- 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.

Timeline: Short term and ongoing

Directed to: Director and REEJ Standing Committee

PART Connection: Code of Conduct and Safety Working Group

- 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.

Timeline: Short-term and ongoing

Directed to: Director, REEJ Standing Committee

OTHER Connection: Canadian Council of University Schools of Architecture (CCUSA), Association of Collegiate Schools of Architecture (ACSA)

- 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 or the Association of the Collegiate Schools of Architecture) to support, join, and advocate for equity and environmental justice initiatives within the profession of Architecture.

Timeline: Medium-term and ongoing

Directed to: REEJ Standing Committee, CEE Working Groups, OAA

PART Connection: Professional & Academic Development & Mentorship Working Group

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

Timeline: Short-term and ongoing

Directed to: REEJ Standing Committee

PART Connection: Professional & Academic Development & Mentorship Working Group

5. Accountability

- 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 institution's current work to improve its own policies.

Timeline: Short-term

Directed to: Director, REEJ Standing Committee, Equity Office

PART Connection: Code of Conduct and Safety Working Group, Equity Data Advisory Group

- 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.

Timeline: Short- to medium-term

Directed to: REEJ Standing Committee

PART Connection: Equity Data Advisory Group

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

Timeline: Short-term

Directed to: REEJ Standing Committee, Director, External Consultant

PART Connection: Campus Representation Implementation Team

- 5.4 Develop a process and schedule to report back to the School** on the progress toward these goals at regular intervals and to post these reports in a publicly accessible online location on the website, making this work toward equity and sustainability visible to the wider School community.

Timeline: Short-term

Directed to: REEJ Standing Committee, Director, External Consultant

PART Connection: Campus Representation Implementation Team

- 5.5 Implement a Racial Equity and Environmental Justice Standing Committee** made up of full-time 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.

Timeline: Short-term

Directed to: Director

3 | Mandate and Membership of the Task Force, Advisory Board and Working Groups

Task Force

The Task Force has been formed to identify areas of concerns around equity and environmental justice within the University of Waterloo’s School of Architecture, to create a concrete plan of action. The project of equity doesn’t end at producing a level playing field, but must also examine the systemic disadvantages that underlie formal equality, working to change these as well, by offering specific supports for marginalized students, staff, and faculty. As this is a significant effort to transform the School—and the School has experienced sustained activism from students around issues of systemic racism, environmental justice, and decolonization—this Task Force is mandated to act intersectionally to address equity and sustainability issues, while centring these efforts in the project of racial equity. Damage to the health of people and land caused by climate change and environmental degradation is disproportionately borne by Black, Indigenous, people of colour, low-income people, women, 2SLGBTQ+, and persons with disabilities. Only by addressing climate justice in our School can we meaningfully address equity. The Task Force was mandated to consider these issues specifically within the School, and more broadly in the relation to the university, profession, and wider society. The Task Force set out to work on five areas: school culture, curriculum, hiring and admissions, outreach, and accountability.

Task Force Mandate

- 1) To develop meaningful modes of engagement with the students, staff, faculty, and alumni, and to solicit feedback that affects the direction of change;
- 2) To audit areas in which the School has failed or progressed in addressing racial equity and environmental justice;
- 3) To identify areas of concern that need to be addressed in the recommendations of this task force;
- 4) To recommend a set of commitments to change toward racial equity and environmental justice;
- 5) To coordinate the development of an implementation plan that identifies concrete steps to realize these commitments;
- 6) To advise on the suggested timeline to implement the plan;
- 7) To advise on a process to monitor progress toward the realization of these commitments.

The Task Force is accountable to the following five constituencies: students, full-time and contract faculty, staff, the University of Waterloo, and its advisory board. The commitment to accountability will be supported by the open circulation of Task Force documents, inviting written feedback, all-School meetings, and focused work sessions with specific constituencies. The Task Force will work transparently, publishing the notes of its meetings and responding directly to suggestions from these groups. It will gather feedback to recommend initiatives for change as well as ways of tracking the progress of these initiatives transparently. The Task Force will work to make recommendations in the following five areas which are elaborated in detail in the Commitments to Change below:

1. School Culture
2. Curriculum
3. Hiring and admissions
4. Outreach to university, community, and profession
5. Accountability, and the use of data to measure outcomes.

