

Diversity Action Plan

College of Architecture and Design

Notes to Sections & Committee make up:

This version of our DAP began with 12 representatives appointed to the College of Architecture + Design (CoAD) DEI Committee, composed of representatives from each of the 4 schools: 3 tenure line & 1 non-tenure faculty member, (including the Associate Dean and one school Director), 4 staff members and 4 student representatives. During the course of the year the committee make-up shifted, losing 1 student and 3 staff members while adding the newly appointed liaison Director of Diversity Relations faculty member. Our final committee make-up: 5 faculty, 1 staff, 3 student members. Committee chair and co-rep voted by original 12 committee members. (final page for committee members reference)

Each goal was originally divided into teams of 1 faculty or staff and 1 student member where possible. These team members drafted goals supported by various methods of data capturing and review. Drafted Goals were then exchanged, reviewed and edited throughout the writing process. This draft reflects the compilation of our teams as well as our collective voice together as a committee.

Mission of the College of Architecture + Design:

Cultivating diverse voices and viewpoints is essential to the College of Architecture and Design's mission of imagining, shaping, and designing, a more equitable future. We foster diversity in many forms and strive to create an inclusive climate that supports positive learning and growth, where everyone feels welcomed and motivated to pursue creative endeavors. A diverse, inclusive, and equitable environment is an empowering setting that benefits and enriches all of us. Together, we celebrate the rich identities and multiple perspectives within our college, university, and the broader community through a design culture that is deeply rooted in making, problem-solving, critical thinking, service, and social responsibility.

Establishing and maintaining an inclusive and diverse environment requires an unwavering commitment from everyone in our college. It will depend on robust collaborations across the university and local and national communities. We are fully invested in making substantive, meaningful, and durable change. We will actively pursue fundamental transformation geared towards diversifying and expanding design pedagogy and the design profession, consequently arriving at a more just and inclusively designed world.

Goal 1: Create and sustain a welcoming, supportive, and inclusive campus **climate**.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>I. Increase visibility of D+I commitment (ex: attract, recruit maintain) and activities (ex: lectures, workshops, class offerings) across all CoAD communication channels</p>	<p>1.[a.] Collection and [b]review of all CoAD communication materials including to determine opportunities for increased visibility.</p>	<p>[a] Concise list of all public facing communication materials, channels as currently maintained. [b] Review of materials to determine areas for increased visibility, include Graphic Design faculty in review to tap into communication expertise, [c] Develop hierarchical list of opportunities that align with implementation timeline, dates and responsible parties.</p>	<p>[a] Summer 2021 [b] Fall 2021 [c] Spring 2022</p>	<p>[a]Director of Communications [b] DEIC; Director of Diversity Relations; Dean; School Directors; Director of Communications, Graphic Design faculty [c] DEIC, Dean, Director of Communications</p>
	<p>2. Communicate dedication to D+I included in any large gathering (open house, orientation, awards banquets)</p>	<p>Language and activities related to D+I are present in the outline of all presentation scripts.</p>	<p>Summer 2021</p>	<p>Dean; Director of Diversity Relations; Director of Communications</p>
<p>II. Foster Studio Climate that embraces diversity, equity, inclusion for all faculty, staff, students, alumni, parents, chosen family & community</p>	<p>1. Identify, schedule, and implement training for faculty and staff on DEI topics relevant to maintaining an inclusive classroom, office, and college setting</p>	<p>[a] Appropriate training identified [b]training options and timeline presented to College administration [c] Presentation to College faculty and staff on training rollout including training organization, timeline and implementation information.</p>	<p>[a] start Aug Fall 2021 [b] Dec. Fall 2021 [c] January 2022</p>	<p>[a] DEIC; Director of Diversity Relations working together with Office of Diversity [b] presented by DEIC to Dean; School Directors; Budget Director, Director of Diversity Relations [c] presented to College by Dean</p>

