A UVA DEMOCRACY INITIATIVE CENTER FOR THE REDRESS OF INEQUITY THROUGH COMMUNITY-ENGAGED SCHOLARSHIP

2020-2021 ANNUAL REPORT
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Dear Equity Center Community,

This past year will be unforgettable for many reasons. The pandemic exposed the ways in which we are all deeply connected, and also the ways in which structural racism hurts every person on the globe, no matter their background. Locally, it illuminated the strength and generosity of our community when working in mutual aid.

At the Equity Center, we were honored to play humble roles helping to knit support around community-driven recovery work—community-based testing, wraparound service provision, and equitable vaccination provision. This work happened alongside our efforts to build our wonderful staff team, to cultivate a physical home at/through/with the Center for Community Partnerships at UVA, and to grow our community of scholars both inside and outside the university. We also served as a part of a university-wide reckoning with the distance between the stated values of racial equity at UVA and the ways existing systems keep the realization of those goals out of reach.

Finally, amongst our collective success, we must also acknowledge the individual accomplishments of team members who have transitioned to new roles. Shantell Bingham lead the effort from Cultivate Charlottesville’s Food Justice Network to feed school-children across the region and connect people with the wraparound services they needed to recover from COVID-19 safely in place. Dr. Cameron Webb helped initiate the community-driven testing work that set the standard for locally rooted pandemic relief with such grace that he was then called up to the White House COVID Task Force to bring an equity lens to that team.

And Dr. Susan Kools was honored for her university-wide transformation work with the 2021 Casteen Award. Shantell has moved to Atlanta and is working for the Climate Justice Alliance, where she will take her grassroots base building expertise and apply it within global networks. Dr. Webb remains at the White House for at least another year helping to end this pandemic. And Dr. Kools announced that she will retire this fall. All three of them have been instrumental in the early success of the Equity Center, and we look forward to staying in active community with them as their association to our work only changes, but does not end.

In what follows, we attempted to take stock of this first full year of work at the Equity Center, while taking care to convey the nature of what we do in simple, accessible ways. We remain grateful to the incredible community of scholars with which we fight for racial and economic equity, and look forward to the year ahead, working in solidarity with you all.

Sincerely,

Ben Allen
Executive Director of the Equity Center

Barbara Brown Wilson
Faculty Director of the Equity Center
Associate Professor of Urban and Environmental Planning, UVA School of Architecture

LETTER FROM OUR DIRECTORS
Dear Equity Center Community,

Fresh from crossing the lawn armed with two degrees from UVA, off I went to save the world. As a new executive director of a non-profit working to improve the quality of life in challenged Charlottesville neighborhoods, I knew there were people and resources at my alma mater that could help remedy many of the issues we were grappling with, most of which it had actually caused. I learned the hard way that no one trusted the University to be of help, and sadly, how valid their reasons were.

Faculty who were grounded in community change came and went like the wind, often denied tenure and forced to seek more welcoming posts. Time and again, community needs were ignored or simply refused—NO to a living wage for contract staff, or fair and equitable hiring and promotion; NO to meaningful and sustainable interventions for our struggling school systems; NO to ending Machiavellian collections actions against those who can’t afford medical care; NO to access to data that could help with grants and measuring the effectiveness of programs, or highlight areas of community need.

“We don’t go there.”

“That place is a plantation.”

Still, hope glimmered in small successes—working with Dr. Marcus Martin and the Center for Community Partnerships to establish widely attended health and job fairs, bringing scholars and leaders like Dick Gregory, Dorothy Height, Julian Bond, Angela Davis and bell hooks into the community in partnership with the Woodson Institute and Curry School of Education; and establishment of community-based courses along with recognition of the contributions of the enslaved in collaboration with UCARE. Even with so many “no’s,” there were still people and resources to be tapped on behalf of the community that could potentially right so many wrongs. So, with a healthy dose of skepticism, I agreed to represent the Public Housing Association of Residents (PHAR) on the leadership team of the Equity Center.

The dream of Dayna, Barbara, Nancy, Camille, and Bonnie has marked a watershed moment in the establishment of trust and truly reciprocal partnership between the University and the Community. The seeds they have planted are beginning to grow and unfurl in the old yellow hotel on West Main Street, nurtured by Ben, Sherica, Michelle, Lucy, Sarah, Michael and Michele. Not just grounded in one-off events and initiatives, The Equity Center is quickly becoming an institutionalized source of help as well as a place for the community to root and grow its own solutions.

My degrees are now 20 years old and dog-eared from being signed on the back by former students and community members I have been privileged to teach. We are hearing more “yesses” from the University these days, the most significant of which was to fund the Equity Center. And from what I hear, the redress has certainly begun.

“Mrs. W, have you heard of the Equity Center? It is part of UVA and I got a summer job there working with kids!”

“When I had COVID, that Ben and the Equity Center really came through!”

“Can we get the Equity Center to help us get our workbooks translated?”

“I think the Equity Center has some data about that.”

Most folks do not know I am a part of its leadership, alongside Joy, Don, Charlene, Erika, Tamara, Shantell, Daniel, Leah, and Damien, with whom I proudly serve, and I can’t wait to see what they’ll say next year.

With a grateful heart,

Karen Waters-Wicks
Equity Center Local Steering Committee

Equity Center National Advisory Board

LETTER FROM STEERING COMMITTEE
The Equity Center will tangibly redress racial and economic inequity in university communities by advancing a transformative approach to the fundamental research mission, which will, in turn, reform institutional values, pedagogy, and operations.

The Equity Center envisions universities that serve local communities by bringing rich research resources to bear on the work of redressing poverty and racial inequality, and also equip students to lead in building a just society.

WE SEEK TO:

• Tangibly redress racial and economic inequity in university communities through authentic community collaboration, fair treatment of community experts, and intentionally leave data and benefits of our research with the community.

• Model and teach students a unified theory of community-based scholarship for social change.

• Disseminate theoretical knowledge and practical experience to reduce inequity in Charlottesville and globally.
VALUES

AUTHENTIC PARTNERSHIP
Our approach to community-engaged theory and practice means we are committed to authentic, honest, and transparent community collaboration.

SHARED POWER
We will intentionally and equitably share our power as researchers by studying issues that address community priorities, openly sharing data and results with our community partners, and helping to translate our research into tangible actions that reduce economic and racial inequity.

EQUITY
We are committed to the production of knowledge that advances social justice, by joining community research partners, and ensuring fair and equitable treatment of community experts.

JUSTICE
Our work will contribute to the fair distribution of equal, basic rights to all members of society.

BENEFICIAL
We will conduct research that tangibly benefits communities, both methodologically and in implementation.

ACTION
Our research will go beyond the creation and discovery of new knowledge, but we will also work to directly employ our learning to implement interventions that reduce inequity.

MUTUALITY
We will form meaningful partnerships with low-income, Black, Latinx, Indigenous, and immigrant community residents of all ages to create opportunities for two-way knowledge transfer and co-learning that will lead to more effective, equitable, and enduring solutions to problems impacting these communities.

YOUTH
We will make training and equipping young people a major focus of the Equity Center’s work, because young people are at the center of many of the inequities present in our communities, from educational opportunity gaps to interactions with the justice system, to health, poverty, housing, and hunger.
The Equity Center works to create mutually beneficial partnerships between UVA and the community that go beyond the standard of “first, do no harm” toward justice and liberation.

This is how we see our strategies working.
In response to community feedback gathered by the President’s Council on University-Community Partnerships, formerly the President’s Working Group in 2018, President Jim Ryan announced his intentions to open an office that acts as a front door to UVA in the Good Neighbor Program from the 2030 Strategic Plan.

In partnership with our neighbors in Charlottesville and surrounding counties, we will work toward being a just and sustainable community. We will work collaboratively, and with all due humility, with our community partners to address key challenges, including housing, living wages, local educational opportunities, and access to health care. We will set ambitious sustainability goals and develop a realistic plan to meet them, including an improved transportation system. We will launch the Center for the Redress of Inequity, which will support community-engaged scholarship to model how public research universities can help reduce racial and socioeconomic inequities in our local communities. To make it easier for our neighbors to interact with the University, we will create a community engagement office in an easily accessible location in town.

This vision became the Center for Community Partnerships, which opened in the fall of 2020 on the 4th floor of the Old Albemarle Hotel. While this office space is anchored by the Equity Center, it is shared with the Office for Diversity, Equity, and Inclusion; Academic Outreach in the Provost Office; Leadership of the Descendants of Enslaved Communities; and the office of the UVA Health Chief of Diversity and Community Engagement.

The interior office space was designed by School of Architecture professor Elgin Cleckley, incorporating elements of Charlottesville's history and physical geography.

Address: 617 W. Main St., Charlottesville, VA

- The office is located on the Charlottesville Area Transit’s Free Trolley, 7, and 9 lines.
- 2-Hour parking is available surrounding the building, and all-day parking is available for purchase at the Amtrak Train Station parking lot.

Phone: 434-924-2414
These initial three-year goals were drafted in a strategic planning retreat in 2019 and presented to President Jim Ryan. These goals connect with our five specific initiatives.

Each is aligned with the larger strategic goal of making UVA synonymous with service, and with the Good Neighbor Program Initiative set forth in the Great and Good 2030 Plan.

**GOAL 1**
Establish a stronger relationship between local communities and the University of Virginia.

**GOAL 2**
Reduce the inequitable distribution of decision-making power, access to data, and access to educational resources for underrepresented youth in Charlottesville and surrounding counties.

**GOAL 3**
Prepare students to be responsible, respectful and impactful citizen-leaders and professionals through community-engaged research.

**GOAL 4**
Enhance the national reputation of the University for disseminating high-quality, interdisciplinary research in equity and community engagement.

**GOAL 5**
Demonstrate the sustainability of a permanent Equity Institute at the University of Virginia.
GOAL 1
Establish a stronger relationship between local communities and the University of Virginia.

- **NUMBER OF COMMUNITY EVENTS & PRESENTATIONS**: 19
- **NUMBER OF COMMUNITY FELLOWS IN RESIDENCE**: 9
- **NUMBER OF COMMUNITY PARTNERS & PARTNER ORGANIZATIONS**: 56
- **NUMBER OF COMMUNITY GRANTS WE ASSISTED PARTNERS IN SUBMITTING**: 12
- **NUMBER OF COMMUNITY RESIDENTS PAID FOR THEIR EXPERTISE AND DECISION-MAKING POWER**: 46

**Total Grant Funding Raised for Community Partners**: $240,000

**Additional Funding Distributed to Community Partners**: $203,472

GOAL 2
Reduce the inequitable distribution of decision-making power, access to data, and access to educational resources for underrepresented youth in Charlottesville and surrounding counties.