Task Force Membership

The Task Force is made up of volunteers drawn from the School's faculty and staff, as well as undergraduate and graduate volunteers, confirmed by vote through Waterloo Architecture Students Association (WASA) and a single volunteer from Society of Waterloo Architecture Graduates (SWAG). In the process of building the Task Force, its composition has changed. It was started by a call to full-time faculty who volunteered to participate (June 4), with the realization that there was an urgent need to address these issues and that it was the faculty's responsibility to do the work that students had been doing for years. As consultations began, it became clear that staff and contract faculty should be involved (members were added on June 25), and soon after that students should also be part of the committee (three members were added on July 8, one more on July 13), and that contract faculty should be better represented (one more member was added on July 22).

The Task Force has an Administrative Coordinator and a Communications Coordinator drawn from the full-time faculty and staff, who are responsible for scheduling Task Force meetings, archiving documents, drafting and editing correspondence and announcements. The Task Force met weekly from June to December 2020 and in April and May of 2021 to ratify this document. Individual meetings are chaired by a rotating Task Force member, and notes are taken by a rotating note-taker.

Task Force Members:

Tara Bissett

Adrian Blackwell (Administrative Coordinator)

Anne Bordeleau (non-voting)

Simone Delaney

Jane Hutton

Fiona Lim Tung

Vic Mantha-Blythe

Poorna Patange

Salman Rauf

Emily Stafford (Communications Coordinator)

Advisory Board

Advisory Board Mandate

Both the Task Force and the Advisory Board are advisory bodies. The role of the Advisory Board is to advise the Task Force. All of the Task Force recommendations are subject to vote by full-time faculty and staff of the University of Waterloo School of Architecture, and, when required, by approval by the Faculty of Engineering and the University of Waterloo.

Advisory Board Membership

An Advisory Board was convened to advise to the Task Force. Names were suggested by individual Task Force members and confirmed by Task Force vote, during the second and third week of the Task Force's existence when it was composed of full-time faculty only. Board members were chosen because they had familiarity and experience with the School as either alumni, adjunct faculty, university employees, or were recommended by colleagues at other schools of architecture. They were chosen because they could speak with experience of racism against Black, Indigenous and people of colour, Islamophobia, orientalism, heteronormativity, and ableism. Included in this group were alumni who had spoken at the school meeting, and founders and key members of student led groups at the School who led activism around these issues for a number of years: On Empathy; Treaty Lands, Global Stories; and Sustainability Collective. The Advisory Board met with the Task Force on a monthly basis from July to December 2020 and in May to ratify this document.

Advisory Board Members:

Joyce Barlow

Michelle Fenton

Omar Ferwati

Jaliya Fonseka

KaaSheGaaBaaWeak/Eladia Smoke

Safira Lakhani

Elsa Lam

Camille Mitchell

Paniz Moayeri

William Woodworth/Raweno:kwasi

Evan Schilling

Fall 2020 Working Groups

Six working groups were formed in November 2020 to work on different areas of the commitments to change, during three working meetings held over four to six weeks.

Fall 2020 Working Group Tasks

Each Working Group was asked to undertake three tasks. When the tasks seemed overwhelming, the instructions were to prioritize the review and refinement of the commitments, and look at the implementation plan as time allowed. The following instructions were circulated at the time:

- 1) Review the **Commitments to Racial Equity and Environmental Justice** and refine them as required based on feedback from the All-School Survey. If there are issues and ideas that your working group thinks are missing entirely from the category you are addressing, add them as separate points.
- 2) Develop an **Implementation Plan**. This work is already well underway. It has been developed so far by Task Force members, the Director of the School, and consultant Dr. Gauthamie Poolokasingham. Refine this text as a series of steps required to effectively and efficiently realize the objectives of the commitment to change. Sometimes this may mean defining specific realistic and limited projects which could contribute to these larger goals. Feel free to address items that are not highlighted if you can see ways to improve the plan in these areas as well.
- 3) Do research and draft documents to begin the **implementation** of specific Commitments to Change. Some areas in which this is possible are suggested in the high-lighted areas of the document. As a group, decide what you think is possible to accomplish in the three meetings this term, and work to implement these areas of the plan.

Each group was to complete their work by December 16, 2020.

Working Group areas:

- 1) School Culture
- 2) Curriculum Studio
- 3) Curriculum Cultural History and Theory
- 4) Curriculum Environment, Technology and Representation
- 5) Hiring and Admissions
- 6) Outreach and Accountability

Working Group membership:

- 1-2 Task force members (responsible for interim work)
 - 1-2 Advisory Board members
 - 2-3 Full-time faculty/staff members (responsible for interim work)
 - 1 Contract faculty member (with honorarium)
 - 2 Students (with honorarium)
- Each working group was facilitated by a REEJ Task Force member who is a UW employee.
 - All members of the working group were equal voting/participating members.
 - University employees were responsible for interim work, consolidating the work done in each two-hour meeting and doing follow-up research as required in advance of the next meeting.