	2. Create collection system of student, faculty and staff concerns, kudos and suggestions relative to HUP studio experiences	[a] Identify reporting system structure including submission, data capture, and response [b]System presented to wide audience of administration and HUP students for feedback and discussion [c] implementation plans shared with College	[a] Spring 2022 to follow DEI training [b] Summer 2022 draft of system presented and discussed [c] Fall 2022 implementation and/or outcome of effort shared widely	[a] College Center for Student Development [b] DEIC; Director of Diversity Relations; Dean; School Directors; Center for Student Development; representatives from HUP student body [c] Dean
	3. Assessment of DEI included in faculty teaching reviews and staff evaluations.	Performance relative to teaching or office administration to become a benchmark in current assessment structures.	Discussion among responsible parties to begin Summer 2022 upon conclusion of College-wide DEI training	Director of Diversity Relations; Dean; School Directors; AD for Research and Academic Affairs; College Office Manager
III. Ground current DEI efforts and establish movement towards the CoAD Office/staff dedicated to DEI	1. Identify, clarify, and make publicly available service assignments and responsibilities in college of the DEIC, Director of Diversity Relations, relative to workload towards DEI initiatives	[a] formal positions clearly drafted and moved through College bylaw process [b] Clear outline, timeline and responsibilities of DAP workloads	[a] ASAP in Spring 2021 [b] No later than end Spring 2021	[a]Dean, School Directors, DEIC, Director of Diversity Relations [b]Dean
	2. Hire consulting firm with emphasis on academia and issues of DEI to conduct an audit of needs and suggestions for moving forward from an objective perspective towards a sustainable organization of DEI support.	[a] Identify options of agencies for consideration [b]Dean [c] plans shared with College	[a] ASAP in Spring 2021 [b] August 2021 [c] No later than December 2021	[a], DEIC, Director of Diversity Relations [b] Dean, School Directors, Budget Director [c] Dean

<p>IV. Champion, activities and gatherings for HUP to grow and succeed in the A+A</p>	<p>1. Collaborate with School of Art DEIC on a curated space in the A+A building to showcase work of HUP, issues of social justice, and contemporary topics relative to DEI.</p>	<p>Dedicated space with curated schedule of activities for at least 6 months</p>	<p>Initiate conversations with Art, Spring 2022. First show and schedule of programming for 6 months, Fall 2022.</p>	<p>DEIC; Director of Diversity Relations; Dean; School of Art DEIC, CoAD Lecture and Exhibition committee</p>
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Goal 2: Attract and retain greater numbers of individuals from historically underrepresented populations¹ into **faculty, staff, and administrative positions** (particularly department heads, directors, deans, and vice chancellors).

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>I. Attract greater numbers of individuals from historically underrepresented populations into faculty and faculty-oriented administrative positions.</p>	<p>1. Develop a proactive plan to guide all future faculty and faculty oriented administrative searches on processes to attract and recruit HUPs.</p>	<p>a. Learn best practices for recruitment and search processes. b. Disseminate documented plan to College c. hire two individuals from HUP to tenure-track / tenured faculty and/or faculty oriented administrative positions</p>	<p>a. Fall 2021 - onward b. Begin Fall 2021 - Available Fall 2022 c. Fall 2021 - Spring 2024</p>	<p>Director of Diversity Relations, Dean’s Office, School Directors, DEIC, in coordination with University Office of Equity and Diversity</p>
	<p>2. Network with regional, and national related organizations and academic programs to attract HUP for faculty and faculty-oriented administrative positions.</p>	<p>Percentage of HUP applications and candidates invited to campus.</p>	<p>Fall 2021 – onward</p>	<p>Director of Diversity Relations, CoAD Search Committee, Each School’s’ Diversity Committee, School Directors, and Dean</p>