- **NUMBER OF COMMUNITY ADVISORY COMMITTEES SUPPORTED**: 6
- **NUMBER OF COMMUNITY REPORTS/RECOMMENDATIONS**: 3
- **NUMBER OF ACCESSIBLE COMMUNITY DATA PROJECTS FINISHED**: 7
- **NUMBER OF K-12 TEACHERS SERVED**: 60
- **NUMBER OF K-12 STUDENTS SUPPORTED**: 339
- **NUMBER OF MULTILINGUAL STUDENTS SERVED**: 294
- **NUMBER OF INDIVIDUAL K-12 CLASSES SERVED**: 135
- **Decision-making power**
- **Access to data**
- **Access to educational resources**
### GOAL 3
Prepare students to be responsible, respectful and impactful citizen-leaders and professionals through community-engaged research.

| Goal 3 | NUMBER OF
| COMMUNITY-ENGAGED CLASSES SUPPORTED | 12 |
| Number of students taught in community-engaged classes | 138 |
| Number of research associates and interns hired | 40 |
| Number of Madison House tutors trained | 307 |

### GOAL 4
Enhance the national reputation of the University for disseminating high-quality, interdisciplinary research in equity and community engagement.

| Goal 4 | NUMBER OF PEER-REVIEWED PAPERS PUBLISHED | 6 |
| Number of reports published | 4 |
| Number of open-source data visualization products shared online | 10 |
| Number of grants written | 10 |
| Amount of grants funded | $430,500 |
| Amount of donations/external fees | $71,000 |
| Amount of internal partnerships funding | $1,202,224 |

### GOAL 5
Demonstrate the sustainability of a permanent Equity Institute at the University of Virginia.

| Goal 5 | NUMBER OF REPORTS PUBLISHED | 6 |
| Number of open-source data visualization products shared online | 4 |
| Number of grants written | 10 |
| Amount of grants funded | $430,500 |
| Amount of donations/external fees | $71,000 |
| Amount of internal partnerships funding | $1,202,224 |
LEADERSHIP

LOCAL STEERING COMMITTEE

KAREN WATERS-WICKS
Karen Waters-Wicks is administrator of the community education department for Albemarle County Schools in Virginia and an adjunct faculty member in the humanities department at Piedmont Virginia Community College.

She also sits on the President’s Commission on Slavery, the local advisory board at the University of Virginia, Charlottesville Housing Advisory Committee, and numerous other boards, committees and task forces including former governor Mark Warner’s task force on preventing crime in the minority community. Waters currently serves as a consultant for the City and Congregation Workgroup.

DAMIEN “SNAKE” BANKS
Mr. Damien "Snake" Banks and his wife are community leaders in Charlottesville.

They founded the Banks Collage, which has a mission to unite and strengthen the community through sports and entertainment in a manner that is true to their values.

Banks Collage’s main thrust is very competitive men’s basketball and women’s dance leagues based in Charlottesville, VA. Games are played on Sundays between late May and mid-August at Benjamin Tonsler Park. BCBA also hosts important community events throughout the year, including a back to school drive.

SHANTELL BINGHAM
Shantell Bingham is a graduate of the University of Virginia, where she received a Master’s in Public Health and a Bachelor’s degree in Global Public Health and Studio Art.

She is the co-founder of Growing for CHANGE, a collaborative initiative to design and build portable gardens for public housing residents to expand access to healthy foods. Before that she was the project coordinator for the University of Cape Town School of Public Health and Family Medicine, where she led the proposal process for a $20,000 grant to upgrade a community center’s shack infrastructure in Khayelitsha, Cape Town, South Africa.

Until 2021, Ms. Bingham worked as Program Director for the Charlottesville Food Justice Network.
Local Steering Committee Leadership

Daniel Fairley II received his Bachelor of Arts degree in Psychology from the University of Richmond in 2013. Shortly after graduation, Daniel was asked to serve as an admissions counselor at UR. In January 2014, Daniel began interning in the Operations department of The White House under the Obama Administration. After he graduated from the University of Vermont, he began volunteering for the 100 Black Men of Central Virginia and on the Board of Directors for the Loaves & Fishes food pantry. Daniel organized “Run with Maud” events and supports community efforts to address mental health stigma in Charlottesville’s Black community including his video podcast entitled “How U?”

Charlene Green is the Deputy Director of the Piedmont Housing Alliance. She began working for the City of Charlottesville in June 2010 as Program Coordinator for the Dialogue on Race. In 2014, she was hired as Community Outreach Specialist for the Office of Human Rights.

She has over 25 years of experience in education working as a teacher in elementary and secondary schools and as an assistant professor at Millersville University in Pennsylvania. She has been a trainer and consultant in Multicultural Education for the past 20 years, working on diversity and cultural competency with numerous schools in Virginia, Maryland and Pennsylvania as well as with organizations such as the FBI, the US Department of Education, and the Department of Public Instruction in North Carolina.

Joy Johnson has spent over 20 years as a housing rights activist. In her earlier years of involvement, she quickly became known for speaking up and went from attending the meetings of the Westhaven Tenants Association to becoming an integral leader in the organization.

In 1998, she helped public housing associations and tenants’ groups unite into the advocacy organization known as PHAR, which she currently chairs. PHAR fights for the rights of low-income Charlottesville residents by filing class-action lawsuits and ensuring residents have a say in redevelopment efforts. PHAR and Joy Johnson are reminders that vulnerable communities can and will advocate for themselves and others. Ms. Johnson is the 2021 recipient of the Dolbeare Lifetime Service Award, given by the National Low Income Housing Coalition.

Mrs. Puryear is a graduate of Hampton Institute, now Hampton University with a degree in Political Science, and a minor in Marketing and Management. She has her M.A. degree from the University of the District of Columbia in Adult Education, with a concentration in Administration and Supervision.

She came to University of Virginia in 1980 as the Counselor to the Upward Bound program and became the Director in 1982 and has held that position with distinction since then. While in Charlottesville, Mrs. Puryear has served on several Boards, Offender Aid and Restoration (OAR), Aids Services Group (ASG), Piedmont Virginia Community College Board of Trustees, and the Charlottesville City School Board.

Mrs. Puryear was awarded the 2021 Martin Luther King Jr. Community Award by the City of Charlottesville.

Mrs. Puryear is the first African American woman elected to the City School Board and has recently been reelected to her third term.

While serving on the School Board, she has been Chair, Vice-Chair, Chair of the PREP Board (Piedmont Regional Education Program), Chair and Vice –Chair of the CATEC Board (Charlottesville-Albemarle Technical Education Center) City of Promise Steering Committee, Grace Tinsley Scholarship Committee, March of Dimes Chef Auction Committee, University and Community Action for Racial Equity Committee (UCARE).

Mrs. Puryear was awarded the 2021 Martin Luther King Jr. Community Award by the City of Charlottesville.
ERIKA VICCELLIO

Erika Viccellio is the Executive Director of the Fountain Fund. Prior to that, she worked as the Executive Vice President at the United Way-Thomas Jefferson Area, the Executive Director of the Charlottesville Free Clinic (CFC), and the Virginia Institute of Autism.

While at the CFC she founded and co-chaired the Community Mental Health and Wellness Coalition, a partnership of 20 agencies seeking to create a better system of adult mental health services.

Erika is active in the community and currently serves on the President’s Council on UVA-Community Partnership (resumed operations in 2021) and the Virginia Institute of Autism’s Community Advisory Board.

TAMARA WRIGHT

Tamara Wright is a member of the Friendship Court Resident Association and is on the Piedmont Housing Alliance’s advisory committee. She was elected to this committee in 2016 by her fellow residents.

In addition to FRCA and PHAR she serves on the Urban Agriculture Collective of Charlottesville (UACC) board of directors. This collective has been a key partner at Friendship Court for over nine years.

She has been consistent in her involvement in the future of Friendship Court planning over the years. Currently, she is pursuing a degree from Piedmont Virginia Community College.
STAFF

BEN ALLEN
Executive Director

Ben is a first-generation quadruple Hoo born and raised in Charlottesville. He earned his Ed.D from the School of Education and Human Development and has research interests around culturally responsive leadership and establishing strong community partnerships. Additionally, he is a lecturer in the School of Education Administration and Supervision Program. He has worked as a high school history and AVID teacher in Washington DC and Charlottesville and most recently as an elementary school associate principal in Albemarle County.

He is also a Captain in the Army Reserves and has served as a logistician, military police officer, and currently as an intelligence analyst.

BARBARA BROWN WILSON
Faculty Director of the Equity Center

Barbara Brown Wilson is an associate professor of urban and environmental planning at the UVA School of Architecture, and co-founder and faculty director at the Equity Center. Her research and teaching focus on the history, theory, ethics, and practice of planning for climate justice, and on the role of urban social movements in the built world.

Dr. Wilson writes for both academic and mainstream audiences about design justice, and is the author of Resilience for All: Striving for Equity through Community-Driven Design (Island Press: 2018), and co-author of Questioning Architectural Judgement: The Problem of Codes in the United States (Routledge: 2013). Her research is often change-oriented, meaning she collaborates with community partners to identify opportunities to move our communities, and the field of urban planning, toward social and environmental justice.

MICHELE CLAIBOURN
Director of Equitable Analysis

Dr. Claibourn is Director of Equitable Analysis at the Equity Center. A political scientist and statistician (Ph.D. UW-Madison), Michele has 20 years of experience teaching, leading, and managing research and data science teams. Most recently, she built and led the Research Data Services team in the UVA Library. She also directed or supervised community-based research projects in the Charlottesville community, including racial equity studies for the City of Charlottesville and the Thomas Jefferson Area Coalition for the Homeless. In addition to serving as the Director of Research Data Services and Social, Natural, and Engineering Sciences at the University of Virginia Library, she has taught the Public Interest Data Lab and co-taught Project First Gen+ at UVA in the Batten School, and is a faculty affiliate in Batten’s Global Policy Center. Dr. Claibourn’s work at the Equity Center included the initial build-out of the Equity Atlas, creating visualizations that encompass Frontline Workers Analysis, COVID-19 Shelter in Place Burden, and Charlottesville Police Department’s Stop and Frisk Records. Last year, she was awarded a Public Interest Technology University Network grant and is working with the Environmental Resilience Institute to build a Climate Equity Atlas for the Eastern Shore.

SHERICA JONES-LEWIS
Director of Community Research

Sherica has worked to serve the Charlottesville/Albemarle community for over 15 years. After completing her bachelors and masters degrees at the University of Mary Washington, she went on to receive an educational specialist degree and a doctorate in educational leadership from Liberty University. Before joining the Equity Center Sherica served as the assistant principal at a middle school in Albemarle County. Her professional focus is eradicating the academic achievement gap that exists between traditionally favored and traditionally marginalized groups of people. Her research focuses on comprehensive education as a means to motivating learning, and she has given numerous presentations on achievement and culturally responsivity. Sherica works with the Resident’s for Respectful Research on mutually beneficial community-led research. She was critical in the program evaluation of the COVID-19 Wraparound Services model that sought to provide support for marginalized families impacted by the virus. Currently, she manages the cohort of Community Fellows who are engaged in local work addressing systemic racial and socio-economic inequality. Overall, her role is designed to be a bridge between equitable research and practice.
LEADERSHIP  •  STAFF

SARAH MEDLEY
Grant Writer and Advancement Officer

Sarah received her PhD in Marine Science from The University of California Santa Barbara in 2011. Employing her research and grant-writing experience, she has since refocused her career to advancing equity throughout the Charlottesville community. Sarah supported offices in UVA focused on advancing women faculty in STEM fields and students of color in Engineering. For four years, she worked as a Grant Writer at the local nonprofit mental health agency, The Women’s Initiative.

Her work at the Equity Center includes working with UVA Advancement to package our work into fundable packages for grant submission and donations. She has helped community leaders and partners secure over $200,000 in grants over the past year to support their work.

MICHAEL SALGUEIRO
Research Programs Manager

Michael Salgueiro is a Research Programs Manager at the Equity Center. He has Master’s degrees in Urban and Environmental Planning and Public Policy from the University of Virginia. Michael manages community-driven research initiatives focused on housing justice, climate justice, and youth power in the Charlottesville region and across the Commonwealth.

He has also worked as an Affordable Housing Fellow with the Local Initiatives Support Corporation, one of the nation’s largest community development financial institutions. Michael brings experience in project management, quantitative and qualitative data methods, and place-based policy advocacy to Equity Center projects.