Fall 2020 Working Group Members

Working Group 1: School Culture

Anne Bordeleau (Task Force member)
Jaliya Fonseka (Advisory Board member)
Nicole Guenther (full-time staff member)
Andrew Levitt (full-time faculty member)
Victoria Mantha-Blythe (Task Force member)
Marie-Paule Macdonald (full-time faculty member)
Maya Przybylski (full-time faculty member)
Sarah Soudki (undergraduate student)

Working Group 2: Curriculum Studio

Safira Lakhani (Advisory Board member)
Amina Lalor (contract faculty member)
Fiona Lim Tung (Task Force member)
Julia Nakanishi (contract faculty member)
Salman Rauf (Task Force member)
Alexandra Sermol (graduate student)
Lola Sheppard (full-time faculty member)
Maria Smirnova (undergraduate student)
Sarah Mason (undergraduate student)

Working Group 3: Curriculum Cultural History and Theory

Matthew Allen (contract faculty member)
Tara Bisset (Task Force member)
Simone Delaney (Task Force member)
Rick Haldenby (full-time faculty member)
Robert Jan Van Pelt (full-time faculty member)
Leela Keshav (undergraduate student)
Paniz Moayeri (Advisory Board member)
William Woodworth (Advisory Board member)
Hiba Hasan Zubairi (undergraduate student)



Working Group 4: Curriculum Environment, Technology and Representation

Madiha Bhuiyan (undergraduate student)
Omar Ferwati (Advisory Board member)
Jane Hutton (Task Force member)
Heinz Koller (full-time staff member)
Terri Meyer Boake (full-time faculty member)
Nicole Rak (graduate student)
Val Rynnimeri (full-time faculty member)
Beth Vince (undergraduate student)

Working Group 5: Hiring and Admissions

Rick Andrighetti (full-time faculty member)
Joyce Barlow (Advisory Board member)
Jiadi Dai (undergraduate student)
Jennifer Esposito (contract faculty member)
Poorna Patange (Task Force member)
Emily Stafford (Task Force member)
Lily Tran (undergraduate student)
Laura Woodall (undergraduate student)
Donna Woolcott (full-time staff member)

Working Group 6: Outreach and Accountability

Adrian Blackwell (Task Force member)
Jonathan Enns (full-time faculty member)
Elsa Lam (Advisory Board member)
Leanne Li (undergraduate student)
Camille Mitchell (Advisory Board member)
Mayuri Paranthahan (graduate student)
Amy Townsend (full-time staff member)
Tracey Winton (full-time faculty member)

Appendix 1 | The University of Waterloo School of Architecture School's Racial Equity and Environmental Justice Task Force Statements of Interest

Tara Bissett, Waterloo Architecture Adjunct Faculty (she/her)
tmbisset@uwaterloo.ca

I come to this Task Force with a sense of urgency to see greater inclusivity within Canadian universities. For years I have witnessed racism, sexism, homophobia, and ableism in both school culture and curricula. I have tried to address and mitigate these issues within the classroom, in part by decentring the western canon within the cultural history program, by engendering frank class discussions about devastating colonial legacies, and by listening carefully to my students' experiences, but my impact thus far has been incremental and relatively small. I bring to the Task Force several years of experience as a contract lecturer in architectural history. From this vantage point, I believe it is time for Canadian universities to transform hiring policies and innovate recruitment strategies in order to systematize equity and diversity. I recognize that I experience privilege on a daily basis from my lived reality as a white, cis-gendered woman. Having a parent who is fully quadriplegic gives me a small window on the physical biases of the built world and the struggle of persistently advocating for change that never seems to materialize. As a member of the Task Force, my personal aim is to hold the School, and myself, accountable, and to help build a university culture that is ethical, kind-hearted, and materially responsive to the current calls for change across the world.

Adrian Blackwell, Waterloo Architecture Associate Professor (he/him)
adrian.blackwell@uwaterloo.ca

As a tenured, straight, white, cisman, not living with a disability, I benefit from the intersection of multiple privileges. Since joining Waterloo in 2012, I have tried to orient my teaching and research to overturn existing power relations: focusing on feminist approaches to housing, architecture and capitalism, global neoliberal urbanization, its attack on public space, climate change, and the violent continuities between settler colonialism and contemporary property relations. This summer's uprising within our School and around the world has changed what I imagined was possible. When I look back on my teaching and research now, I see that much of my work focused on a

critique of capitalism without unpacking its foundation in white supremacy. I read what I thought of as a “radical” canon of Marxian and poststructuralist thinkers, without displacing a preponderance of white male voices. I feared the disaster of climate change, but often addressed my teaching toward social, instead of ecological, problems. I didn’t think it was possible to make concrete changes in the school itself and largely accepted its claims of good intentions, without pushing to change its dominantly white male reading lists and faculty. From the present, I see many omissions and mistakes in my teaching, research, and service. I am committed to learning how to use my privilege to confront systemic racism and work toward environmental justice within the school, to help unlock its potential to educate architects in knowledge useful for building an equitable, sustainable, and creative world.