¹

	3. List in the job announcement the optional equal employment self-identification form and its purpose as part of the application process.	Increase number of HUP applicants in pools for faculty and faculty-oriented administrative positions	Fall 2021 – onward	CoAD Search Committee in coordination with University Office of Equity and Diversity, Dean
	4. On campus candidate interviews include visits to administrative offices supporting diversity, equity, and inclusion and advocate for HUPs.	Documented in visit itinerary.	Spring 2021 – onward	Director of Research, Dean, Search Committee, Diversity Relations Director, Administrative Assistants
	5. In job announcements, require applicants to submit evidence of their commitment to DEI.	a. In applicants’ materials, documentation of DEI evidence b. Provide a survey for self-identifying applicants to inform College of DEI professional support needed.	a. Fall 2021 - onward b. Fall 2021 - onward	Search Committee in coordination with University Office of Equity and Diversity, Dean
II. Retain greater numbers of individuals from historically underrepresented populations in faculty and faculty-oriented administrative positions.	1. Research best retention practices through networking with university colleagues and professional organizations.	Learn best practices for retention and provide an annual update.	Fall 2021 – onward	Director of Diversity Relations, Dean, School Directors, Faculty Mentors, in coordination with University Office of Equity and Diversity
	2. Develop clear promotion and tenure(P&T) mentoring practices and processes for ensuring the success of HUP.	a. Provide an assessment of workload equitability for College/University service assignments of faculty in HUP. b. Documented evidence in annual reviews which demonstrates and details service workload practices amongst all faculty and	a. Begin Fall 2021 – Available Fall 2022 b. Begin Fall 2023 - Available Spring 2024 c. Begin Spring 2023 - Available Fall 2023	School Directors, CoAD Bylaws Committees, in coordination with University of Tennessee Faculty handbook and Manual for Faculty Evaluation

		<p>administrator group ranks in the College.</p> <p>c. Dissemination and documentation of P&T strategies for mentoring practices and processes ensuring success.</p>		
<p>III. Attract greater numbers of individuals from historically underrepresented populations into administrative support and staff positions.</p>	<p>1. Seek university wide faculty, staff and administrator referrals of qualified individuals who have been historically underrepresented as staff in the College</p>	<p>Percentage of staff invited to campus candidates from HUP.</p>	<p>Fall 2021 – onward</p>	<p>CoAD Search Committee, Dean, School Directors, Staff supervisor</p>
	<p>2. Develop a proactive plan to guide all future staff searches on processes to attract and recruit HUPs.</p>	<p>a. Percentage of external staff applications from HUP. b. Disseminate documented plan to College c. Hire a minimum of one individual to administrative support and staff from HUPs. d. Documentation in job description of reasonable equivalent of job experience to degree. Include benefit information and professional development opportunities in job announcement</p>	<p>a. Fall 2021 – onward b. Begin Fall 2021 - Available Fall 2023 c. Fall 2021 - Spring 2024 d. Fall 2021 - onward</p>	<p>CoAD Search Committee, School Directors, Staff Supervisor, in coordination with University Office of Equity and Diversity</p>
<p>IV. Retain greater numbers of individuals from historically underrepresented populations in</p>	<p>1. Coordinate a mentorship group of related rank staff internal and external to the College who directly understand the perspective of the staff member.</p>	<p>A mentorship group is formed and meets at least once a semester.</p>	<p>Fall 2021 - onward</p>	<p>Directors, Staff Supervisor</p>

administrative support and staff positions.	2. Connect newly hired staff with offices and organizations on campus that support and advocate for individuals HUP.	Percentage of faculty from HUP in the College who are successfully in their first-year review.	Fall 2021 - onward	Directors, Staff Supervisor, in coordination with University Office of Equity and Diversity
	3. Develop clear promotion and mentoring practices and processes for ensuring the success of HUP.	<p>a. Provide an assessment of workload equitability for College/University service assignments of staff in HUPs.</p> <p>b. Documented evidence in reviews which demonstrates and details service workload practices amongst all staff group ranks in the College.</p> <p>c. Dissemination and documentation of strategies for mentoring practices and processes ensuring success.</p>	<p>a. Begin Fall 2021 – Available Fall 2022</p> <p>b. Begin Fall 2023 - Available Spring 2024</p> <p>c. Begin Spring 2023 - Available Fall 2023</p>	Dean, School Directors, Staff Supervisor

