PennDesign Faculty Diversity Action Plan
Updated June 2018

I.   Introduction

Design is a global enterprise, requiring faculty, students, scholars and practitioners to engage in learning and sharing experiences with cultures, societies, clients and communities around the world. Preparing students to become leading design practitioners and scholars in a global society demands not only conceptual understanding but direct experience working with diverse disciplines, sectors, geographies, populations, cultures, and perspectives. Strengthening the diversity of our academic community – which includes students, staff, overseers, and faculty – is therefore essential to our educational mission in general and our focus on urban environments in particular.

This *2018 Faculty Diversity Plan Update* highlights the School's progress toward meeting the goals set forth in PennDesign's *2012 Faculty Diversity Plan*, provides an update on the challenges we face, and includes goals and recommended strategies to achieve these goals over the next five years. We believe that development of a clear, comprehensive roadmap that includes realistic and achievable priorities and next steps developed with input from students, faculty, and staff is critical to PennDesign's ability to diversify our community and to tackling the complex, global design challenges of the twenty-first century.

II.   Progress Since the 2012 Faculty Diversity Plan

PennDesign's first Faculty Diversity Plan, written in May 2012, focused on increasing the diversity of the school's standing faculty and strengthening our data collection efforts. This plan affirmed diversity as a priority within the school, articulated the challenges we face in terms of diversity, and laid the groundwork for future diversity initiatives. Below is a summary of the school's progress to date.

Goal 1: Track progress through the collection of process and outcome measures.

Progress:

- PennDesign uses data from the University's annual Faculty Trend Report to monitor changes in the demographics of the standing and associated faculty and the academic support staff.
- Since 2012, PennDesign has made progress in diversifying the School's faculty with regard to gender; however, gains in diversifying our faculty with regard to underrepresented minorities have been uneven. It is important to note, however, that with a small standing faculty (43 as of July 1, 2018), the smallest change can result in a significant percentage change.

- ➢ The percentage of female standing faculty increased from 37% in fall 2012 to 42% in fall 2017.
- ➢ The percentage of female faculty across all faculty types (standing, associated, and academic support staff) decreased from 38% in fall 2012 to 35% in fall 2017.
- ➢ The percentage of minority standing faculty decreased from 23% in fall 2012 to 14% in fall 2017; the percentage of underrepresented minority standing faculty decreased from 8.6% in 2012 to 7% in 2017.
- ➢ The percentage of minority faculty across all faculty types (standing, associated, and academic support staff) increased from 15% in fall 2012 to nearly 19% in fall 2017; the percentage of URM faculty across all types increase from 6.6% in 2012 to nearly 12% in 2017.
- In the coming years, the school seeks to strengthen collection of detailed demographic information about the academic support staff by department (including self-identified sexual orientation) to help us track our progress in increasing the diversity of our part-time lecturers.

Goal 2: Seek candidates who are more diverse by revising our search processes.

Progress:

- PennDesign has made a number of changes to the faculty search process to ensure that search committees are more assertive in their efforts to identify a diverse pool of candidates. The School has increased the number of Diversity Search Advisors from one to two; added explicit language to faculty job postings requiring all applicants to describe how issues of diversity will be brought into courses and to discuss previous activities mentoring minorities, women, or members of other underrepresented groups; provided implicit bias training to all faculty search committees; and shared best practices for conducting inclusive searches with faculty.
- The school also appointed its first Faculty Diversity Coordinator, who provided demographic reports to update search committees throughout the search process.
- PennDesign strengthened its commitment to requiring search committees to reach out to professional, academic, and alumni networks that are inclusive of underrepresented minorities (URMs), including the National Organization of Minority Architects (NOMA) and Women in Architecture, and required that all positions be posted in resources specifically targeting URM applicants such as HERC and DiverseJobs.

Goal 3: Foster growth in faculty diversity through enhanced retention and development strategies.

Progress:

- In the past five years, PennDesign has strengthened its orientation process and materials for new faculty as well as the School's mentoring program to ensure that all junior faculty are assigned a mentor within the first month of their arrival, that mentors hold individual meetings with each faculty member at least once per semester, and that all junior faculty meet individually with the Dean early in their appointment. The Dean has also met individually with faculty members considering possible promotion to full professor.
- PennDesign has bolstered the support that the School provides for junior faculty conducting sponsored research by hiring a Grants Manager (with the goal of hiring an additional Grants Coordinator in Fiscal Year 2019), establishing a very active school–wide Research Committee, and appointing a new Associate Dean for Research who is charged with identifying tools, trainings, and other resources that could assist junior faculty in applying for sponsored research grants and increasing their competitiveness.
- PennDesign faculty are encouraged to participate in University-wide initiatives supporting various affinity groups, including the Penn Forum for Women Faculty.
- The School seeks to expand online faculty resources on the website.
- In the past five years, PennDesign has retained approximately 80% of faculty who have received outside offers, often by providing additional support for research or subvention for future publications.