Anne Bordeleau, Waterloo Architecture O’Donovan Director (she/her)

anne.bordeleau@uwaterloo.ca

Under the magnifying glass of the pandemic, the failures of our systems are more than ever manifest. The climate actions and anti-racism protests are potent and urgent reminders that have the power to mobilize us to act and implement meaningful change. In our School, we must rethink what we teach and how we teach, rewrite policies and reinvent processes to promote racial equity and environmental justice. As we all more or less continue to function as best as we can—students studying, professors teaching, administrators administering, businesses reopening—what worries me most is: what if nothing changes? I am wholeheartedly committed to work with the School community to break the canon and disrupt inherited traditions that perpetuate a culture of white privilege and inequities within our education and institution, as well as in our discipline and profession. While I come to this work mostly with privileges, I respond to these calls to action with the humility of someone who has a lot to learn and unlearn, and also with the motivation to tackle these changes in my different roles that are as many opportunities to advocate for a thorough rethinking of our practices and teachings. I am invested not only in participating in this work within the School of Architecture, but also beyond, through the University, as well as in Canadian and international organizations that are vehicles with and within which we need to address systemic racism, inequities, and disparities.

Simone Delaney, Waterloo Architecture Undergraduate student (she/her)

simone.delaney@uwaterloo.ca

Through my paternal lineage I am part of the long-settled Afro-Canadian community of Black Loyalists in the Maritimes. As a member of this community, I am well aware of systemic racial injustices and ecocide from the experiences of my family. I also grew up partially in Montreal where I’ve participated in public programming, mentorship, and community-based pacifist intervention work in Little Burgundy, the centre of the

anglophone Black community. Although I have focused on environmental and democratized community work in marginalized communities in different capacities on co-op terms, I have never truly attempted to help address the deep-rooted issues of eurocentrism and institutionalized inequities that exist at UWSA. I recognize that many privileges as a mixed race, cis-gendered woman, including my relational proximity to whiteness, have allowed me to get a foot into the design industry. However, like many racialized students, I have also personally experienced inequitable barriers existing within the current white cis-heteropatriarchal reality of academia and the elitist profession at large. I hope my perspective as a Black woman, a minority grossly underrepresented in the design world, can help to create positive structural change for current and future students through an intersectional and pluralistic lens. This is in the hope of contributing to the much needed transformation of the educational experience at UWSA, but also to provide students with the tools to one day create inclusive spatialities.

Jane Hutton, Waterloo Architecture Assistant Professor (she/her)

jane.hutton@uwaterloo.ca

I want to participate in this work because I can't see any way forward for the School (and design education and practice more broadly) without disrupting the legacies of colonialism, ecocide, racism, and patriarchy that pervade the institution. For a long time I've felt anger about how these legacies deeply hurt people, but also, by excluding so many, impoverishes education. Despite this, until now I haven't felt the agency and collective momentum to make meaningful systemic change. Since I joined the school, I've learned from Treaty Lands, Global Stories and the Sustainability Collective; their abundant visions have challenged me to strengthen my own. In research I focus on the extraction of materials and exploitation of workers that are part of architectural practice. In teaching landscape design, I encourage students to approach design as participation in ecological relations. My efforts to counteract the legacies of power are heartfelt, but they have stayed theoretical; I want to reorient towards real solidarity with movements for change, within the School and outside of it. I have many different privileges: I'm biracial with Chinese and Scottish family lines, but pass as white; I have a well-paid tenure-track position; I had a middle-class upbringing and have four parents that went to university; and I'm a cis-gender woman. Growing up in mixed-race and same-sex families I got to experience different cultures at home, but also understood the discriminations that people I love lived with. I'm motivated to participate in this school-wide effort because I think that there is a lot of work to do and that we all depend on it.