Goal 3: Attract, retain, and graduate increasing numbers of **undergraduate and graduate students** from historically underrepresented populations and international students.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. ATTRACT students to the College of Architecture and Design at the graduate and undergraduate levels from international and HUP.	1. Increase scholarship offering to incoming students from underrepresented populations.	Each school offers at least one scholarship to incoming students from underrepresented populations.	<p>Initiated Fall 2021</p> <p>Scholarships available no later than Fall 2022</p>	CoAD Director of Development, School Directors
	2. Address material supplies and technology hurdles. Provide long-term laptop loans and technology and supplies scholarships that are	<p>a. Documented inventory of long-term loaner laptops</p> <p>b. Technology and supplies scholarships either monetary and/or equipment-based for</p>	<p>a. Initiated Fall 2021</p> <p>b. Available no later than Fall 2022</p>	<p>a. Associate Dean of Facilities + Technology</p> <p>b. CoAD Director of Development, School</p>

	dispersed in the form of stipends.	incoming and continuing students.		Directors, Associate Dean of Facilities + Technology
	3. Systematic and holistic review of recruiting practices and admissions process; DEIC to advise on best practices document.	An annual diversity equity and inclusion student admissions report that includes findings and recommendations, inclusion of potential admissions oversight groups.	Initiated Fall 2021 Report available Summer 2022	Director of Diversity Relations, CDEI, School Directors
	4. Establish CoAD recruitment events where faculty, students, and alumni can share their work and design processes with high school students.	In comparison to current numbers, an increase in faculty, staff, and student engagement in CoAD recruitment events.	Spring 2022 – onward	Director of Student Development, School Directors, DEIC
	5. Form and foster partnerships with firms, organizations, and international universities by which we can establish a robust pipeline for recruiting International Students.	Annual Admission shows an increase in the number of international students.	Begin Fall 2022 – onward	CoAD Student Development Center, School Directors
II. RETAIN students at the College of Architecture and Design at the graduate and undergraduate levels	1. Peer-mentoring program for all incoming students, with special focus on HUB and International students.	All HUP and International students have access to CoAD mentorship programs.	Fall 2021- onward	CoAD Student Development center, Student Organizations [DOME] + [NOMAS]

from international and HUP.	2. Provide support student and college organizations that advocate for diversity and inclusion.	In comparison to current numbers, increased membership in students' organizations that support diversity, inclusion and international outreach.	Fall 2021 - onward	Dean's office and Director of Diversity
	3. Develop an active database that connects underrepresented and international students with external scholarships and development opportunities.	CoAD database or letter for various opportunities + access to advisement.	Available no later than Spring 2022	Student Development Center, Associate Dean of Research and Engagement
	4. Identify the challenges to the retention of a diverse student body and develop programs to remove or lessen the potential obstacles.	a. DEIC report of the finding. b. plan to address finding.	a. Fall 2022 b. Spring 2023	DEIC, School Directors, CoAD Student Development Center CoAD Curriculum Committee
III. GRADUATE increasing numbers of undergraduate and graduate students from International and HUP.	1. Robust Career mentorship and placement programs that work to remove barriers and create stronger bridges between academia and profession.	In comparison to current numbers, an increase in the percentage of HUP and international students hired upon graduation or within a year of graduation.	Spring 2021 – onward	CoAD Student Development Center, School Directors, Industry Advisory boards, Dean
	2. Provide academic/professional scholarships for senior HUP students across College.	In comparison to current numbers, an increase in scholarships that are awarded to HUP and international students in their final year.	Initiated Fall 2022 Available no later than Fall 2023	Director of Advancement, School Directors, Dean