LUCY MONTALVO
Project Manager

Lucy Montalvo joined the Equity Center on August 31 as Project Manager. Lucy is originally from Guaynabo, Puerto Rico, living half her life in Puerto Rico and the other half in the United States. She worked in education for 16 years, 13 as an elementary school teacher. As a community activist and educator, she brings expertise in multilingual and culturally relevant curriculum development and implementation. She is doctoral candidate in Curriculum & Instruction with a concentration in Bilingual Studies from the University of Texas, Rio Grande Valley. She is especially interested in oral language development and its effects on biliteracy. She is currently the President-Elect for the Virginia Dual Language Educator Network (VADLEN). Lucy manages the operations for Equity Center office space which is home to the Center for Community Partnerships which includes team members from the Office of Diversity, Equity and Inclusion, and the Leadership from the Descendants of the Enslaved at UVA. Additionally, coordinates logistics and planning for EC gatherings and functions. She manages the Civic and Community Engaged Teaching program logistics as well has been critical in the past year providing education services to multilingual students and families.

MICHELLE WALTON-HAWTHORNE
Finance Generalist

Prior to joining the Equity Center, Michelle was the Director of Development and Operations at a community-based, social justice organization located in Minnesota. There she worked with grassroots organizers to advance racial and socio-economic equity for Anishinaabe and Indigenous people. Michelle brings progressive leadership in grant writing, program development, financial management, budgeting, and community-based participatory evaluation to the team at the Equity Center. Michelle received her master’s in International Administration with a certificate in Business and Corporate Social Responsibility from the University of Denver and her bachelors in Community, Family, and Addiction Services from Texas Tech University.

At the Equity Center she has already proven to be a critical member of our team by creating detailed budgets for grants, ensuring our community partners are paid for their expertise, managing the day-to-day expenses, and projecting our revenue and budget.
ELGIN CLECKLEY
Director of Design Justice

Elgin Cleckley, Assoc. AIA, NOMA, is an Assistant Professor of Architecture at UVA with an appointment in the School of Education & Human Development and the School of Nursing. He is a designer, director, and principal of _mpathic design, a Design Thinking pedagogy, initiative, and professional practice focusing on intersections of identity, culture, history, memory, and place.

After studying architecture at the University of Virginia (’93) and Princeton University (’95), he collaborated with DLR Group (Seattle), MRSA Architects (Chicago), and Baird Sampson Neuert Architects (Toronto) on award-winning civic projects. He was a Muschenheim Fellow at the University of Michigan (1998), teaching undergraduate studios at the University of Illinois, Chicago.

NANCY DEUTSCH
Director of Youth Power

Nancy L. Deutsch is the Linda K. Bunker Professor of Education at the University of Virginia’s School of Education and Human Development, Director of Youth-Nex: the UVA Center to Promote Effective Youth Development. Her research focuses on understanding the process of adolescent development as it unfolds within local environments. The goal of this research is understanding how to create settings that better support youth, especially those at risk due to economic or sociocultural factors.

She is the author of two books, Pride in the Projects: Teens Building Identities in Urban Contexts and the co-authored Youth Organizations and Positive Youth Development: Case Studies of Success and Failure. Deutsch is the editor of the Journal of Adolescent Research and sits on the editorial board for Qualitative Psychology. Deutsch received her BA in English from Vassar College and her PhD in Human Development and Social Policy from Northwestern University.

KIMALEE DICKERSON
Post Doctoral Fellow
Youth Power

Kimalee is a post-doctoral researcher with the Equity Center and Youth-Nex, the Center to Promote Effective Youth Development at the School of Education and Human Development. Kimalee leads the Youth Action Lab, an initiative that partners with educators and youth organizations to train and support youth in conducting social science research to improve their communities.

Kimalee earned her PhD in education from the University of Virginia and her JD from the University of North Carolina Chapel Hill. As an applied researcher, Kimalee’s work examines issues of equity and diversity in educational contexts.

BONNIE GORDON
Director of Community-Engaged Scholarship

Bonnie Gordon’s primary research interests center on the experiences of sound in Early Modern music making and the affective potential of the human voice. Dr. Gordon is the recipient of two grants from the Folger Shakespeare Library, a dissertation grant from the American Association of University Women, a Mellon Postdoctoral Fellowship at Brandeis University, a Bunting Fellowship at the Radcliffe Institute for Advanced Study, and a National Endowment for the Humanities Fellowship.

She has also been the Robert Lehman Visiting Professor at Villa I Tatti, The Harvard University Center for Italian Renaissance Studies. Dr. Gordon plays viola in a rock band called Side Hustle. She has published in the Washington Post, Slate, and various blogs.
LEADERSHIP  •  FACULTY LEADERS

SUSAN KOOLS
Director of Institutional Inequality
A University of California, San Francisco professor for nearly two decades before arriving at UVA, Dr. Kools is a child and adolescent psychiatric nurse scientist whose long-standing program of research centers on the health, mental health and development of adolescents. Her aim is to promote a greater understanding of developmentally and culturally appropriate interventions and contexts for care for young people.

Dr. Kools has primarily studied adolescents in foster care and led an NIH funded intervention study to improve their health and development. Globally, she has had adolescent health projects in Malawi, Hong Kong, and China. Dr. Kools is an internationally recognized expert on qualitative methods and known widely for her pioneering work in dimensional analysis, a methodology for generating grounded theory. She currently teaches qualitative research methods in the PhD Program.

SOPHIE TRAWALTER
Director of Grounded Theory of Structural Racism and Poverty Initiative
Sophie is an Associate Professor of Public Policy and Psychology. She studies phenomena related to social diversity, specifically, how people navigate intergroup contact and intergroup contexts. She is especially interested in how people develop competencies and learn to thrive in diverse spaces. In one line of research, she investigated stress and coping responses to interracial contact. Within this line of research, she examined people’s short-term behavioral and physiological responses to interracial contact as well as longer-term, health-relevant physiological changes in response to diversity experiences. Other lines of research explore people’s ability to detect discrimination accurately and the social ecology of privilege. Ultimately, the aim of this work is to develop constructive strategies to cope with the challenges of diversity in organizations, public arenas, and private spaces. In time, such strategies may reduce intergroup tensions and improve outcomes for both traditionally stigmatized and non-stigmatized group members.

CAMERON WEBB
Director of Health Equity
Cameron Webb earned a Bachelor of Arts in interdisciplinary studies from the University of Virginia, a Doctor of Medicine from the Wake Forest School of Medicine, and a Juris Doctor from Loyola University Chicago School of Law. After receiving his medical and law degrees, Cameron was tapped by President Obama for the White House Fellowship. He served on the White House Health Care Team and also worked on President Obama’s My Brother’s Keeper Initiative, where he helped tackle issues in education, workforce development and criminal justice reform. He is an Assistant Professor in the UVA School of Medicine specializing in geriatrics and primary care.

Dr. Webb served as the Democratic Party candidate for the United States House of Representatives for Virginia’s 5th congressional district in 2020, and was later selected to serve as a COVID-19 Senior Policy Advisor in the Biden Administration.
### FACULTY AFFILIATES

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>David Edmunds</td>
<td>College of Arts and Sciences</td>
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<tr>
<td>Derrick Aldridge</td>
<td>School of Education and Human Development</td>
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<td>Robert Berry</td>
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<td>Richard Bonnie</td>
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<td>Camille Burnett</td>
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<td>Chris Chang-Bacon</td>
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<td>Nomi Dave</td>
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<td>Sarah Dexter</td>
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<td>Laura Goldblatt</td>
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<td>Jon Goodall</td>
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<td>Claudrena Harold</td>
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<td>Devin Harris</td>
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<td>Ebony Hilton</td>
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<td>Ivy Hinton</td>
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<td>Toni Irving</td>
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<td>Max A. Luna</td>
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<td>Steven L. Johnson</td>
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<td>Andrew Mondschein</td>
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<td>Sally Pusuede</td>
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<td>Jeana Ripple</td>
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<td>Pamela Rosen</td>
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<tr>
<td>Rupa Valdez</td>
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<td>Bev Wilson</td>
<td>School of Architecture</td>
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### STUDENTS

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Rajaah Alagib</td>
<td>Undergraduate</td>
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<td>Alexis Allen</td>
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<td>Gabriel Andrade</td>
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<td>Margaret Brehm</td>
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<td>LaNija Brown</td>
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<td>Olivia Burke</td>
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<tr>
<td>Anna Calhoun</td>
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<td>Caro Campos</td>
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<td>Victoria Carter-</td>
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<td>Johnson</td>
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<td>Zymir Faulkner</td>
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<td>Jacob Goldstein-</td>
<td>High School Intern</td>
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<td>Greenwood</td>
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<td>Maya Koehn Wu</td>
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<td>Chicas</td>
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<td>Juliana Parra</td>
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<td>Natalia Perez</td>
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<td>Anya Pfeiffer</td>
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<td>Ariana Rivens</td>
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<td>Megan Rivera</td>
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<td>David-Aaron Roth</td>
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<td>Edward Scott</td>
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<td>Isabel Vargas</td>
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<td>Timothy Victorio</td>
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<td>Christian West</td>
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<td>Janie Day</td>
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<td>Whitworth</td>
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<td>Carmen Wright</td>
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<tr>
<td>James Vaughn</td>
<td>Duke University</td>
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/ NAT’L STEERING COMMITTEE / COMMUNITY PARTNER ORGS
NATIONAL STEERING COMMITTEE

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Program Director for Equitable Development
Heinz Foundation

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Community Education Director
Albemarle County Public Schools

Barbara Medina
Associate and Consultant
Migration Policy Institute
Professor
University of Northern Colorado

Richard V. Reeves
Senior Fellow
Economic Studies
The Brookings Institution

COMMITTEE PARTNER ORGANIZATIONS

100 Black Men of Central Virginia
Albemarle County Government
Albemarle County Public Schools
Arts Mentors
AVID
Black Women of Central Virginia
Blue Ridge Health District
Boys and Girls Club of Central Virginia
Brave Souls on Fire
Burley Varsity Club
Community Climate Collaborative (C3)
Charlottesville Area Network Dedicated to Youth Development (CANDYD)
Center for Nonprofit Excellence
Charlottesville Alliance for Black Male Achievement
Charlottesville Area Community Foundation
Charlottesville City Schools
City of Charlottesville Government
City of Promise Community
Mental Health and Wellness Coalition
Conscious Capitalist Foundation (CCF)
Creciendo Juntos
Cultivate Charlottesville
Cville 1st Gen
Fundamental Factory
H3 Baseball
Habitat for Humanity
Health Equity and Access in Rural Regions (HEARR)
Integrity: Mentoring, Treatment, and Outreach
Jefferson School African American Heritage Center
Legal Aid Justice Center (LAJC)
Light House Studio
Live Arts
Loaves and Fishes
M Cubed
Men of Color, Honor and Ambition
Multilingual Outreach Volunteer Effort (MOVE)
National Organization of Minority Architects (NOMAS)
Network2Work
Piedmont Housing Alliance
Public Housing Association of Residents (PHAR)
Piedmont Virginia Community College (PVCC)
Sin Barreras
Stemprenuer
The Girls Are Alwrite
The Love No Ego Foundation
The PBJ Fund
The Women's Initiative
Thrive Women's Healthcare of Central Virginia
Upward Bound
Virginia College Advisors
Virginia Cooperative Extension 4-H
Wildrock
Women of Color, Honor and Ambition
Wright Group Counseling
YMCA
Young Women Leaders Program
The work of the Equity Center is guided by our five primary initiatives, with major programs and partnerships that may produce works connected to different initiatives.