Fiona Lim Tung, Waterloo Architecture Adjunct Faculty (she/her)

flimtung@uwaterloo.ca

I am an immigrant to Canada and a woman of colour. I grew up in small-town Ontario where my family was one of the very few non-white families. I know from experience that discrimination and racism come in many forms, both overt and subtle. I share many of the same lived experiences and frustrations as the BIPOC and female communities of our school, and I am invested in working with the Task Force to help reduce the issues faced while at Waterloo. I believe in laying the foundation for long-term change while also taking immediate action, however small, to increase accessibility to our program. As a first step in active change, I have reduced supply and book fees for this year's 1A studio by 70 percent and prompted the reselling of supplies from upper year students to the incoming class. I have also shifted the focus of the studio to designing for different bodies, abilities, and family types, and will continue to search for actions to reduce barriers to entry and success for all. I am also a voice and representative of the school's contingent faculty who make up a significant number of the BIPOC and 2SLGBTQ+ members of our faculty and staff. I have been teaching at Waterloo for over ten years, but I was not educated at Waterloo, nor do I teach here exclusively, so I can bring an outside—yet deeply invested—perspective to the Task Force.

Vic Mantha-Blythe, Waterloo Architecture Graduate student (she/her)

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As a white queer femme I feel I am a strong advocate for creating a school culture which supports, uplifts, and makes space for its students to challenge the existing pedagogy of the Waterloo Architecture Institution. While our curriculum claims to be neutral, its Western colonial framework carries with it certain values that support the racist, heteronormative, patriarchal, colonial, classist, and ableist views that are echoed by the larger Western architectural profession we operate in. I believe that changes to our profession begin at the activist and educational level, and I hope this committee is just one of the few ways we will begin to see substantial change to create a more equitable and just community. The Waterloo institution continues to uphold the systems in place which disproportionately affect Black, Indigenous, people of colour, and the 2SLGBTQ+ students within it. I hope to work with the faculty and students on this Task Force towards dismantling these policies and practices of UWSA, and creating space for non-Western ways of knowing and learning. I believe I am a strong voice for accountability and have the skills (and privilege) to ask the hard questions to those in positions of power at our school.

Poorna Patange, Waterloo Architecture Undergraduate student (she/her)

pspatang@uwaterloo.ca

As an undergraduate student of South Asian heritage, I have found value in the exposure to the western canon that UW offers. Paired with the cultural practices of my upbringing, I have had the benefit of learning from various ideologies. Unfortunately, within the School, the presentation of anything but the western canon is couched in the placation of previous calls for equitable learning. I want to be on this Task Force because I want to see a more balanced curriculum that does not tokenize or valorize “other” cultures and the design practices they inform. I want to see an academic environment that provides students with the tools to engage critically with multiple histories.

Salman Rauf, Waterloo Architecture Undergraduate student (he/him)

salman.rauf@uwaterloo.ca

If there’s one thing I have learned during my time at UWSA, it is to embrace who I am and where I come from, and to seek knowledge about my cultural background and heritage. But this is not because of the school’s aptitude for cultural awareness, but in spite of it. As a person of colour, the conversation of racism, equity, and equality is one that I have been forced to grow into. There are many times that we subconsciously suppress or tolerate situations and don’t even understand the magnitude of them until we discuss them with others who feel this same discomfort. I want to believe this group will give an opportunity to confront these feelings of discomfort, situations, and curricula, and hopefully work towards at least some degree of systematic change from within. I am passionate about the topics at hand because I want to hear and learn about the voices and concerns others around the school may have and be active to work against them.

Emily Stafford, Waterloo Architecture Staff member (she/her)

emily.stafford@uwaterloo.ca

I sit on this Task Force as a representative of the full-time Architecture staff group. We realize there are long-standing systemic barriers at the School, and change is necessary. We stand behind the necessity for change, to create a system in which equity, diversity, and inclusion are the guiding core values. I see this Task Force as the starting point for honest internal dialogue, encouraging reflection, listening to each other, and learning from one another to begin the process of change. However, this Task Force can only represent a start to change; it cannot be the only means by which change will happen, and we must do this together as a collective community. I’m participating in this Task force because I want to be a part of the process to breaks down systemic barriers, and implements changes to create a culture and space that is equitable for all members of the Architecture community.

Appendix 2 | The University of Waterloo Architecture School's Racial Equity and Environmental Justice Advisory Board

Joyce Barlow, OT Reg (Ont.) has over 18 years' experience in disability management and occupational therapy, with expertise in the area of accessibility as it relates to persons with disabilities. She has overseen countless home and workplace renovations for individuals sustaining traumatic injuries following workplace and motor vehicle accidents, and assisted employers in successfully implementing ergonomic programs in various sectors, including manufacturing, finance, government. In 2016, she was the Global Accessibility Specialist for BlackBerry prior to joining the University of Waterloo. Since joining the University in their newly created role of Workplace Accessibility Specialist, she has successfully collaborated with departments across the campus and implemented processes to create a more accessible environment and inclusive culture for individuals with disabilities throughout their employment life cycle or student experience.