	3. Offer flexible paths to graduation that involve professional internships and international exchange opportunities.	Increased participation in professional internships offered to HUP and International students.	Available Fall 2022 – onward	CoAD Student Development Center, School Directors, CoAD Curriculum Committee
	4. Examine and identify aspects of the college’s existing programs which present challenges to the academic and social success of particular segments of our diverse student body; propose programs/actions to address these issues.	<p>a. DEIC report of the findings.</p> <p>b. In comparison to current numbers, an increased percentage of HUP and international students graduating from CoAD.</p>	<p>a. Fall 2022 - onward</p> <p>b. Spring 2023 - onward</p>	CoAD Student Development Center, CoAD Curriculum Committee, Associate Dean for Research & Academic Affairs

Goal 4: Develop and strengthen **partnerships with diverse communities** ² in Tennessee and globally.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. Ensure that all community partnerships are conducted appropriately per best practices.	1. Work closely with the UTK Office Community Engagement, to develop methods for benchmarking success, lessons learned, and needs for improvement with each engagement. Particular emphasis placed on experiences related to Schools within CoAD.	Documentation that can be disseminated to all faculty and students on the best practices in community research engagement.	Initiated Spring 2022 Available Fall 2023	Associate Dean for Research + Academic Affairs, Information Technology Team Leader, and identified School faculty; in conjunction with UTK Office of Research and Engagement

² People from various cultural, racial, and ethnic backgrounds.

	2. Source faculty interested in community partnership projects and share expertise	Regular gathering of interested faculty	Fall 2021 – onward	Dean’s staff for organizing, AD for Research; Interested faculty across College
II. Address DEI topics in conversations with stakeholders who work externally with the College	1. Develop list of URM-led design agencies, vendors and suppliers to the CoAD fields	Inclusive list of URM industry partners, Increased engagement with URM industry partners that focus local and grow out to national.	Begin Summer 2021 Available Summer 2022	Dean and staff, Director of Advancement
	2. Work to incorporate DEI initiatives into CoAD Industry Board, and all advisory board conversations.	Agendas for meetings that include data on DEI numbers, initiatives, successes, challenges and needs within the College	Summer 2022	Dean and staff, Director of Advancement
III. Maintain an archive of all community-based projects, classes throughout the College.	[a] Develop a system for submitting activities to then be [b] accessible to all College stakeholders via online database.	[a] System developed [b] and launched.	[a] Begin Summer 2021 [b] launch Summer 2022	Associate Dean for Research + Academic Affairs; Information Technology Team Leader

Goal 5: Ensure that **curricular requirements** include significant intercultural perspectives.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
<p>I. Approach diversity, inclusivity, and cultural competency in the curriculum as a continuum. Establish a foundational culture that is socially and culturally active, intelligent, and sensitive, and carry the conversation through to graduation.</p>	<p>1. Equip CoAD faculty to have appropriate conversations about inclusive teaching through participation in identified internal (TLI) and/or external training; all faculty to review and incorporate content and recommended behaviors, where appropriate, from training resources.</p>	<p>Document number of faculty who participate in CoAD Open Faculty Discussions focused on potential DEI resources and college expectations (target 20% average); document percent of training modules completed per faculty member (target participation by 75% of faculty; target to maintain sustained effort by 50% of faculty).</p>	<p>Spring 2021 to begin discussions; Fall 2021 to begin participation</p>	<p>All CoAD faculty; AD Academic Affairs; DEIC</p>
	<p>2. Develop a DEI Program Learning Outcome for each program.</p>	<p>PLO written and approved by faculty of each school; PLO approved at college level.</p>	<p>PLO approval by end of Fall 2021.</p>	<p>School/program curriculum committees; ad hoc curriculum working group</p>
	<p>3. Design DEI content for foundational courses that introduces students to humanitarian dialogue, social and civic activism, and diplomacy, required in all programs. Integrate DEI PLO. Assess students' intercultural development at the beginning of first-year (prior to DEI course) to use as a starting measure.</p>	<p>Foundational level DEI 1. Direct assessment strategy for DEI PLO developed and implemented (foundational courses).</p>	<p>Direct assessment conducted in fall 2022 or spring 2023.</p>	<p>First/second-year faculty (undergraduate and graduate)</p>