**INITIATIVES**

- INSTITUTIONAL INEQUALITY
- RESIDENTS FOR RESPECTFUL RESEARCH
- GROUNDED THEORY OF STRUCTURAL RACISM AND POVERTY
- YOUTH POWER
- DEMOCRATIZATION OF DATA
In order to enact our mission of redressing inequity within the communities we are embedded, it is necessary for us as a public institution of higher education to continue to build our capacity for equity and racial justice. From the level of executive leadership through each internal stakeholder group, including students, staff and faculty, we need to develop institutional equity literacy with common understandings of principles of equity, historical underpinnings of our social location, and methods of redress, including respectful community engagement and scholarships and reparations.

The Racial Equity Task Force was charged by President Jim Ryan to synthesize and prioritize recommendations and demands made by students, staff, faculty, and community members in the days following the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, and several other unarmed Black Americans, which sparked protests across the United States and globally.

The Task Force was instructed to be bold and thoughtful with our recommendations, to adopt the pace of a sprint rather than a marathon, to complement other important work already underway on UVA/community partnerships—all while focusing on the ultimate objective of improving racial equity within UVA.

**REPORTS + PUBLICATIONS**

**Website**
https://racialequity.virginia.edu/

**Report**

**Data Visualization**

**News**

**Other Products**
RESIDENTS FOR RESPECTFUL RESEARCH

OVERVIEW

The Equity Center worked with PHAR to establish Residents for Respectful Research (RRR, formerly CRRB or Community Research Review Board). This board operates as a community-led companion to UVA’s Institutional Review Board (IRB), forming a mutually beneficial partnership where community participation prevents research projects from exploiting low-wealth residents and ensures that the research conducted is beneficial to the community.

Additionally, RRR strives to make research knowledge accessible to the public through the adaptation of educational materials designed for researchers.

HIGHLIGHTS IN FY2021

During the next three years, the RRR will continue the work it has begun together with IRB members to establish a prototype model designed to protect the safety and welfare of low-wealth housing residents in the region. The RRR program will also include development of a training component designed to facilitate completion of Collaborative Institutional Training Initiative (CITI) training and build capacity for equitable partnership.

In 2021, PHAR successfully onboarded a full-time RRR Coordinator, Cecilia Barber. Cecilia is working with the Equity Center and the Institutional Review Board for Social and Behavioral Sciences to coordinate the project’s logistics, while leading efforts to establish goals for the future. This team will be organizing programming for youth living in public housing, offering high school and middle school-aged residents the opportunity to learn about research in their communities, and to engage their community members in conversations about their wants, needs, and concerns regarding research.

The youth involved will be fairly compensated for their time and efforts, while learning valuable skills about activism and community engagement and expanding their knowledge of research and its effects on their community members. Their outreach will set the stage for genuine conversations about the community’s experiences with research.

RRR is preparing to begin the search for three Resident Reviewers who will be trained to analyze research proposals, provide feedback regarding proposed projects, and engage with both community members and researchers to help build trust between them. Reviewers will gain valuable, transferable knowledge of the formal research process and will be valued for their expertise within the community. The major progress this previous year came as a result of prioritizing outreach efforts and hiring with the goal of informing the community at large of the program’s existence and increasing its reach.

REPORTS + PUBLICATIONS

GROUNDLED THEORY OF STRUCTURAL RACISM AND POVERTY


REPORTS + PUBLICATIONS


Henderson, K., Powers, S., Claibourn, M., Brown-Iannuzzi, J., & Trawalter, S. Confederate Monuments and the History of Lynching in the American South: An Empirical Examination. Accepted at Proceedings of the National Academy of Sciences.

PROJECT LEADERSHIP

Equity Center
Michele Claibourn
Barbara Brown Wilson
Charlene Green
Erika Viccellio
Michael Salgueiro

University Partners
Environmental Resilience Institute
Andrew Mondschein
University of Virginia Libraries

Community Partners
C3
Cultivate Charlottesville
HEARR
Legal Aid Justice Center
PHA
PHAR
Wildrock

OVERVIEW

The Democratization of Data Initiative centers community-driven partnership to provide advocates as well as civic and private-sector leaders with data and metrics, contextualized analysis, interactive maps and data visualizations, and narrative storytelling as a resource in pursuit of equity throughout the region. Projects within the Initiative are governed by civic and community-based leaders and rely on both publicly available and community-generated data to generate insights on the various forms of racial and socio-economic inequity in the region with an eye toward institutional accountability.

Guided by principles of Do No Harm, openness, accessibility, and reproducibility, these projects highlight critical assets in our region and underscore opportunities for collective action toward institutional and systemic change.

HIGHLIGHTS IN FY2021

The research team behind the Democratization of Data initiative partnered with community organizations to produce data visualizations and accessible reports on varied topics and secured funding through Public Interest Technology University Network and UVA 4VA grants. We were able to produce works that looked at COVID-19 vulnerability, transportation equity, climate justice, and eviction susceptibility.

In the spring of 2021, the Equity Center hired Dr. Michele Claibourn on full time as the Director of Equitable Research. We are excited to see how this important community focused work can expand under her focused leadership. In addition to the research highlighted here and below, our team was able to speak publicly about the importance of equitable data in several venues.

REPORTS + PUBLICATIONS


Kevin McDonald, Ian Solomon, and Barbara Brown Wilson, "Voices for Equity," The Equity Center, A UVA Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship, August 2020, http://voicesforequity.virginiaequitycenter.org/

THE EQUITABLE COMMUNITY

The Equity Atlas is a data and policy tool for leaders and advocates to advance a more equitable community and help citizens hold decision-makers accountable. The initial prototype seeks to pull together data commonly sought by partners and advocates advancing equity and justice.

Products


STOP-N-FRISK/DETERMINED

Overview

As part of his "Determined to be Free" series, journalist Jordy Yager examined the disparate impact of mass incarceration on the Black community locally. Building on several years of Charlottesville police data on temporary detentions, collected by local attorney Jeff Fogel through multiple FOIA requests, we generated a dashboard that looked at the data from several angles—the who, where, and why of stop and frisk events—to support this important community story.

Products


TRANSPORTATION EQUITY AND ACCESSIBILITY IN THE CHARLOTTESVILLE REGION REPORT

Overview

In this study, we look beyond the data generally available to transportation planners and policymakers and seek out the causal factors behind the barriers to mobility faced by priority populations in the region. Our approach includes focus groups, mapping exercises, and stakeholder interviews in order to understand barriers to access as well as interconnected factors (e.g. housing affordability) that determine and affect daily life for residents across the region. We seek to better understand the region's transportation needs according to the experiences of its users and planners, understand how current services are affecting and reaching underserved populations, and identify actionable opportunities for improving access for all. Based on our findings, our recommendations include mobility strategies, equitable engagement practices, and people-first policies for the region.

Products

Camille Burnett, Andrew Mondschein, and Barbara Brown Wilson, Transportation Equity and Accessibility in the Charlottesville Region, Summary and Recommendations, The Equity Center, A UVA Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship, October 2020, https://virginiaequitycenter.org/research/content/7951

CONSTRUCTING HEALTH: REPRESENTATIONS OF HEALTH AND HOUSING IN CHARLOTTESVILLE’S URBAN RENEWALS

Overview

This essay explores the co-construction of urban health and blight through architectural representation during urban renewal, exploring how buildings symbolically stood for social and epidemiological diagnoses, producing racial othering through depictions of space. Analysis of photographs, building surveys, real estate appraisals, maps, reports, and advertisements preceding urban renewal in Charlottesville, Virginia, reveals a racialized gaze that constructed problematic associations of whiteness with health and Blackness with blight. We argue that racialized image-making practices perpetuated inequities that urban renewal policy purported to reconcile while masking the true generating dynamics of white neglect and wealth extraction.

Products

ALBEMARLE COUNTY
EQUITY PROFILE

Overview
Albemarle County’s stated mission is to enhance the well-being and quality of life for all community members through the provision of the highest level of public service consistent with the prudent use of public funds. The Albemarle County Equity Profile analyzes various conditions across demographic groups and geographic areas that contribute to well-being. The report first finds that the County is becoming increasingly racially/ethnically diverse, a return to pre-20th century residential patterns. It then uses the American Human Development Index (AHDI), which evaluates health, access to knowledge, and living standards in local contexts to assess specific measures of well-being. Geographic and racial/ethnic discrepancies in scores between neighborhoods indicate important differences in access to County resources that promote well-being.

The County has a responsibility to consider how it can promote well-being not just in some parts of the County, or for some residents, but for all residents in the County. The Profile provides an opportunity for County staff and community members to broaden understanding of how well-being is experienced in Albemarle and serves as a first iteration of what it expects to become a regular process of assessing community conditions.

Products
CLIMATE JUSTICE INITIATIVES

One cannot meaningfully discuss environmental issues, including climate change, without acknowledging the disproportionate impact on communities of color. In order to meaningfully address the worst impacts of human caused climate change, the Equity Center works with local partner organizations and communities to identify priorities, data collection and sharing methods, and engage youth in reparative work.

LOCAL CLIMATE JUSTICE COLLABORATIVE

Overview
In collaboration with the Office of Sustainability, we began the relational work of creating a local climate justice collective with the goals of

- collaboratively identifying, collecting, and disseminating information about the disproportionate harm of environmental injustice, and
- co-producing a series of accessible, interactive climate justice maps and graphics.

These tools will visually explore local connections between systemic racism, environmental justice, and the local disparate effects of climate change. We seek to raise awareness in equitable decision-making and to identify specific opportunities for equitable climate planning. We’re working with Cultivate Charlottesville and key players from the City and County to ensure this work centers the voices of disproportionately impacted residents, with a particular focus on youth as key knowledge producers and disseminators.

This initial phase focused on building the network to guide the youth engagement and the data collection, visualization, and platforms.

Products
Barbara Brown Wilson: Who Run the World? A panel focused on the importance and future of women in environmental STEM
March 31, 5:30 – 7pm
https://www.mobilize.us/lcvva/event/377417/

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YOUTH POWER

PROJECT LEADERSHIP

Equity Center
Nancy Deutsch
Kimalee Dickerson
Daniel Fairley
Leah Puryear

University Partners
Youth Nex
Youth Action Lab
Civic and Community Engagement Pro

Community Partners
100 Black Men of Central VA
Albemarle County Government
Albemarle County Public Schools
Arts Mentors
Black Women of Central VA
Boys & Girls Clubs of Central Virginia
Center for Nonprofit Excellence
Charlottesville Alliance for Black Male Achievement
Charlottesville Area Community Foundation
Charlottesville City Schools
City of Charlottesville
City of Promise
Conscious Capitalist Foundation
Cultivate Charlottesville
Cville 1st Gen
Light House Studio
Live Arts
Madison House
Men of Color Honor and Ambition
Multilingual Outreach Volunteer Effort
Music Resource Center
Public Housing Association of Residents
ReadyKids
STARS
The First Tee of the Virginia Blue Ridge
The Front Porch
The Girls Are Alwrite
The Love No Ego Foundation
The PB&J Fund

Community Partners cont.
ThriVe Women's Healthcare of Central Virginia
Upward Bound
Virginia College Advisors
Virginia Cooperative Extension 4-H
Wildrock
Piedmont Family YMCA
Young Women Leaders Program

OVERVIEW

The Equity Center's deep commitment to youth begins with Youth Power, a series of programs with two overarching aims:

• supporting young people as change agents in their communities and
• addressing long-standing racial and economic educational inequities.