Michelle Fenton is founding partner of Khora Architecture + Interiors in Vancouver BC and a council member of the Architectural Institute of BC (AIBC). Prior to starting this practice, she was a partner in studio B architects, a principal in Groundswell architects and a practice advisor for the AIBC. At Khora, Michelle helps corporations and universities develop and design creative and healthy places through mindful stakeholder engagement, strategic workplace planning, and a desire to advance our well-being through thoughtful, collaborative design. Throughout her career, she has led the design of projects for a broad range of clients with a focus on private corporations, government offices, and institutional facilities. Her clients benefit from a thoughtful design response to often complex renovations and approval processes. Her firm pursues a collaborative design approach with a team that is engaged all the way through to the project's completion and beyond.

Omar Ferwati completed his Master of Architecture at the University of Waterloo in 2020. Omar has worked at architecture practices in Toronto, Vancouver, Tokyo, and New York. He was also a researcher and project leader at Forensic Architecture in London, using spatial analyses for human rights investigations. Omar's current research focuses on how civilians use architecture to survive urban conflict. He is currently writing a chapter based on this work for a book on reconstruction as violence. Omar has been advocating for environmental responsibility at Waterloo's School of Architecture since 2014. In 2019, he founded the [Sustainability Collective](#) at the School of Architecture, an

open group of students, faculty, and staff dedicated to meaningful and lasting changes in the school, community, and profession in response to the climate crisis. The Collective sees climate action as inseparable from the fight for global justice.

Jaliya Fonseka is currently based out of Washington DC, where he is collaborating with a local architect and volunteering with the World Central Kitchen's food relief program. His Master's thesis at the Waterloo School of Architecture explored the meaning of home, place, and belonging, and allowed him to reconnect to his birthplace, Sri Lanka. Upon graduating, Jaliya pursued a six-month travel fellowship awarded by the Asia Foundation, which allowed him to study traditional art, crafts, architecture, and culture while travelling throughout South Asia. He recently exhibited some of his findings at the Strathmore exhibition on the theme of *Home*. Jaliya serves as an adjunct instructor at the Waterloo School of Architecture and continues to balance teaching and architectural practice. He is moved by the unique human story that underpins and empowers our built world, and this challenges him to grow as an architect and as an educator.

KaaSheGaaBaaWeak | Eladia Smoke is Anishinaabekwe from Obishikokaang | Lac Seul First Nation, with family roots in Alderville First Nation, Winnipeg, and Toronto. Eladia has worked in architecture since 2002, and founded Smoke Architecture as principal architect in 2014. She is a Master Lecturer at Laurentian's McEwen School of Architecture. Her career includes principal architect with Architecture 49, Thunder Bay, and architect with Prairie Architects, Winnipeg. Eladia has served on the RAIC's Indigenous Task Force since its inception in 2015. Eladia is on the UNCEDED international team of Indigenous designers and architects, led by Douglas Cardinal, which represented Canada at the 2018 Venice Biennale. Current professional work includes community centre, office, and multi-family residential projects, working with First Nation clients. Past professional projects include the Aboriginal People's Television Network studios, Migiizi Agamik Aboriginal Student Centre at University of Manitoba, and Makoonsag Intergenerational Learning Centre, completed in Winnipeg with Prairie Architects. Eladia served as a committee and council member with Manitoba Association of Architects from 2011 to 2014.

Safira Lakhani is a practicing Intern Architect with Manasc Isaac in Edmonton, Alberta. Pairing research with design, Safira is driven in her work by a passion for spatial justice which stems from her previous design and humanitarian experiences in Ecuador and Afghanistan. Her graduate thesis, *The River is for Washing Carpets* (UW, 2017), she advocates for the agency of design in fragile states, notably arguing that the intersection of participatory architecture, decentralised infrastructure, and local ecology can create a grounded framework for enduring, systemic peace and sustainable development. Safira's recent work with Manasc Isaac has been in the design of learning environments

for First Nations, Indigenous, and Metis communities across Alberta. Safira is also a design consultant with the Aga Khan Agency for Habitat in Central Asia.