	4. Engage school curriculum committees to establish one or more upper level courses where content from foundational DEI curriculum is reiterated, reemphasized, and honed. Integrate DEI PLO.	Direct assessment strategy for DEI PLO developed and implemented (upper level courses) developed and implemented.	Direct assessment conducted in fall 2022 or spring 2023.	School/program curriculum committees; ad hoc curriculum working group
	5. Communicate to students and the general public regarding courses that address diversity, equity, and inclusion.	As demonstrated through surveys, quantifiable increase in classes understood to focus on DEI objectives; qualifiable improvement in student and alumni perception of DEI curriculum.	Initial survey conducted summer 2021; follow-up survey conducted spring 2023, measure change in perception	Communications director; school directors
	6. Establish a method of accountability through the inclusion of a Diversity Sector in the Course Evaluations for designated courses (identified by programs).	DEI qualitative question(s) for TNVoice; in designated courses.	Questions developed by end of spring 2022; evaluation implemented in AY 2022/23	School directors; AD Academic Affairs; Office of Institutional Research and Assessment
II. Improve student access to various parts of the curriculum currently assessed as presenting barriers and limiting exposure to activities that provide multi-cultural and intercultural perspectives.	1. Individual courses – Review course requirements for texts and materials, considering overall added costs and student financial expectations – quantify in baseline survey; strategize about ways to reduce financial burdens on students.	Documented reduction in actual student cost for participation in courses.	Fall 2021/spring 2022 (post-COVID); assessment summer 2022; strategy/policy development in fall 2022 to implement starting spring 2023.	All faculty, working individually or in teaching teams; students; school directors and/or curriculum/program committees

	2. Field trips – Identify barriers to students participating in field trips, develop strategies for field trip engagement that is more inclusive and equitable across cohorts.	Documented increase in students able to participate in field trips that are being offered; parity in program and cohort opportunities for students.	Strategy/policy development by fall 2022 to implement starting spring 2023.	Individual faculty; school directors; finance director
	3. Programs – Identify or develop additional off-campus mini-terms and programs that explore unique and varied American experiences, focusing on the cultural diversity of the United States.	Documented growth in options for students to study off-campus in programs exposing them to unique American experiences, through both off-campus study (B.Arch program requirement) and mini-terms (full college electives).	Begin fall 2022, to continue through AY 2022/23, announce program fall 2023, implement summer 2024 /fall 2024/spring 2025; announce call for mini-terms in fall 2021; first potential implementation in May 2023.	individual faculty; AD Academic Affairs
III Engage the profession through priority internships and professional practice modules that empower students to focus on social justice and civic action. Identify, promote, and facilitate engagement with minority-owned firms, firms with substantial community engaged agendas, and not-for-profit	1. Through internship opportunities (potentially unpaid internships)	Increased number of students who participate in internships supporting DEI agenda (BSIA, MFA GD, MLA programs)	Internships supporting a DEI agenda facilitated summer 2022 and to continue thereafter.	Director of Student Development; School directors; faculty teaching Professional Practice; individual faculty
	2. Through Professional Practice case studies	Increased percentage of case studies/firm visits with professionals who explicitly support DEI agenda.	Development of expanded opportunities through fall 2021, incorporated spring 2022.	Director of Student Development; School directors; faculty teaching Professional Practice; individual faculty

community organizations and foundations.	3. Through field-trips tied to the curriculum	Increased number of field trip experiences that explicitly support DEI agenda.	Strategy/policy development by fall 2022 to implement starting spring 2023.	Director of Student Development; School directors; faculty teaching Professional Practice; individual faculty
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(note: CoAD only has graduate degrees in two schools, architecture and landscape architecture)

Goal 6: Prepare graduate students to become teachers and researchers in a diverse world.

