



# Weitzman School Fall 2020

## Departmental Diversity, Equity, and Inclusion (DEI) Plans

# DRAFT

As of 11/25/20





# Architecture

## **DEI Strategy Weitzman Department of Architecture // 11/25/2020**

Please find an overview of the future DEI strategy for the Department of Architecture. Note that this is not necessarily a new strategy all together, and was developed together with the faculty and the DEI committee. Some courses / seminars were already taught, but are now further elaborated on, and new faculty was hired due to a variety of reasons.

### **For this Fall 2020 the following was put in place already:**

#### **INITIATED A Department DEI Committee** with Simon Kim as Chair

Department chair Dubbeldam has charged the Diversity committee with the task to compose a longterm plan for the Department, and even more importantly to assist the Admissions committee in diversifying our student body and recruiting more BIPOC students, and to connect our faculty & students to more inner city communities. The Committee and the Associate Chair will advise the Chair on all DEI strategies, and assist on advancing policies and support of diversity, equity, and inclusion. See DEI committee charge attached.

#### **BIPOC FACULTY hired for Fall:**

- **We hired Juliana Barton PHD as Lecturer** to teach the core course in second year ARCH 611: **"Making Space, Making Race"**

*Making Space, Making Race explores the ways in which architecture is a way of imagining, building and validating a racialized world. Buildings, highways, suburbs, and cities are constitutive of how individuals become positioned in a vast spectre of racial segregation, tangible in the shape and materiality of space. Focused primarily on the architecture and history of the United States, the course will emphasize the material (read "built") dimensions of race and the ideological operations through which the construction of racial identities and the construction of the built environment.*

- **We hired Penn alum Vanessa Keith as a full-time Lecturer A** to teach design studio's in first year, the ARCH 501 [Fall] and ARCH 502 [Spring]
- **We hired Laia Mogas-SoldeVilla** as tenure track Assistant Professor [starts January 2021]

**LONGTERM :** we will focus on a BIPOC standing faculty member in our next search. We have 2 DSA: the Chair of the DEI Committee Simon Kim, and Associate Chair Annette Fierro. We commit to hiring BIPOC Faculty and balance the diversity if the faculty.

#### **BIPOC STAFF:**

- We currently have no staff openings but will prioritize outreach to a diverse applicant pool that is inclusive of BIOP candidates when we do, with the goal of increasing the diversity of the Department staff.

## CURRICULUM

- **We hired Juliana Barton PHD as Lecturer** this Fall [to replace Sophie Hochhausl] to teach the **core course** in second year ARCH 611: **“Making Space, Making Race”** [ Gender and Race was always taught in Arch611]
- **We asked Eduardo Rega to teach a new elective seminar ARCH 711** this Fall on the relations between critical theory, architectural design-research, social equity and politics.
- **Daniel Barber has also initiated a new ARCH 711 for the PHD students** this Fall [ and open for March students] on: ***Contemporary Architectural Discourse: Race, Gender, Environment***

*It is intended for PhDs across the university and advanced professional students in architecture, landscape, planning, preservation, fine arts, and allied fields. Research projects will be developed according to student interests and ambitions. We will explore recent literature in architecture and related disciplines, focused on those texts that aim to reshape the contours of the field. **The authors we read will join the seminar over Zoom**, allowing for in-depth discussions of method and research ambitions, and opportunities for considering the prospects for critical scholarship.*

*Confirmed guests include (more coming):*

- \_ *Adrienne Brown, The Black Skyscraper: Architecture and the Perception of Race*
- \_ *Irene Cheng, co-editor, Race and Modern Architecture: A Critical History from Enlightenment to the Present*
- \_ *Gökçe Günel, Spaceship in the Desert: Energy, Climate Change, and Urban Design in Abu Dhabi*
- \_ *Ersela Kripa and Stephen Mueller, Fronts: Military Urbanisms and the Developing World*
- \_ *Olga Touloumi and Theodora Vardouli, editors, Computer Architectures: Constructing the Common Ground*
- \_ *Fernando Lara on Decolonization and Arturo Escobar’s Design for the Pluriverse*

*[note that a few of these guests will also give a school-wide lunchtime lecture, details coming]*

## LONGTERM PLANNING / CURRICULUM REVIEW:

- The DEI committee has recommended an accredited DEI course in the curriculum. This is already under review by faculty and has been discussed with Students in their recent townhall.
- Review of curriculum overall - an analysis of each individual course to understand whether and how it includes diverse perspectives, teaches students about DEI, and/or provides them with opportunities to work on these issues.
- Review and restructure the curriculum in the department to ensure a diverse representation of voices and perspectives, including BIPOC voices.