Goal 4: Prepare the next generation of diversity candidates by seeking to strengthen the diversity of our students and to increase opportunities for exchanges on diversity-related issues

Progress:

- In the past five years, PennDesign has made important strides toward increasing the pool of minority candidates who might apply for future standing faculty positions by adding two postdoctoral students who are supported through the Provost's Postdoctoral Fellowships for Academic Diversity.
- The School has identified a Diversity Recruitment Ambassador to accompany the Director of Admissions to student recruitment events at diversity fairs and an increasing number of Historically Black Colleges and Universities (HBCUs).
- PennDesign faculty and the Director of Admissions have increased student recruitment activity in Latin America and offered designated fellowships for Latin American students.

- PennDesign has increased the percentage of our financial aid contributions allocated for minority students; for the fall 2017 incoming class, we distributed 11 out of 12 full-tuition diversity scholarships. This represents $1.38 million or 23% of our total master's aid budget.
- PennDesign has implemented many events for faculty, staff, students, and alumni focused on increasing dialogue about equity, inclusiveness, and implicit bias. Examples include events highlighting academic electives focusing on issues of diversity and social justice, faculty trainings (including trainings on implicit bias and welcoming LGBTQ students), and discussions about how to improve departmental curriculum to make them more reflective of diverse voices and perspectives.
- A handful of new student affinity groups have been created over the past few years, including QueerDesign, Women in Architecture, and the Urban China Collective.
- A new Diversity at Design website highlights the School's diversity–focused efforts, promotes talks, lectures and events, and features various documents and resources focused on diversity, including the School's Faculty Diversity Plan and annual updates.
- In March 2017 and 2018, PennDesign held a Student Diversity Town Hall discussion to solicit feedback from students on the School's current climate as well as ideas about how to promote a greater sense of inclusion.

Goal 5: Offer enhanced support by identifying School-level resources and leveraging University resources

Progress:

- In fall 2017, PennDesign established a new Diversity Coordinator position to help create and foster diversity–focused initiatives across the school and established a school-wide Diversity Committee composed of students, faculty, and staff.
- The School has also taken full advantage of several University resources dedicated to promoting greater diversity, including:

  ➤ PennDesign has hired two postdoctoral students supported through the Provost Office's Postdoctoral Fellowships for Academic Diversity
  ➤ The School has hired three faculty members supported by the Provost's Faculty Opportunity Fund.
  ➤ The Executive Director of the Center for Teaching and Learning has facilitated discussions at PennDesign faculty meetings regarding implicit bias and inclusive teaching practices, and he has facilitated smaller group discussions regarding increasing diversity in departmental curricula.
  ➤ Lubna Mian from the Provost's Office has conducted implicit bias trainings for PennDesign search committees

- In fall 2017, the Dean asked each department chair to document how issues of diversity and equity are reflected in their departmental curricula and to explore strategies to enhance diversity in course and studio content. Faculty were also invited to share tools and resources that have helped them with this process.

III.   Creating a School-wide Infrastructure to Support and Communicate PennDesign's Commitment to Diversity and Inclusion

In October 2016, with the arrival of Dean Fritz Steiner, PennDesign established its first Diversity Work Group (DWG), which was comprised of faculty, staff and students. The goal of the DWG was to advise him on strategies and initiatives to increase the diversity of the school's faculty, staff and students, promote a more inclusive PennDesign community, and foster a learning environment that encourages and celebrates difference.

In AY 2017-2018, the DWG became an official Diversity Committee. In September 2017, the Dean designated the school's first Diversity Coordinator, to provide staff support to the PennDesign Diversity Committee, organize events, communicate to the school community, develop the Diversity at Design website, and support other related efforts.

The PennDesign DWG helped to develop the school's first commitment to diversity statement, which was shared with the faculty, staff, and students and adopted in spring 2017. The full PennDesign Diversity Statement is included below

> *PennDesign is committed to creating an educational setting in which all students, faculty members, and staff members are valued. We strive to create an inclusive culture that celebrates difference and is strengthened by contributions from people of all races, religions, countries of origin, genders, ages, sexual orientations, physical abilities, learning differences, and socioeconomic backgrounds.*

> *We aspire to support and retain a student body, faculty, and staff who are representative of the multiple communities and publics with which we collaborate and work. A diverse community at PennDesign enhances our ability to prepare the next generation of artists, architects, landscape architects, planners, and preservationists to become leaders and innovators in a multicultural society.*

IV.   Overcoming Challenges: Lack of Diversity in the Design Professions and at PennDesign

As the School of Design continues to build on our efforts to increase faculty diversity, it is important to remember some of the challenges we face, particularly the lack of diversity among the design professions in general and the candidates from among whom we draw faculty in particular. For example:

- A 2015 study of Diversity in the Profession of Architecture conducted by the American Institute of Architects (AIA) found that only 5% of students enrolled in U.S. architecture schools, only 4% of AIA members, and only 2% of registered architects are African American.