Elsa Lam is editor of *Canadian Architect* magazine. She holds a doctorate in architectural history and theory from Columbia University, completed under the supervision of Kenneth Frampton and Vittoria di Palma. She studied architectural history at McGill University and architectural design at the University of Waterloo, and has worked on the curatorial team at the Canadian Centre for Architecture in Montreal. Elsa has written extensively for architecture and design magazines, as well as collaborating on the editing and writing of several books. She is the co-editor of the recent book *Canadian Modern Architecture, 1967 to the present*, published by Princeton Architectural Press and Canadian Architect.

Camille Mitchell, OAA MRAIC, is an Architect with Gensler's Toronto office and is currently involved with the design and implementation of a large financial tower downtown Toronto. Camille was formerly a Project Architect with KPMB Architects where she contributed to the new commercial tower development at the Bay Adelaide Centre (Toronto) and was fully immersed in the design of the New Kellogg School of Management at Northwestern University (Evanston, Illinois). Camille believes that it is extremely important for underrepresented groups to be involved with the design of their built environments. She is a founding member of the independent organizations Building Equality in Architecture Toronto (www.BEAToronto.com) and Black Architects + Interior Designer Association (www.BAIDA.ca). Their programs are dedicated to supporting mentorship, networking, and leadership opportunities for women and visible minorities within the architecture profession. Additionally, Camille is member of the Dean's Advisory Council for the Faculty of Engineering and Architectural Science at Ryerson University.

Paniz Moayeri is a 2019 graduate of the M.Arch program at the University of Waterloo School of Architecture, where she also received her Bachelor of Architectural Studies in 2015. Her graduate thesis (entitled *Your Passport Doesn't Work Here: Asylum, Space, and Iranian Queer Heritage*) looks at the connection between space and queer heritage in the Iranian LGBTQ+ refugee community of Toronto. Moayeri has practiced architecture in Canada, the United States, and the United Arab Emirates as a co-op student and an Intern Architect. As one of the three founders (in 2016) of the initiative Treaty Lands, Global Stories, Moayeri has advocated for acknowledging Canada's Indigenous heritage, and for looking beyond the Western world in the study of history and architectural precedents in the Waterloo Architecture curriculum. Paniz is a cisgender woman of colour who describes her sexuality as fluid. She was fifteen when her family immigrated to Toronto from Tehran.

William Woodworth / Raweno:kwas is a member of the Bear Clan of the Lower Mohawks, Six Nations of the Grand River, near Brantford. His Mohawk name, Raweno:kwas, means “he is the one who dips his words.” He has practiced architecture in Ontario for 35 years and is working on the Master Plan of the Chiefswood National Historic Site along the Grand River at Six Nations. William has been an adjunct professor at the University of Waterloo School of Architecture for the past decade, where he teaches native culture and architecture. He has a degree in architecture from the University of Michigan and doctorate in Traditional Knowledge from the California Institute of Integral Studies in San Francisco. He is the founder and executive director of the Beacon to the Ancestors Foundation, planning the installation of a sacred Indigenous ceremonial site along the waterfront in Toronto.

Evan Schilling is the Architecture Librarian at the Waterloo School of Architecture. He holds a Master of Information from the University of Toronto, a professional Bachelor of Architecture from Pratt Institute in New York, and a Bachelor of Environmental Studies from the University of Waterloo. For Evan, librarianship and teaching are not neutral practices, and they are involved in numerous initiatives, committees, and groups, both locally and internationally, focusing on inclusion, equity, and human rights. Evan was one of the first LGBTQ+ Space Makers at the University of Waterloo, and is now a trainer for the LGBTQ+ Making Spaces programme. They are also a member of the Gender and Sexual Diversity Working Group (GSDWG), operating under the Provost's Advisory Committee, and the Library Representative on the Faculty Association of the University of Waterloo (FAUW) Equity committee. In addition, they are the co-ordinator for the Critical Librarianship Special Interest Group for the Art Libraries Society of North America. Evan is a non-binary trans man and uses he/him or they/them interchangeably.

Appendix 3 | School Committees (April 2021)

Racial Equity and Environmental Justice – Standing Committee

Terms of Reference

Mandate

The Racial Equity and Environmental Justice Committee supports, promotes, monitors and reports on equity and environmental justice work within the School of Architecture. The mandate of the committee is to increase understanding and address systemic barriers to equity, inclusion, and decolonization in all facets of the School's operations. The committee's mandate is to track progress in admissions, recruitment, curriculum, and program-related processes in coordination with other School's committee, in order to make recommendations to the Director for changes that may be required to continue our work against racism, and towards decolonization, sustainability, and environmental justice. The committee collaborates with School, Faculty, and University committees to offer guidance and support in different areas, including School Culture, Curriculum, Hiring and Admissions, Outreach, and Accountability