## TRAINING FOR FACULTY & STAFF & STUDENTS

- Together with the DEI committee we initiated a faculty DEI retreat and invited Mike O'Bryan from HD2 Solutions. The sessions focused on introducing participants to foundational ideas that will increase their capacity to nurture inclusion and performance. Below is an overview of his training approach:

### IDEAS:

- Conceptual Frameworks
- Associated Language
- Principles for Relationship-Building

### CONTENT AREAS:

- Human Development
- Learning Science and Skill Development
- Identity-Based Experiences

\* Provide observations and insights on current strengths and areas requiring growth as it relates to the development of a baseline of understanding in the three listed content areas \* Offer a set of recommendations for next steps for building and maintaining the organization's capacity to nurture human flourishing.

The sessions were held September 21, 25 and October 5, 2020:

- session one: standing faculty & staff
- session two: all other faculty
- session three: all faculty and all staff.
- 

This was followed by a **Townhall with all students**, and the students will get a DEI training by Mike O'Bryan either this Fall or at the start of the Spring Semester.

## OVERALL DEI PRESENCE IN THE DEPARTMENT:

- **Lecture Series:** We have updated our Summer, Fall & Spring Lecture series to include even more diverse presenters. The lecture committee includes Women in Design, Inclusion in Design students, and students on the student council, as well as Ivy, Sophie and Winka D.
- **Juries:** Juries always include a very diverse set of jurors, and will continue to do so.

- **TA's:** We have made it more transparent to our students on how TA's are chosen and have given them more agency in the process. This was initiated for Fall 2020. See document attached.

Please feel free whether there are any more questions that are not answered and we will endeavor to create greater transparency and clarity!

Sincerely,

A handwritten signature in dark ink, appearing to read 'Winka Dubbeldam', followed by a period.

Winka Dubbeldam, Miller Professor and Chair  
Department of Architecture  
University of Pennsylvania

To: Arch Department Diversity Committee  
From: Scott Loeffler  
RE: Teaching Assistantships for spring 2021  
Date:

---

## Summary:

The document below was prepared in response to requests from students for more transparency in how faculty select their teaching assistants. The outlined plan aims to increase the number of students considered for the limited number of assistantships without removing control of individual hiring decisions from faculty for their own courses.

## The Process So Far

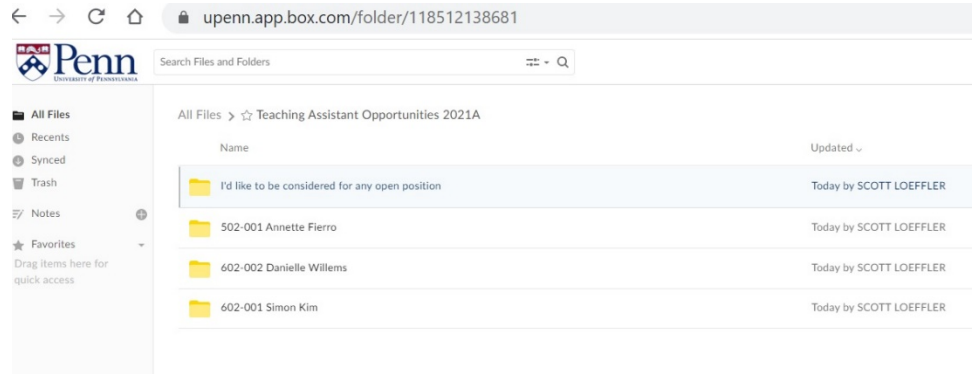
Previously faculty hired their TA's through private recruitment and interview. Instructors were free to use whatever evaluation they wanted to choose their TA for the semester. Unfortunately this often led to many students feeling they had no way to be considered for a TA role. Beginning in fall 2020 the department sent a list of all TA positions to all students and encouraged them to reach out to any faculty member with whom they wished to work. Faculty are still free to hire whichever student they wish using whichever evaluation tools they like but have been made aware through this new process of many students who are available and interested.

## New Process for Spring 2021

In mid-September the department will provide a list of all TA positions open in the spring to all students with the questionnaire provided by Annette Fierro (addendum 1); students can apply to any course in which they are interested or upload their application to a general folder to be reviewed by any interested faculty.

Faculty will have direct access to their own individual folder as well as the general folder—they can then review all submissions and make their choice using whichever criteria will best serve their course. Faculty remain completely in control of which students they hire to be their TA.

Example of box  
folder for  
applications





## Addendum 1

### Questionnaire for interested students

Department of Architecture  
Weitzman School of Design

In an effort to make the process of assigning teaching assistantships (TA) more open, systematic, and diverse, please fill out the questionnaire below and attach one 8 1/2 x 14 design sheet to this application, by **INSERT DATE**. These will be reviewed by **INSERT DATE** by individual faculty members.