- According to the same study, only 15% of students enrolled in U.S. architecture schools, 8% of AIA members, and 3% of registered architects are Hispanic/Latino.

- The AIA Diversity in the Profession of Architecture Executive Summary 2015 notes that women are entering and advancing in the field in increasing numbers, but they are generally not entering into leadership positions.

- According to the American Society of Landscape Architects July 2016 newsletter, less than 10 percent of graduating landscape architects were African Americans or Latino.

- Eighty-one percent of American city planners, per the most recent Census data on the profession (2010), are white; four in 10 planners are women. According to a 2013 survey, only 16 percent of American Planning Association members identify as racial minorities.

The dearth of minorities in the fields of architecture, city planning, and landscape architecture, and the underrepresentation of women in these fields, are also a reality at PennDesign. In addition, we suspect an underrepresentation of LGBTQ faculty, although we do not necessarily have the data to confirm this suspicion. As stated earlier, only 19% of PennDesign's faculty (including standing, associated, and academic support staff) self-identify as minority and 12% identify themselves as URM; only 35% of PennDesign faculty (all types) identify themselves as female. We recognize the urgent need to implement more assertive strategies to increase the number of minority, female, and LGBTQ faculty within the school. We also recognize that increasing the pipeline of minority students (master's, PhD, and postdoctoral) who will be in a position to assume future faculty positions is critical to our success.

V.   Goals for AY 2019 – AY 2023

With support and guidance from the PennDesign Diversity Committee, the School has identified short- and long-term strategies aimed at increasing diversity and promoting a culture of inclusion. These strategies and protocols, outlined in greater detail below, are designed to achieve:

- A faculty, student body, and staff that better reflects the communities and populations with which we work.
- The expansion of curricular content (particularly that of the core courses) to better reflect the diversity of scholarship in our fields, including the inclusion of scholars, practitioners, and content that speak to and from, not just of, diverse communities.
- A shift in the culture of the school to prioritize and value difference and diversity.

- A means to redress the experiences of exclusion, bias, and disrespect perceived by many students of color and other marginalized students.

These strategies are organized according to the following four categories: (1) Faculty Recruitment and Support, (2) Student Recruitment, and Support (3) Faculty Support and Curriculum, and (4) Programming.

1. Strategies for Recruiting and Supporting A More Diverse Faculty

We recognize that a homogeneous faculty impacts many areas of work and activity in the school, including curriculum development and review, student assessment, programming, student support and recruitment. This lack of diversity can contribute to a culture that might ignore the specific needs and interests of some members of our community and might not prepare our students to be well-rounded leaders within their professions. We are eager to build on the enhancements we have made to our faculty search processes and our data collection efforts by implementing the following strategies.

- Expand protocols and internal goals for all standing faculty searches to ensure more diverse representation in the group of short list of candidates.
- Continue supporting assertive outreach to underrepresented minority candidates for all faculty searches.
- Provide financial support to proactively establish a common pool of diverse candidates for various roles across the school and small incentives to offset financial barriers that might prevent these professionals from coming to campus.
- Appoint a Diversity Search Advisor in each of the School's five departments/programs and empower them to take a more active role in searches – including writing directly to colleagues to request nominations of candidates that contribute to diversity; writing to historically Black, predominantly Latino, and tribal colleges and universities to secure lists of doctoral students graduating in a particular field; contacting local and statewide associations to secure a list of members from diverse communities; writing to minority caucus groups (e.g., Black Coalitions of Higher Education) that may have a network of professionals within their organization.
- Advocate for University-wide and School-wide efforts to more accurately collect, report, and track self-identified demographic data relating to faculty, including LGBTQ.
- Increase diversity in the part-time faculty by setting goals for the chairs of each department.
- Increase the number of guest lecturers, visiting critics, senior critics, and jury members from URMs by requiring departmental reporting and increases.
- Encourage department chairs to pursue the appointment of one or more secondary appointments in the standing faculty.

2. Strategies to Increase Student Diversity Recruitment and Support for Minority Students

PennDesign continues assertive efforts to recruit, retain, and support our students and create a culture of inclusion. In the 2017–2018 Academic Year, approximately 31% of US PennDesign students self-identify as minority, and 19% as underrepresented minority. In fall 2012, approximately 27% of students identified themselves as minority and approximately 18% as underrepresented minority. Below are strategies that we believe will help strengthen PennDesign's efforts to recruit a more diverse student body.