HIGHLIGHTS IN FY2021

Recognizing that local youth are already engaged in social change to promote equity, the Equity Center provides training, resources, and a platform to enhance the impact of youth civic engagement through action research. We aim to build an infrastructure for youth to engage in research and develop solutions for inequities in our community that impact their lives. In addition to supporting local K-12 youth, the Equity Center prepares UVA students to confront and combat inequity and engage authentically in community-engaged scholarship.

The Equity Center aims to build authentic partnerships and connections with local schools, educators, and youth-serving organizations and programs to address long-standing educational disparities in public school divisions in Charlottesville, Albemarle, and surrounding counties. Our plan includes supporting existing pipeline programs designed to provide educational and career opportunities to underserved students, particularly African American, Latinx, low-wealth and immigrant youth, and helping to build additional programming and/or infrastructure where the community identifies needs.

Community Supports: Scaffolding the Journey to Equity
Ben Allen
Daniel Fairley
Tom Tom Panel Discussion
October 14, 4:00 PM - 5:00 PM EDT

Meaningful Stakeholder Engagement to Inform Program Improvement
Ben Allen
Sherica Jones-Lewis
Conference with the Virginia Education Assessment Collaboration (VEAC)
November 12-13

Girls Hoo Code: A Justice-Oriented Data Science, Lessons from Multiple Projects
Michele Claibourn
In November, I presented multiple projects—including the Equity Atlas—to a newly formed UVA student organization, Girls Hoo Code, committed to welcome and support more women in STEM, particularly within data and technology fields.
YOUTH EDUCATION PIPELINE PROGRAMS

Even before the COVID-19 pandemic, the local educational system did not enable the most vulnerable and marginalized youth in our community to thrive—and this crisis has only exacerbated existing inequities. Our supported pipeline programs will create a system of support for local youth from historically marginalized communities while simultaneously building a pipeline of access for local students to the University of Virginia.

PROGRAMS + PARTNERSHIPS

BURLEY MIDDLE SCHOOL SUMMER PROGRAMMING

Overview

The Equity Center partnered with local community organizations to provide supplemental after school programming to Albemarle County middle school students this summer at Burley Middle School. Our Summer Community Partnership offers a model for a coordinated, collaborative approach to reducing the opportunity gap through a college readiness and entrance program, serving 6-8th graders. The program seeks to complement and protect the investments of early childhood programs by reaching students at a critical transition point in the educational system: middle school. The partnership focuses on the ways in which community knowledge holders, school personnel, and UVA partners can provide innovative and contextualized summer programming that engages youth in the development of their future college and career pathways, addresses and responds to equity and inclusion gaps, and leverages the funds of knowledge often found in community mentors and grassroots support.

Values

Career School Pipelines
Students will be introduced to UVA academic paths with student and faculty mentors to expose students to many career possibilities.

Place-Based Education
Students shift their attention to their locality, both natural and social, allowing them to understand the local and social histories that have made up their place.

Passion-Based Exploratory Learning
Individual students’ interests will be fostered by community organizations, UVA faculty, and undergraduate mentors, including campus tours and field trips.

Social-Emotional Development
Students will have consistent access to mentors, tutors, enrichment experiences, and other school-community mental health supports that build on strengths and develop social, emotional, and psychological competencies.

Village Mentality
At the core of this program is the intersection between students, school staff, UVA partners, and community leaders. Crucial to program success is the ability to leverage and foster these critical relationships to provide whole child support.
PROJECT PIPELINE

Overview
The National Organization of Minority Architects (NOMA) has an established two-week summer STEM program entitled Project Pipeline Architectural Summer Camp. This program aims to increase the number of underrepresented minorities, especially African-Americans, pursuing careers in architecture.

Design Thinking Professor and Equity Center Design Director Elgin Cleckley led the second annual Project Pipeline summer camp virtually. Student design interns produced community-led design concepts for their own neighborhoods. Students began the program learning the art of collage following the work of African American artist Romare Bearden, then conducted COVID-safe interviews to discover needs from friends, family, and local residents.

In the last week of August, students met with Rhoadside Harwell, Ms. Joy Johnson, and Ms. Audrey Oliver (leadership of the Public Housing Association of Residents) to provide youth feedback on the Charlottesville Comprehensive Plan. The program culminated with presentations of the student’s community-led design ideas in mid-September.

Products
Crystal Johnson, Izaiah Richardson, Logan Martin, Marck Williams, Markasia Thompson, Zymir Faulkner, Patricia Yao, and Elgin Cleckley, “Project Pipeline,” The Equity Center, A UVA Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship, August–October 2020. https://virginiaequitycenter.org/research/content/7981
Overview
Evidence indicates that Montessori education is an effective means to achieve more equitable student outcomes. Therefore, the mission of the Montessori Science Program is to advance Montessori knowledge and understanding globally while advancing Montessori practice and access locally. This work is accomplished through three primary strategies: research, higher education for Montessori teachers, and advocacy.

Research
Advancing research that builds evidence around the Montessori method, in particular regarding the effectiveness and implementation of the approach as an equity lever

Teacher education
Connecting Montessori practitioners to current understandings from cognitive and developmental science, anti-bias/anti-racist practices, and educational leadership

Advocacy
Facilitating and supporting the local development of Montessori programming that reaches underserved children and families

Products
Research
Campbell Collaborative Review (meta-analysis) in review
Funding secured for study on child cortisol levels

Teacher Education
Sponsored a local public school teacher/Montessori advocate to attend AMI Elementary Orientation in order to strengthen her capacity as a community organizer.
Submitted a proposal to psychology department for an MA in Psychology: Montessori Concentration

Advocacy
Supporting & facilitating educator-lead efforts to advocate for publicly-funded Montessori programming in local schools
Partnered with City of Promise and Pilgrim Baptist Church to pilot a 12-week Montessori toddler "Stay & Play" program, serving children in the Westhaven and 10th & Page neighborhoods

THE GIRLS ARE ALWRITE
Overview
Founded by Sonia Montalvo in 2019, The Girls Are Alwrite aims to provide support to Black students in the Charlottesville area who struggle with academic writing standards by creating and implementing accessible creative writing workshops for free. The goal is to offer additional learning opportunities that teach students writing practices through the art of creative writing. It seeks to deviate from traditional item teaching to encourage and assist students in becoming better writers. To combat the lack of authentic writing opportunities for students within the schools, the team created a culturally responsive alternative curriculum to push for equitable academic success for Black students.

This curriculum incorporates work and literature that exposes students to culturally relevant issues, practices that will tap into their creative processes, and exposes them to alternative methods of best writing practices.

In 2020, the second annual summer camp was hosted virtually. Rising 6th - 12th grade Black and Latinx girls joined Camp Coaches Sonia Montalvo, V the Writer, Tessa Thompson, and Brände Mccleese as they engaged in and created poetry, fiction, and nonfiction pieces.
MULTILINGUAL TUTORING

Overview
Local schools have identified a significant number of English Language Learners who are currently failing a class in part due to the nature of virtual schooling and the inability to provide students with the necessary linguistic support needed to access the curriculum.

The local schools have reached out to the Equity Center for assistance in supporting emergent bilingual youth, particularly in the secondary content areas (e.g., math, science, etc.). This project aims to provide emergent bilinguals enrolled in content subject classes with linguistic and instructional support allowing the content to be as accessible.

Our goal is to analyze the Equity Center’s multilingual tutor’s project’s implementation and impact, utilizing emergent bilinguals’ language as an asset and primary support.

Products
1. Math Cognates
2. Algebra Vocab
3. Earth Science Vocab

YOUTH ACTION LAB

Overview
Youth Action Lab (YAL) partners with local teachers, schools, and youth-serving organizations to train and support youth, particularly those from historically marginalized communities, in using research to improve their lives and communities. Through Youth Participatory Action Research (YPAR), young people learn to systematically research issues they care about and take action to address them. The Youth Action Lab curriculum engages youth as scientists in all aspects of the research process, from developing research questions to analyzing data and using findings to inform solutions.

The first priority as the 2020-2021 school year began was equitable virtual learning practices. Dr. Kimalee Dickerson led a series of free professional development webinars for K-12 educators to gain advice and strategies to support mental health needs, create responsive learning environments, and center equity in your teaching practice.

YAL partnered with the Jefferson School African American Heritage Center’s Charlottesville Freedom School, including leading events for the National Day of Social Action.

Products
Returning to School with Equity in Mind
Kimalee Dickerson led a series of free professional development webinars for K-12 educators to gain advice and strategies to support mental health needs, create responsive learning environments, and center equity in your teaching practice.

Videos and resources are available for free online: https://tinyurl.com/SchoolEquitySeries

RETURNING TO SCHOOL WITH EQUITY IN MIND: A LUNCH & LEARN PROFESSIONAL DEVELOPMENT SERIES

As local schools and divisions plan for fall re-entry—whether virtual, in person, or hybrid—during COVID-19, many educators have shared concerns about equity and meeting the needs of the most vulnerable students and families in various learning environments. To support K-12 teachers navigating this uncertain time, UVA Equity Center and Youth-Nex offered a series of free professional development workshops for teachers to gain advice and strategies to support mental health needs, create responsive learning environments, and center equity in your teaching practice. Each session was about 1 hour, including approximately 10-15 minutes for participant questions. Sessions were led by UVA researchers and local community experts.
In addition to work guided by our five core initiatives, at times the Equity Center facilitates university resources to respond to community need. The work highlighted here models our methods of community engagement: engaging in true partnership with community members working toward justice.
COVID-19 RESPONSE

OVERVIEW

In order to increase access to COVID-19 testing, address misinformation, and tackle stigma related to COVID-19 within low-wealth, predominately African American and Hispanic communities, faith leaders and public health officials collaborated to offer free, focused testing events near the on-set of the COVID-19 pandemic. It soon became apparent that testing was only part of the equation, and that those who tested positive often needed assistance to allow them to self-isolate and or quarantine when receiving a positive result.

The wraparound services program provides shelf stable food, prepared meals, personal protective equipment, cleaning supplies, medicine, financial assistance for wages lost, and a myriad of other supports to low wealth individuals who have tested positive for COVID-19. The cost of the wraparound services program is less than $400 per individual and helps to keep those who are sick safe at home and reduces the spread of COVID-19 in the community.

PRODUCTS


CVILLE EDUCATIONAL EQUITY WEBSITE

OVERVIEW

In response to the extended school closure due to COVID-19, the Equity Center worked with Youth-Nex and the Madison House to create a resource hub for local families, university faculty and staff, students, and the larger community. The Charlottesville Education Equity website went live at the beginning of September 2020 as an active resource full of ways that community locals, students, teachers, and faculty can come to give and get education-related support.

For families, this resource provided information about virtual learning, after-school care, mental health resources and more. Teachers/educators and community organizations shared resources for families and find groups of volunteers/mentors with which to work. We collected information for those who want to provide support including a list of ways to donate time and ways to donate funds.

PRODUCTS

FRONTLINE WORKERS ADVOCACY

Overview
In May, our local advisory committee requested support on behalf of essential workers. The Equity Center team began work on an action-oriented memo, in collaboration with Ridge Schuyler and PVCC’s Network2Work initiative, the UVA President’s Community Council, and community members, intended to be shared with university, city, and county leadership. Ben Allen and others reached out for feedback from community leaders and organizations about what challenges were arising, what strategies were working, and ways to ensure our frontline workers are treated fairly by employers. Among the feedback and response was a request for more analysis about the frontline workers in our region, which is where the Democratization of Data initiative came in. Adapting work by the Center for Economic and Policy Research, we used public use microdata to represent the frontline and essential workers based on categories of workers identified in collaboration with community partners -- those industries where employees were being asked to keep showing up to support the rest of us -- and generated a local analysis for our region. This analysis was in support of the Frontline Workers Fair Treatment Charter, advocating for the needs and rights of our colleagues.