Objectives	Actions	Metrics/Benchmarks	Date	Responsible Party(ies)
I. Integrate more opportunities for culturally-enriched interactions and travel supported across the CoAD curriculums.	1. Initiate and host an intercollegiate annual studio that alternates between the Architecture and Landscape Architecture Graduate Programs.	Shortlist of Universities and Community Colleges that represent diversity through region, demographics or design thinking with whom CoAD can partner. Develop relationship through curricula ideation that leads towards launch	Summer 2021; Summer 2022	CoAD's Graduate Curriculum Committees; College faculty as designated
	2. Advocate for more affordable graduate travel options (both domestic and international) that focus on issues of DEI within the built environment through sponsorship by industry and professionals whose work is at the intersection of this space.	Report of potential sponsors and their intersection with DEI learning objectives of proposed travel location.	Spring 2021	Director of Advancement; CoAD's Graduate Curriculum Committees; College faculty as designated

	3. Compel graduate students who benefit from sponsored travel to disseminate experience and cultural findings to undergraduate population across college.	Set expectations of travel dissemination and assessment of dissemination as condition for travel sponsorship	Spring 2022	CoAD's Graduate Curriculum Committees
II. Establish a platform for graduate students to organize and lead open discussions on design agency and dialog (topics: career trajectories, inclusion/exclusion, social injustice, environmental effects, role of thesis and/or the design canon).	1. Survey both current graduate students and recent past alumni to determine needs and potential relative to student time devoted to program requirements.	Survey developed, initiated, collected and assessed for use in determining initial direction.	Spring 2021	CoAD Graduate Committee; ARCH and LARCH School Directors; graduate students as designated
	2. Secure graduate student, preferably one who represents HUP, to lead the group planning activities each year.	Financial support identified	Fall 2022	ARCH and LARCH School Directors
	3. Bi-annual panel developed, organized, advertised and hosted by a graduate platform that brings together alumni and local professionals to discuss a series of student-curated questions.	Financial support identified and secured for panel development	Fall 2022	Dean; Director of advancement; ARCH and LARCH School Directors

	<p>3. Work with Robert B. Church Lecture Series Committee to plan one lecture/workshop to be determined by this graduate platform with the goal of opening dialogs of discrimination, repression and injustice that are embedded in the design disciplines and how these experiences shape the designers' work.</p>	<p>Approval to allow graduate platform ownership over selection of one lecturer each year accompanied with outline that keeps goals of lecturer selection on task to meet need of representing voices of HUP</p>	<p>Spring 2022</p>	<p>Robert B. Church III Lecture Series Committee; Dean</p>
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CoAD Diversity, Equity + Inclusion Committee Members:

Felicia Dean, *she/her, Director of Diversity Relations, Assistant Professor of Interior Architecture* (ex-officio liaison member)

Rana Abudayyeh, *she/her, 2nd Rep, Assistant Professor Interior Architecture*

Sarah Lowe, *she/her, Director of the School of Design, Professor School of Design*

Katherine Ambroziak, *she/her, Associate Dean, Associate Professor of Architecture*

Scottie McDaniel, *she/her, Adj. Assistant Professor of Landscape Architecture*

Nick Stawinski, *he, him, Staff, Wood & Metalshop Supervisor @ CoAD Fab Lab* (on leave)

Alex Bonner, *he, him, Graduate Student, School of Landscape Architecture*

Joanna Martin, *she, her, Undergraduate student School of Architecture*

Brooklyn Poff *she, her, Undergraduate student School of Interior Architecture*

Justin Lenten *he, him, Undergraduate Student, School of Art, Advanced Graphic Design Program* (on leave)

Ronda Wright *she, they, Staff & Adj. Assistant Professor, Advisor all CoAD students*