- Formalize the Student Diversity Recruitment Ambassador position and increase outreach to institutions serving URM students to grow the number of minority applicants.
- Establish clear benchmarks for increasing the number of URM students at PennDesign.
- Increase the number of full fellowships designated for incoming students of URM backgrounds.
- Create mentoring programs for students of color and LGBTQ students, particularly during their first term at PennDesign.
- Commit to regular school-wide discussions about diversity and the School's progress toward achieving these goals.
- Explore the feasibility of developing a PennDesign summer program for first-time URM college students.
- Identify faculty mentors for all student groups.
- Establish diversity as a critical component of all staff hiring, in particular for staff positions that directly support students.

3. Strategies for Providing Faculty Support and Encouraging Diversity in Curricula

In 2016, we reviewed commentary from an admissions focus group regarding diversity in which students expressed that some faculty members have not been able to adequately support diversity in their classrooms and/or adequately respect the experiences and opinions of our students of color. The impact of the faculty is felt both inside the classroom as well as in the collective decisions made by the faculty in areas such as curricular content, the hiring of part-time faculty, visiting critics, jury members, and visiting lecturers. It is imperative to engage the faculty as a whole in discussions and trainings that help in their ability to support a wider-range of positions and identities within PennDesign. Below are specific recommendations.

- Hold annual presentations at school-wide faculty meetings that address strategies to improve access for all students in the classroom.

- Provide more tools and resources to assist faculty in creating and developing course work that more accurately reflects the work being done in our fields by scholars and practitioners of color, LGBTQ scholars and practitioners and other marginalized voices.
- Encourage each department to devote one department faculty meeting per year to teaching roundtables focusing on inclusivity.
- Continue the Faculty Diversity Chat model (e.g. ongoing small faculty discussions regarding strategies for making our courses more inclusive).
- Encourage a more active role with the local Philadelphia Chapter of the National Association of Minority Architects (NOMA) as a resource.
- Develop a faculty resources page on the Diversity at Design website.
- Formalize the process for requiring each department to undergo an internal review of the diversity reflected in their curriculum and to explore strategies to enhance diversity in course and studio content with critical attention directed at core course content.

4. Strategies to Improve Programming – Fostering a Culture of Inclusion

PennDesign is committed to fostering a School-wide climate of inclusiveness and celebrating the diversity of our student body. We believe that hiring a diverse faculty and attracting more URM students are essential; however, we also recognize that there are other ways to promote a culture of inclusion, celebrate the diversity of the School's student body, and demonstrate the high value we place on diverse perspectives. Below are some examples of strategies we plan to employ.

- Increase the diversity of speakers in PennDesign's lecture series by requiring each department to program at least one or two lectures featuring a minority lecturer or focusing on diversity-oriented content; implement an annual Julian Frances Abele lecture
- Continue diversity elective nights and other events, including the student diversity town hall.
- Continue to hold interactive discussions with faculty, staff, and students about creating a culture of inclusion and promoting inclusive teaching practices.
- Develop a multiyear, cross-departmental series of public dialogues focused on issues of diversity, social justice, and inclusion.
- Encourage and support additional student affinity groups.
- Issue small grants for courses or programming focusing on diversity.
- Expand content on the Diversity at Design website to include resource pages for diverse programs, curriculum, and ongoing initiatives, special projects, and diversity resources, and include monthly updates in *Design Weekly,* PennDesign's email newsletter.

VI.   Conclusion

PennDesign is proud of the progress we have made to date on the goals we established in the 2012 Faculty Diversity Plan but we recognize that the School still faces tremendous challenges. We will continue implementing many of the initiatives listed above, with a particular focus on further expanding our recruitment efforts to potential URM students, increasing our efforts to identify promising minority faculty of the future, and measuring our progress.

We believe that the existence of the School's first Diversity Committee, with representation from each of our five departments, will help ensure that conversations about diversity, inclusion, and social justice have a broader reach within the school and are taking place at both the department and the School level. We are hopeful that in the coming year, we will see increased representation on the Committee from each department, and that the Committee will continue to support PennDesign faculty, staff, and students engaged in curricular and non—curricular projects that interrupt and challenge unrecognized bias and un-challenged homogenization in scholarship and practice. We recognize that changing the School's culture to make sure that faculty, staff, and students from all backgrounds feel welcome, valued, and supported requires a multi-faceted approach focusing on recruiting more diverse faculty and students, encouraging greater diversity in courses and curricula, and improving programming to promote a greater sense of inclusion.