Products
- The Frontline Workers Fair Treatment Charter was developed as a collaboration between The Equity Center, Network2Work at Piedmont Virginia Community College, and the University of Virginia’s President’s Council which includes many Charlottesville region community leaders. The purpose of the charter is to ensure we are actively and appropriately valuing our frontline workers throughout recovery efforts. We recognize that the reopening of the economy will depend on the health, well-being and labor of frontline workers. Selections of this charter have been adopted formally by UVA, the City of Charlottesville, and Albemarle County.

SHELTER IN PLACE BURDEN

Overview
This work began from conversations with emergency operations team members in the City, County, and among service providers in early May -- seeking to understand the immediate needs around sheltering in place. Our partners helped identify the hurdles to successfully sheltering in place they were seeing in their communities, and the Equity Center team worked to translate those insights into key indicators. After some analysis of these measures, we developed an index for our region and built a Shelter in Place Ease/Burden resource for our planning district. The goal was to make more apparent the very different experiences members of our community were having as a result of shelter in place orders.

Products
COMMUNITY FELLOWS-IN-RESIDENCE

OVERVIEW

The Community Fellows-in-Residence (CFR) Program is a short-term, professional development opportunity run by the University of Virginia (UVA) Equity Center designed for individuals who have a history of actively working to reduce racial and socio-economic inequality in our community and have a special project that could benefit from access to UVA support and resources. Our inaugural cohort of Fellows are community leaders who will bring their expertise to UVA, and allow UVA to share its expertise with them, to advance the cause of equity. Each brings a demonstrated history of actively working to reduce racial and socio-economic inequity in our community and each has a specific project that could benefit from access to university resources.

2020 FELLOWSHIP COHORT

TANESHA HUDSON

Tanesha Hudson’s main goal for her fellowship project was to continue her docuseries which focuses on Black history in the Charlottesville and Albemarle regions. While the pandemic put a damper on interviews with area knowledge holders, Tanesha was able to use 2021 funding in order to recoup monies spent on space rental and production costs. Tanesha’s visual podcast, R.A.C.E. (Restructuring Albemarle, Charlottesville Equity) premiered August 12, 2020. She plans to resume with more interviews and informative, social-justice oriented media when the COVID-19 pandemic is under better control.

Faculty Mentor: Dr. Claudrena Harold

DESTINEE WRIGHT

Destinee was able to officially launch the Black Business Directory website this year. According to Destinee, “We understand that it is imperative to support local Black-owned businesses to build equity in our community”. Destinee Wright, a University of Virginia alumna, entrepreneur, and Equity Center fellow, started this directory in 2018. What began as a Facebook post for Small Business Saturday in which she asked Charlottesville locals to tag Black-owned businesses in the area has turned into the Charlottesville Black Business Directory Project.

Faculty Mentor: Dr. Steven Johnson

MYRA ANDERSON

Myra adapted her project for 2021 to better reflect current aims and the response to the current pandemic. Myra’s current project is now focused on the Sankofa Center. Sankofa will be a community based mental health village, aimed to provide African Americans in the Charlottesville Metropolitan area with culturally affirming, liberating safe space to access mental health services, including peer support, therapy, meditation, yoga, and culturally affirming peer support and therapeutic groups. This year Myra led a myriad of programming to build out the village mindset needed to actualize Sankofa. This includes partnering with Banks Collage Basketball Association, Williams Empowerment and more. She has also been instrumental in helping the Black community to meet their mental health needs with programming like: Can I Get a Witness, Restoring the Queen, Black Table Talk, and Write Here, Write Now. Her current hurdle is securing physical space for her Sankofa Center to actualize.

Faculty Mentor: Dr. Ivora (Ivy) Hinton

LIBBY EDWARDS-ALLBAUGH

Libby has been working hard to bring financial literacy programming to Black girls in Central Virginia. She started off working under the Sister-nomics umbrella as dictated by the 100 Black Women of America, and has shifted to a program that is more organic and locally relevant. Her goal remains for participants to be equipped with a fundamental understanding of how to apply decision making skills, problem solving skills, and management skills in their everyday lives to improve their standard of living. Her programming includes working with a group of Black females between the ages of 12 and 14 for a span of 4 weeks, and week-long programming with City of Promise and the Boys and Girls Club of Central Virginia.

Faculty Mentors: Dr. Dot Kelley and Dr. Julia Taylor
UPDATE ON 2020 FELLOWS PROJECTS

CONNECTA2: EDGAR LARA AND MARIA ESPARZA RODRIGUEZ

Overview
Conecta2: Latinx Leadership in Charlottesville is a program designed and developed collaboratively by Edgar and Maria to train and mentor the future Latinx leaders of Charlottesville. At a particularly difficult time of social and political tensions and in response to some of the challenges brought by the COVID-19 pandemic, this program will train, support, and empower future Latinx leaders from the Charlottesville area. Through his extensive contact with the local Latinx community, Edgar has learned that the lack of technological literacy among low-income, monolingual immigrants and adult Latinx people in the region is one area that requires attention and improvement. Edgar and Maria have proposed to use the fellowship and the resources provided by the Equity Center to design a program to empower, educate, train, and encourage public engagement and participation among local Latinx leaders. Specifically, the program will focus on helping the participants achieve technological literacy, learn about and discuss issues that are important to the Charlottesville Latinx community, find and share resources, and learn the skills and tools to work both independently and collaboratively. The program is a response to recent and past challenges faced by the local Latinx community. Their main objective is to mentor and support a group of leaders that will learn the fundamentals of technology, research skills and digital literacy, as well as how to create and share content such as webinars and online presentations for the community. Ultimately, they hope that these leaders will gain the skills necessary to engage and share their knowledge with other people in both the Charlottesville and UVA communities.

Faculty Mentor
Dr. Jon Goodall

Progress
Conecta2 began working with its first cohort of Latinx individuals in the summer of 2021. This team received a $3,500 grant from Bama Works Fund to purchase Chromebooks and other technology needed to teach necessary technical and communications skills to these community leaders.

PHOTOGRAPHY SERIES CATALOGUING BLACK MATERNAL EXPERIENCES: BENITA MAYO

Overview
Black women are 3 to 4 times more likely than white women to die from pregnancy-related causes, including: preterm labor, preeclampsia, hypertension of pregnancy, gestational diabetes, membrane disorders, hemorrhage, cesarean section and infection (Shen, Tymokow, and MacMullen, 2005). Moreover, black children also face higher rates of pre-term delivery and low birth weight (Hoyert, Freedman, Strobino, and Guyer, 2001).

Equal outcomes are not a reality for Black women during pregnancy, labor, and delivery and everyone deserves to have equitable healthcare that addresses their own particular needs. Benita believes a significant number of these negative outcomes can be reduced through the use of community-based doula support. Doula care includes non-clinical emotional, physical, and informational support before, during, and after labor and birth.

Doula support has been well-documented to improve health outcomes, enhance care engagement and satisfaction, and reduce spending on unnecessary procedures and avoidable complications. Studies have found that community-based doula support that begins during pregnancy and continues through childbirth and the postpartum period is associated with lower rates of preterm and low birth weight births and postpartum depression (Advancing Birth Justice: Community-Based Doula Models as a Standard of Care for Ending Racial Disparities, 2019).

Photos have a powerful impact in uncovering inequities and pushing for social change. Benita aims to raise awareness about the unacceptable maternal health disparities, show the positive impact community-based doulas have, and bring positive action to the issues that affect women at one of the most vulnerable times of their lives.

Benita believes this project, which is focused on doulas of color and the birth experiences of real women in Charlottesville, will have a greater impact on the birth community than any set of tragic statistics. Moreover, the potential exists for a positive ripple effect on maternal health disparities throughout Virginia. It is important that people understand that these women and their babies aren’t just statistics. They are real people with real lives.

Benita follows her clients and the clients of 2-3 doulas documenting their experience, including client meetings, prenatal appointments, births and postpartum visits. Currently, due to COVID-19, doulas are not allowed in hospitals; therefore, only home births are being documented.

The project will culminate in a photo exhibition at the Jefferson School, incorporating a community panel discussion, an educational presentation from Birth Sisters of Charlottesville, and a fundraising event to provide resources to train and certify more doulas of color in the Charlottesville area.

Faculty Mentor
Dr. Seanna Leath
**DECRIMINALIZING MENTAL HEALTH: ANNA MENDEZ**

**Overview**

The criminalization of mental illness is one of the leading causes of inequitable outcomes for people with serious mental illness in the Charlottesville area. The solution to the criminalization of mental illness is theoretically quite simple: stop criminalizing the symptoms and experiences of mental illness. However, “simple” is not synonymous with “easy.” While there are many possible ways to accomplish decriminalization, there has never been a formal assessment of community data to determine the most effective approach(s).

Interventions that would decriminalize mental illness include, but are not limited to:

- Developing a non-police response model to 911 calls for service
- Initiating a mobile crisis unit
- Opening a no barrier respite center open 24/7/365
- Developing an improved continuum of alcohol misuse treatment services
- Expanding the scope and capacity of the Mental Health Therapeutic Docket
- Refraining from charging people in crisis with felony assault on law enforcement officers

This project would entail using local data from the police department, Office of the Commonwealth’s Attorney, the local jail, and the publicly funded behavioral health system to accurately identify the interventions that would be the most effective at reducing the criminalization of mental illness in the City of Charlottesville and Albemarle County.

These findings can be used to propose policy and practice changes to Charlottesville City Council and the Albemarle County Board of Supervisors. This effort is incredibly timely as it coincides with the greater Charlottesville community’s exploration of ways to reallocate resources previously given to police departments in the service of improving equity and social justice.

**Progress**

During the first six months of her fellowship, Ms. Mendez worked with Senator McClellan and Delegate Bourne to draft and pass legislation that allows defendants with mental illness (and/or developmental or intellectual disabilities) to introduce evidence into their criminal trial that their condition prevented them from forming the mens rea necessary for conviction. Since 1986 defendants have been prohibited from doing so, resulting in the conviction of crimes they lacked the intent to commit or the acceptance of unfavorable plea deals. In partnership with the Virginia Indigent Defense Commission, Ms. Mendez developed a training on this new rule of evidence for attorneys and has trained over 60 defense lawyers. She is currently working with UVA’s Institute of Law, Psychiatry, and Public Policy to develop a similar training for clinicians who will providing the clinical assessment of defendants.

**Faculty Mentor**

Dr. Richard J. Bonnie

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**TUTORISH: MARIAN MCCULLOUGH AND DESIREE CONNOR**

**Overview**

Tutor-ish is a virtual tutoring organization that serves K-8 students in this pandemic time. Originally started by 8 Black certified teachers, the main goal of Tutor-ish was to help bridge the educational gap many students were suffering from after the abrupt end to the 2019-2020 school year. Tutor-ish works diligently to provide homework help, enrichment opportunities, and remedial tutoring services to help address students’ educational and social-emotional needs.

Because it aims to provide services to students who are typically underserved and performing below grade level, Tutor-ish strives to provide prices that are affordable and also provide payment plans to help meet the needs of all the families that it works with. Tutor-ish tutors also provide students and families with positive representation and high expectations that marginalized students may not encounter otherwise in their classroom experience. Students and families are able to choose from tutoring packages that best meet their needs and the services they would like to receive. Once a package is finalized, students and the tutor chosen to work with that student meet virtually to help strengthen the student’s educational skills and positive academic self-concept.