Role and Responsibilities

- Develops, recommends, and implements modes of engagement with the School community to report on progress on commitments, gather feedback, and keep the conversation open on racial equity and environmental justice; advises the Director on the ongoing communication with the School community;
- Implements, tracks and reports on progress on commitments to change adopted by the School of Architecture that fall under its mandate, focusing on one initiative per term;
- Assists School Committees in the development of metrics to measure and track progress on goals set out in the plan for implementation adopted by the School; coordinates with School Committees to review, publish and report on progress once a year; tracks progress on the School of Architecture dedicated website, along with updates on Faculty and University progress when pertinent;
- Researches, develops and recommends priorities for the School climate action plan;
- Oversees annual events to acknowledge marginalized groups, such as Black History Month, National Indigenous History Month, 2SLGBTQ+ History Month and/or Pride Month, and Women's History Month;
- Recommends priority areas of study and continues to study different areas every year to identify concerns as well as progress on addressing racial equity and environmental justice; develops and recommends ways to address these issues; tracks progress and reports back on changes;

- In collaboration with the Director, develops modes of engagement within and outside the University to advocate more broadly on racial equity and environmental justice within the community, discipline, and profession;
- Gathers resources for, and offers support to, racialized and underrepresented students, staff, and faculty;
- Coordinates with Associate Dean Outreach, Equity and Diversity, as well as the Equity Office to align School practices with Faculty and University processes.

Membership

The Committee is co-chaired by an elected full-time faculty member and advisor, and consists of a minimum of one additional full-time faculty member, together with sessional faculty, students, and staff, as well as other representatives as required (i.e. Advisory Board, University Human Rights, Equity & Inclusion Unit, the Equity Office and the Indigenous Initiatives Office). In its membership and consultation, the committee must prioritize racialized and marginalized voices, with a clear compensation framework. A student committee is formed annually to work on specific areas and inform the work of the standing committee.

Meetings

The Committee Chair reports to the School's Executive Committee and School Committee. The committee normally meets once a month, whether as a committee or as part of a joint committee meeting. The Chair is responsible for setting up the schedule, for the distribution of the agenda, and a secretary is elected annually to take minutes and keep a list of action items for all to refer to online. Minutes are distributed to all committee members and the School Director, plus filed in the Administrative Office and Teams site.

Review

The Terms of Reference should be reviewed every three years by the Racial Equity and Environmental Justice Committee, and approved by the Executive Committee.

Other School Committees

Undergraduate Affairs, Admissions and Recruitment – Standing Committee

Assists the Undergraduate Office as required on reviewing, establishing, and applying undergraduate regulations, and oversees the admissions process for the undergraduate program with the mandate to reach, attract, and support a strong and diverse set of applicants in the B.A.S. degrees.

Graduate Admissions and Recruitment – Standing Committee

Assists the Graduate Office as required on reviewing, establishing, and applying graduate regulations and oversees the admissions process for the graduate program with the mandate to reach, attract, and support a strong and diverse set of applicants in the M.Arch, M.Arch (co-op) and M.Arch (water) degrees.

Research Advisory Committee – Standing Committee

The mandate of the School of Architecture Research Advisory Committee is to support the breadth of architectural research, promote new and existing research and research networks, and help building engagement in research initiatives locally and globally.

Curriculum and Teaching – Standing Committee

The Curriculum and Teaching Committee's mission is to conduct regular reviews of the accredited degree programs (B.A.S and M.Arch), and to identify and address gaps, opportunities, and new requirements as they may arise both in relation to form and content.

Awards, Exhibitions and Nominations Committee

The role of the Awards, Exhibitions and Nominations Committee is to promote, recognize, and celebrate staff, student, faculty, and alumni achievements at the School of Architecture.

Library Advisory Committee

The Musagetes Architecture Library Advisory Committee works with the Liaison Librarian for Architecture to oversee collections and collection development, and is responsible for maintaining connections with the Liaison Librarian for Architecture, dealing with collection development policy, reviewing and setting the annual purchase budget, and promoting special projects.

House Committee

The House Committee oversees two areas, Computing, Fabrication & Media, as well as Facilities and Space planning. Its mandate is to provide advice and guidance on all aspects of the operation of the physical facilities of the School of Architecture in Cambridge, and to oversee security and safety broadly considered.

Advancement and Communications Committee

The Advancement and Communications Committee advises on the creation, implementation and evaluation of a comprehensive advancement plan to further strategic goals and raise the profile of the School of Architecture across campus and externally.





