

INCLUSIVE SPACES

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Co-Chairs:

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Equity + the Built Environment

The built environment impacts health, human performance, and sense of belonging. Where we live, work, socialize, and play can mediate or exacerbate disparities between groups.

As such, this committee recommended policies, processes, funding, and other strategies to provide direct and meaningful action to create inclusive environments for all university community members.



Drama Theatre, Douglas Levere, 2019.

Subcommittee Members:

- **Darryl Barnes**, *Senior Counselor, Educational Opportunity Center*
- **Sambandamurthy Ganapathy**, *Professor and Chair of Physics, College of Arts and Sciences*
- **Brian Haggerty**, *Senior Associate Director of Residential Life, Student Life*
- **Kelly Hayes-McAlonie**, *Director of Campus Planning*
- **Damien Keane**, *Associate Professor and Associate Chair of English, College of Arts and Sciences*
- **Theresa McCarthy**, *Associate Dean for Inclusive Excellence, College of Arts and Sciences; Associate Professor, Africana and American Studies, and Indigenous Studies*
- **William McDonnell**, *Associate Vice Provost for Academic Planning & Resource Management*
- **Ryan McPherson**, *Chief Sustainability Officer, Office of Sustainability*
- **James Ponzio**, *Clinical Assistant Professor of Africana and American Studies, College of Arts and Sciences*
- **Sujata Rawal**, *Assistant Dean and Director of Facilities Planning and Management, School of Engineering and Applied Sciences*
- **Sharon Sanford**, *Associate Athletic Director for Recreation and Sport Management*
- **Brian Swartz**, *Facilities Planning and Management Officer, College of Arts and Sciences*
- **Victoria Udonian**, *Visiting Associate Professor of Art, College of Arts and Sciences*
- **Evviva Weinraub Lajoie**, *Vice Provost for University Libraries*
- **Faren Gault Wilson**, *EEO specialist, Office of Equity, Diversity, and Inclusion*
- **John Wood**, *Senior Associate Vice Provost, International Education*

CHARGE AND BACKGROUND



The subcommittee on inclusive spaces focused on the spatial and visual dimensions of the university's mission to be a more welcoming place for all. The subcommittee sought strategies/processes to:

1. Assess how the spatial and visual characteristics of spaces on UB's campuses foster a sense of belonging or exclusion.
2. Survey spaces at UB that are specifically dedicated to social justice, diversity and inclusion initiatives and programs and assess the shortcomings/strengths of these spaces as well as existing gaps and opportunities for growth.
3. Assess how to create inclusive spaces that promote and support inclusive and anti-racist practices and interactions.
4. Review the current naming of buildings/spaces on campus to assess whether further name changes are necessary.
5. Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.
6. Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.
7. Recommend roles and responsibilities for each recommendation.

KEY RECOMMENDATIONS



Action Items:

1. Deepen our understanding about equity in the built environment at UB.
2. Define design standards, processes, and policies for new construction and renovation projects.
3. Seek annual funding for public art, contemplative sites and enhancement to the public realm.
4. Integrate stakeholder feedback and anticipate unintended project impacts.
5. Communicate with project contributors and stakeholders before, during, and after project implementation.
6. “Close the loop”; i.e., define a timeline and assign responsibility for carrying out routine assessments.

IMPLEMENTATION



Initial Steps:

1. Integrate inclusive design processes into the work of existing entities, such as the Public Art Committee, Pedagogy and Design Committee, and Contemplative Sites Committee.
2. Develop a process for filling knowledge gaps and assessing campus spaces related to: (a) health equity, (b) achievement equity, and (c) perceptions of belonging.
3. Develop inclusive design standards, best practices, and aspirations for spaces across campus.