Tutor-ish recognizes that teaching the “whole child” is an important aspect of education that is oftentimes overlooked. Not only does Tutor-ish focus on the educational needs of the student, but its tutors also work to build relationships with all of the students that they work with as well.

**Faculty Mentor**

Dr. Robert Berry
EQUITY-FOCUSED COMMUNITY ENGAGED TEACHING

OVERVIEW
Community-based teaching is a pedagogical approach that connects students and faculty with activities that address community-identified goals through mutually beneficial partnerships that deepen students’ academic and civic learning. This form of scholarship was launched at UVA by Wende Marshall, Corey Walker, Frank Dukes, Phyllis Leffler and Karen Waters-Wicks, and it was recommended in Audacious Faith 2. The Equity Center is committed to equity centered community-engaged teaching and learning through the promotion of courses that seek to structure community partnerships and train students for equitable community engagement.

CIVIC AND COMMUNITY ENGAGEMENT COURSES SUPPORTED
These year-long College of Arts and Sciences courses challenge students to integrate their classroom learning with in-person and virtual community-based work, creating benefits for community partners and unique learning experiences for students.

AMST 3221
HANDS-ON PUBLIC HISTORY: SLAVERY & RECONSTRUCTION
Professor Lisa Goff
Overview
Lisa Goff’s Public History students completed a number of in-person activities while adhering to the university’s public safety rules. These activities included a tour of the university’s Special Collections Library, an African American history-focused tour of the UVA campus, independent tours of Monticello, and a field trip to Montpelier for a tour of the enslaved landscape.

Lisa livestreamed the tour of the Special Collections library, enabling students who could not attend in person to participate. These students also took virtual tours of Monticello and Montpelier.

Like her CCE colleagues, Lisa effectively used Zoom to bring these guest speakers into her virtual classroom: Gloria Gilmore and Robin Patton of One Shared Story, Professor Frank Gill, and Professor Kiki Petrosino. Topics included African American genealogical research, oral history, memory, ancestry, as well as practical how-to’s for Ancestry.com and digital mapping.

Students completed research into their own family histories, an activity that underscores the historicity in every family tree. Students also worked in groups to research historical African American residents of Louisa County and used Story Maps to create digital maps.

MUSI 3070
INTRO TO MUSICAL ETHNOGRAPHY
Professor Nomi Dave
Overview
Why and how does music matter to human beings? What does musical experience look / sound / feel like to particular people and communities? And how can these stories be told ethically and creatively? This course introduces students to the study of music as a fundamentally social practice, through the research method of ethnography. As a class, we will develop a year-long ethnographic project, working collectively and collaboratively with a small number of musicians in Charlottesville.

To protect the health of students and former community partners, Nomi Dave began the semester reconsidering how to define community, and imagining new ways for her students to engage with the local music communities. MUSI 3070 students were asked to tour Charlottesville independently, an activity that would allow for physical distancing while students observed the soundscape. Students connected with local musician, activist, and Charlottesville native Harli Saxon via Zoom. The discussion revolved around music during COVID-19—particularly the pressure that performing artists are under—and Black Lives Matter.

MSPAN 3020/3030
SÍ SE PUEDE: COMMUNITY ENGAGEMENT IN SPANISH SPEAKING CHARLOTTESVILLE
Professor Esther Poveda Moreno
Overview
In years past, Esther has worked with Madison House to have her students placed in volunteer positions with their Latinx and Migrant Aid program, and with Max Luna for placements in the Latino Health Initiative. For the fall 2020 semester, many of Esther’s students were able to participate in Madison House’s new virtual tutoring program, created in partnership with Albemarle County Public School and with the Equity Center. UVA students provided support for Spanish speaking students learning in person and remotely.

In addition to tutoring, SPAN 3020 students volunteered to create Spanish-language STEM educational resources for Earth Science and Mathematics. This experience highlighted how there may be areas of need in bilingual education.

Products
Algebra Vocabulary
https://drive.google.com/file/d/1NxjZiweceJiXZeAvZwrD1aT7dvVqcf/view

Earth Science Vocabulary
https://drive.google.com/file/d/1vIQIM9E3yfGT8U1EQZcueAspp91cLAx/view

Math Cognates
https://drive.google.com/file/d/1XUjWuki77yNHRhX9Jg7z7Y8xykvicCW/view
SWAH 1010/1020
INTRO TO SWAHILI
Professor
Anne Rotich
Overview
Anne Rotich’s students spend much of the fall semester learning about the subject matter (in this case, improving their Swahili language proficiency) and formulating community-based plans for the spring semester.

Using Zoom, Anne invited a number of individuals from the local Swahili immigrant community to speak with her students about their daily lives and cultural differences they observe between Charlottesville and their birth countries. These guest speakers, which the CCE program compensates for their time, also advise the students on how they may be able to contribute to the wellbeing of the Swahili community through group projects completed in SWAH 1020.

MUSI 3372/3374
WRITING RAP: HIP-HOP HISTORIES & ENGAGED COMMUNITY STORYTELLING PRACTICE
Professor
A.D. Carson
Overview
This course focused on the hip-hop cultural practice of writing rap. Though this practice is rarely devoid of a local context to which a lyricist is responding while crafting lyrics, this course placed significant emphasis on responding to the local environments of University of Virginia students as they explored the craft of writing raps. Students listened to, attempted to deconstruct, and evaluated a broad range of rap music while learning the basics of composing lyrics. Along with writing raps, students learned songwriting techniques and some theoretical approaches to composing larger works such as a “mixtape” or “album” through examinations of music, criticism, and literature. In the Spring of 2020, when COVID closed UVA campus, students worked to finish their final assignment, a mixtape called Isolate, remotely.

Products
https://raplabuva.com/

OTHER UVA COURSES

PLAN 6020
METHODS OF COMMUNITY RESEARCH AND ENGAGEMENT
Professor: Barbara Brown Wilson
School of Architecture

LPPS 5360
IMAGINING EQUITABLE POLICY
Professor: Michele Claibourn
Frank Batten School of Leadership and Public Policy

EDHS 1120
SO YOU WANT TO CHANGE THE WORLD: FOUNDATIONS OF COMMUNITY ENGAGEMENT
Professor: Melissa Levy
School of Education and Human Development

SCHOLARLY ENGAGEMENT

In addition to the community engagement intrinsic to the work of these courses, professors leading these courses have participated in a variety of events showcasing their work.

A highlight of this work was the Institute for World Languages spring round table and retreat, hosted at UVA in April and May of 2021.

“Creating Digital Projects: Podcasts, Multimedia Translations, and Annotated Testimonials.” Institute of World Languages Spring Round Table Series. The University of Virginia, Charlottesville, April 2021. Co-presenter.

CONTRIBUTIONS TO COMMUNITY-ENGAGED SCHOLARSHIP

Abstract
Preserving historic buildings can have many purposes, including honoring proud moments in our history as well as acknowledging and redressing shameful ones. The preservation of Antebellum buildings, buildings with an architectural style from the pre-Civil War era that often features symmetrical brick or white-washed façades and columns in a Greek revival style, has been as especially fraught issue. In the present work, we contribute to this conversation by examining the psychological costs of preserving Antebellum buildings such as restored or preserved plantations. In two studies (Ns=166 and 165, respectively), Black participants rated Antebellum but not New American architecture more negatively than White participants. They reported liking Antebellum architecture less and feeling less welcome in it. Further, Black (but not White) participants spontaneously mentioned racism/slavery when viewing Antebellum architecture. Interestingly, this pattern was also found for modern-built Antebellum architecture. This suggests it is not Antebellum buildings per se but Antebellum architecture and the ideologies it evokes that may be problematic. Next, we examined potential moderators of this effect. In Study 3, Black participants (N=81) read about an Antebellum museum with one of two missions, one devoted to reconstructing the museum for historical accuracy, common to historical museums, and the other to addressing and informing visitors about the era’s slavery. Participants also saw pictures of either a predominantly White or Black Board of Visitors. We found that only in the addressing slavery condition with a predominantly Black board did these Black participants report liking and feeling welcome in the museum. Importantly, they felt that museum would have more influence from and be more empowering for the Black community. The present findings have implications for interventions aimed at increasing Black Americans’ engagement with and sense of ownership in public spaces associated with Antebellum architecture. They suggest that reclaiming—and not only redeeming—spaces with such histories is important.

Citation
CONFEDERATE MONUMENTS AND THE HISTORY OF LYNCHING IN THE AMERICAN SOUTH: AN EMPIRICAL EXAMINATION

Under revise and resubmit

Researchers
Kyshia Henderson, Sam Powers, Michele Claibourn, Jazmin Brown-Iannuzi, Sophie Trawalter

Abstract
The present work interrogates the history of Confederate memorializations by examining the relationship between these memorializations and lynching, an explicitly racist act of violence. We obtained and merged data on Confederate memorializations at the county-level and lynching victims, also at the county-level. We find that the number of lynching victims in a county is a positive and significant predictor of the number of Confederate memorializations in a county, even after controlling for relevant covariates. This finding provides concrete, quantitative, historically and geographically situated evidence consistent with the position that Confederate memorializations reflect a racist history, one marred by intentions to terrorize and intimidate Black Americans in response to Black progress.

ONLINE RACIAL DISCRIMINATION AND THE ROLE OF WHITE BYSTANDERS

Abstract
Black college students attending historically and predominantly White institutions are increasingly encountering online racial discrimination. This exposure may increase psychological distress and undermine academic performance. Although White bystanders may be well-positioned to challenge racist posts, limited research has examined interventions to increase White students’ willingness to confront online racial discrimination. The present study used multiple methodologies to characterize the nature and frequency of online racial discrimination college students face, understand its impact on Black students, and increase challenges to online discrimination among White bystanders. Study data include content scraped from campus-related social media platforms over a 3-month period, transcripts from 8 focus groups conducted separately with Black (n=35) and White (n=33) college students, and data from an online experiment with 402 White college students. Taken together, study findings indicated that Black students encounter online racial discrimination with nontrivial frequency and are harmed by this exposure. Black students noted, however, that harm is mitigated when online racial discrimination is challenged by their White peers. Further, findings indicated that White students may be more likely to publicly confront racist posts if they (a) are aware of the harm it causes their Black peers, (b) perceive social norms that support confronting discrimination, and (c) receive guidance on what to say.

Citation

CONSTRUCTING HEALTH: REPRESENTATIONS OF HEALTH AND HOUSING IN CHARLOTTESVILLE’S URBAN RENEWALS

Abstract
This essay explores the co-construction of urban health and blight through architectural representation during urban renewal, exploring how buildings symbolically stood for social and epidemiological diagnoses, producing racial othering through depictions of space. Analysis of photographs, building surveys, real estate appraisals, maps, reports, and advertisements preceding urban renewal in Charlottesville, Virginia, reveals a racialized gaze that constructed problematic associations of whiteness with health and Blackness with blight. We argue that racialized image-making practices perpetuated inequities that urban renewal policy purported to reconcile while masking the true generating dynamics of white neglect and wealth extraction.

Citation

AN ALTERNATIVE TO “NO EXCUSES:” CONSIDERING MONTESSORI AS CULTURALLY RESPONSIVE PEDAGOGY

Abstract
To address inequality, philanthropists support “no excuses” schools in majority-Black low income communities. While the model has raised achievement, its practices are problematic from a social justice lens. Montessori is a highly contrasting model, and over 25% of public Montessori students are Black. Here we examine whether Montessori is a viable alternative school model for Black children. After showing the theoretical alignment between Montessori and culturally responsive pedagogy, we review studies of Montessori outcomes, then we present a new mixed-methods study of 12 adults who attended a primarily Black Montessori preschool. Their descriptions reflect that Montessori’s lived experience is as a culturally responsive pedagogy. The evidence suggests Montessori avoids the concerns raised by no excuses schools while delivering positive outcomes.

Citation
OUT OF PLACE: SOCIOECONOMIC STATUS, USE OF PUBLIC SPACE, AND BELONGING IN HIGHER EDUCATION

Abstract
Those from low socioeconomic status (SES) often lack access to public space and, when they have access, they are often discouraged from using public space. Scholars from human geography and related fields have argued that this limits engagement in civic life and undermines sense of belonging in one’s community. In the present work, we consider whether lower SES students face this predicament in higher education, particularly at elite public institutions. Across four studies, we find that, compared with higher SES students, lower SES students use public space on campus less—iconic public space in particular—and this can mediate the relationship between SES and sense of belonging at the University. We also find that experimentally increasing students’ use of public space can reduce and even close SES gaps in felt belonging. Taken together, the present studies suggest that use of public space matters for belonging and for understanding gaps in belonging. This work contributes to our understanding of SES disparities in higher education. More generally, it illustrates the importance of public space.

Citation

DISORIENTATION AS A LEARNING OBJECTIVE: APPLYING TRANSFORMATIONAL LEARNING THEORY IN PARTICIPATORY ACTION PEDAGOGY

Abstract
As the field of planning stretches toward redressing the injustices of past land use patterns through reparative practices, student learning needs to include socio-emotional, as well as technical and intellectual, skill-building. Pedagogy should increase the planner’s ability to recognize systems of oppression and center lived expertise in decision-making processes. Transformational learning theory considers the mechanisms through which place-based learning expands student worldviews through exposure to other ways of knowing. Reflecting on a participatory action course through the analytical lens of transformational learning theory, this paper considers the pedagogical and ethical challenges and opportunities for planning education through collaborative action.

Citation

PUBLIC REPORTS

TRANSPORTATION EQUITY AND ACCESSIBILITY IN THE CHARLOTTESVILLE REGION: SUMMARY AND RECOMMENDATIONS

Abstract
In this study, Equity Center Director Barbara Brown Wilson, Camille Burnett, and Andrew Mondschein look beyond the data generally available to transportation planners and policymakers and seek out the causal factors behind the barriers to mobility faced by priority populations in the region. Their approach includes focus groups, mapping exercises, and stakeholder interviews in order to understand barriers to access as well as interconnected factors (e.g. housing affordability) that determine and affect daily life for residents across the region. They sought to better understand the region's transportation needs according to the experiences of its users and planners, how current services are affecting and reaching underserved populations, and to identify actionable opportunities for improving access for all. Based on their findings, their recommendations include mobility strategies, equitable engagement practices, and people-first policies for the region.

Citation
Burnett, Camille, Mondschein, Andrew, and Wilson, Barbara B., "Transportation Equity and Accessibility in the Charlottesville Region: Summary and Recommendations." 2020 https://virginiaequitycenter.org/research/content/7951.

PROJECT PIPELINE 2020

Abstract
High school students living in local public housing communities met virtually to learn planning and design basics. The students explored their community open spaces and worked to envision and draft designs for outdoor spaces to suit their needs and interests.

Citation
Johnson, Crystal, Izaiah Richardson, Logan Martin, Marck Williams, Markasia Thompson, Zymir Faulkner, Patricia Yao, and Elgin Cleckley, "Project Pipeline, 2020" The Equity Center, A UVA Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship, August-October 2020, https://virginiaequitycenter.org/research/content/7981
COVID-19 WRAPAROUND SERVICES PROGRAM EVALUATION

Abstract
The Food Justice Network (FJN) at Cultivate Cville and The Equity Center at the University of Virginia (UVA) conducted a program evaluation on the COVID-19 Wraparound Services Program in Charlottesville, Virginia. The evaluation aims to: 1. Inform decision-making aimed at improvement of the program by evaluating current practices 2. Inform decision making aimed at selection, continuation, or termination by identifying the monetary value of the program 3. Advocate for the continuation of the program by means of justifying expenditure and demonstrating achievements 4. Contribute to the broader evidence base in order to inform future policy and practice by others outside the organization.

Citation

AUDACIOUS FUTURE: COMMITMENT REQUIRED

Abstract
This report is a call to action for the University of Virginia to commit seriously to racial equity and to implement a dozen concrete initiatives that are important to the University’s future. The authors believe strongly that this work requires significant investment in financial resources, leadership, and accountability, without which meaningful change will not occur. Twelve key initiatives were identified, and recommended strategies for how to approach each initiative are included in the report.

Citation

CENTERING EQUITY IN EVALUATING WELL-BEING & QUALITY OF LIFE FOR ALBEMARLE COUNTY RESIDENTS

Abstract
Albemarle County’s stated mission is to enhance the well-being and quality of life for all community members through the provision of the highest level of public service consistent with the prudent use of public funds. The Albemarle County Equity Profile analyzes various conditions across demographic groups and geographic areas that contribute to well-being. The report first finds that the County is becoming increasingly racially/ethnically diverse, a return to pre-20th century residential patterns. It then uses the American Human Development Index (AHDI), which evaluates health, access to knowledge, and living standards in local contexts to assess specific measures of well-being. Geographic and racial/ethnic discrepancies in scores between neighborhoods indicate important differences in access to County resources that promote well-being. The County has a responsibility to consider how it can promote well-being not just in some parts of the County, or for some residents, but for all residents in the County. The Profile provides an opportunity for County staff and community members to broaden understanding of how well-being is experienced in Albemarle and serves as a first iteration of what it expects to become a regular process of assessing community conditions.

Citation
Russell, Siri, Barbara Brown Wilson, Michele Claibourn, Alissa Ujie Diamond, Sam Powers, Michael Salgueiro. Albemarle County Equity Profile: Centering Equity in Evaluating Well-Being & Quality of Life for Albemarle County Residents. The Equity Center, A UVA Democracy Initiative for the Redress of Inequity through Community-Engaged Scholarship and the Albemarle County Office of Equity and Inclusion, 2021. https://virginiaequitycenter.org/research/content/830
**BOOKS**

**RECONSTRUCTION OF AMERICAN DEMOCRACY: CAN WE MAKE AMERICAN DEMOCRACY WORK?**

Edited by Melody Barnes (Co-Director for Policy and Public Affairs, Democracy Initiative, Dorothy Danforth Compton Professor of Practice, Miller Center of Public Affairs, University of Virginia), Corey D.B. Walker (Wake Forest Professor of the Humanities, Wake Forest University) and Thad Williamson (Associate Professor of Leadership Studies and Philosophy, Politics, Economics and Law, University of Richmond), and including a chapter written by Equity Center Faculty Director Barbara Brown Wilson.

**Abstract**

How can we create and sustain an America that never was, but should be? How can we build a robust multiracial democracy in which everyone is valued and everyone possesses political, economic and social capital? How can democracy become a meaningful way of life, for all citizens? By critically probing these questions, the editors of Community Wealth Building and the Reconstruction of American Democracy seize the opportunity to bridge the gap between our democratic aspirations and our current reality.

**Citation**


**WEBSITE AND DECISION SUPPORT TOOLS**


Claibourn, Michele and Sam Powers, “Charlottesville Region’s Frontline Workers,” The Equity Center, A UVA Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship, 2020, [https://virginiaequitycenter.github.io/cvilleequity_covid/frontend/](https://virginiaequitycenter.github.io/cvilleequity_covid/frontend/)


Equity Center and Network2Work@PVCC, “Ablemarle/Charlottesville Region Fair Treatment Charter for Frontline Workers,” 2020, [https://virginiaequitycenter.github.io/cvilleequity_covid/frontend/docs/FrontLineWorkers.pdf](https://virginiaequitycenter.github.io/cvilleequity_covid/frontend/docs/FrontLineWorkers.pdf)

McDonald, Kevin, Ian Solomon, and Barbara Brown Wilson, “Voices for Equity,” The Equity Center, A UVA Democracy Initiative Center for the Redress of Inequity through Community-Engaged Scholarship, August 2020, [http://voicesforequity.virginiaequitycenter.org/](http://voicesforequity.virginiaequitycenter.org/)

Russell, Siri, Barbara Brown Wilson, Michele Claibourn, Alissa Ujie Diamond, Sam Powers, Michael Salgueiro, “Albemarle County Equity Profile: Centering Equity in Evaluating Well-Being & Quality of Life for Albemarle County Residents – Key Results,” The Equity Center, A UVA Democracy Initiative for the Redress of Inequity through Community-Engaged Scholarship and the Albemarle County Office of Equity and Inclusion, 2021, [https://virginiaequitycenter.github.io/albequity_profile](https://virginiaequitycenter.github.io/albequity_profile)
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Nancy Deutsch, “If We Remake Middle School, What Would That Mean for Teens?,” UVA Alumni News, May 12, 2021 [https://alumni.virginia.edu/learn/2021/05/12/if-we-remake-middle-school-what-would-that-mean-for-teens/](https://alumni.virginia.edu/learn/2021/05/12/if-we-remake-middle-school-what-would-that-mean-for-teens/)


Jordy Yager, “Determined to Be Free,” Charlottesville Tomorrow, June 12, 2020, [https://www.cvilletomorrow.org/articles/articles/determined-to-be-free/](https://www.cvilletomorrow.org/articles/articles/determined-to-be-free/)
**SELECTED EVENTS + PRESENTATIONS**


Michele Claibourn, Jonathon Kropko, Luis Felipe R. Murillo, and Sally Hudson, “Data for Social Good in #Charlottesville,” TomTom Foundation Cities Rising Summit, October 22, 2020. [Link](https://www.youtube.com/watch?v=3iQBVdgsvok&t=11s)

Elgin Cleckley, “Paper Monuments: Charlottesville,” Special Session of TomTom Foundation Cities Rising Summit, October 5, 2020. [Link](https://www.youtube.com/watch?v=Q4xp1Fr7E)


Nadiya Khaydari, Ben Allen, Daniel Fairley, and Brian Kayser, “Community Supports: Scaffolding the Journey to Equity,” TomTom Foundation Cities Rising Summit. October 14, 2020. [Link](https://www.youtube.com/watch?v=Y4rZKIHNsA&amp;start=8s)


Esther Poveda and Liz Hall, “Creating Digital Projects: Podcasts, Multimedia Translations, and Annotated Testimonials.” Institute of World Languages Spring Round Table Series. The University of Virginia, April 30, 2021.

Esther Poveda, UVA Collab Media Assignments Faculty Showcase, The University of Virginia, February 2021

Anne Rotiche, “Community-Based and Experiential Learning in the Foreign Language Curriculum,” Institute of World Languages Faculty Retreat, The University of Virginia, Charlottesville. January 2021

YouthNex and the Equity Center, “Returning to School with Equity in Mind,” UVA School of Education and Human Development, Last Accessed August 16, 2021, [Link](https://tinyurl.com/SchoolEquitySeries)


UVA School of Architecture Student Planners Association and the Equity Center, “Housing Justice in Charlottesville: What could reparative policies and planning look like in practice?” March 21, 2021. [Link](https://www.arch.virginia.edu/events/housing-justice-in-charlottesville)