Name:

Email Contact:

Current Level:

Degree Program(s):

Faculty Reference:

Preferred studios and courses in which you would like to teach:

Software programs and/or special skills which will qualify you for the specific studio/course:

Have you ever taught before? Describe your previous experience and why you want to be a teaching assistant now:

## Addendum 2

### Positions Available in spring (draft)

502-201

502-202

502-203

502-204

502-205

502-206

522-101 Nathan Hume

522-101 Nathan Hume

532-401 Franca Trubiano

532-401 Franca Trubiano

532-401 Franca Trubiano

532-401 Franca Trubiano

536-401 Richard Farley

536-401 Richard Farley

536-401 Richard Farley

602-201

602-202

602-203

602-204

602-205

602-206

634-001 Efrie Escott

634-001 Efrie Escott

636-001 Robert Stuart-Smith

636-001 Robert Stuart-Smith

671-001 Phil Ryan

671-001 Phil Ryan

718-001 Daniel Barber

Admin Sean Limlaw

Date: July 25, 2020

From Winka Dubbeldam, Chair

Department of Architecture

To: Committee Members

Simon Kim (chair)

Daniel Barber

Ezio Blasetti

Hina Jamelle

Hillary Morales Robles

Eduardo Rega Calvo

Natalia Revelo

Andrew Saunders

Danielle Willems

Re: Committee on Diversity

Thank you, members of the Committee, for so quickly responding to my request to create a Committee on Diversity. Thank you, Simon, for accepting the role of the Chair of the Committee. The formulation of this committee is an important step in our efforts to achieve greater equality and diversity within the Department and the School.

The tasks of the Committee are as follows:

1. in consultation with the Department Chair; meet and coordinate with the student organization *Inclusion in Design* (liD).
2. coordinate with and serve on the existing school-wide diversity and inclusion committee under the guidance of Karyn Tufarolo (see also the University of Pennsylvania Weitzman School “Diversity Through Excellence Plan Update,” September 28, 2018
3. work on increasing visibility of the Department in order to increase diversity in student applications and admissions;
4. engage the Department with the City of Philadelphia as follows:
  - a. work actively with the AIA Philadelphia on *Equity, Diversity and Inclusion in Philadelphia Architecture Schools*;
  - b. reach out to Philadelphia community leaders and generate a proposed plan to

actively engage the Department and students

5. make recommendations to the Department Chair on the following issues related to equality and diversity:
  - a. new elective courses, studio topics, and curriculum revisions, to begin Spring 2021, depending on enrollment and/or deferrals;
  - b. new part-time instructors and lecturers;
  - c. a new full-time, or tenure-track position [after hiring freeze has been cancelled] in consultation with Department Chair, Search Committee, Standing Faculty and students, and work to secure the best possible candidates for the position;
  - d. a new post-doc position in line with the University's Diversity Post-Doc scheme, for appointment no later than Fall 2022.

The Committee will meet periodically as necessary with the Associate Chair of the Department, but no less than every two months. The Committee will report and give timely recommendations to the Department Chair who will respond to the Committees' recommendations. The Department Chair will continue to be responsible for decisions on the hiring of all part-time and full-time lectures – including all design studio instructors in consultation with the studio coordinators.



# City Planning



## **City Planning DEI Plan**

We created the plan below in conjunction with faculty and a small set of students. We believe that it might evolve, as we intend to circulate it to students as well. Additionally, we have asked Matt Miller to spearhead our work this spring so that we can make a significant amount of progress. He will do this instead of teaching a course for us. This was not an easy tradeoff to make, but we believe it makes sense.

### **1. Recruit, retain, and support more Black, Indigenous, and People of Color (BIPOC) faculty and staff members, including tenure track faculty and faculty and staff in leadership positions.**

- **Requirement:** Each department should increase the number of BIPOC lecturers/part-time faculty and should develop a plan for hiring, retaining and supporting BIPOC faculty in all three tracks.
- **Charge:** Please submit an assertive outreach plan for identifying and recruiting potential faculty of color in each faculty rank (e.g. academic support, adjunct, and standing faculty), with both short and long-term goals. Short-term goals should include hiring more part-time/academic support faculty of color in the fall 2020 and spring 2021 semesters. In addition, please identify a standing faculty member to serve as your department's **Diversity Search Advisor (DSA)**. The DSA is responsible for promoting the Schol's goals for faculty diversity and inclusion and for ensuring that all faculty searches or other processes have been conducted in a way that identifies, interviews, and gives full consideration to the most qualified individuals, regardless of race, religion, country of origin, sexual orientation, physical ability or socioeconomic background. The DSA also advises search committees on strategies that are likely to be effective in building a diverse applicant pool and faculty.

## **CPLN Response**

Our strategy over the past three plus years has been to use all of the university tools and resources at our disposal to increase the diversity of our faculty. Specifically, we have used the Provost's postdoctoral fellowship, the Faculty Opportunity Fund, search waivers, and the Provost's Distinguished Visiting Faculty position to stretch our own resources. Over this period we have:

- Hired our first ever Black tenure track faculty member, using the post doc program, a Faculty Opportunity Fund grant, and a search waiver.
- Brought in two new Black post docs
- Hired the department's first tenured Asian faculty member
- Hired a Latinx professor of practice (in progress)
- Applied for and got a Distinguished Visiting Faculty member who is Black
- Hired one new Black course instructor
- Hired one new Black Workshop instructor
- Hired one Latinx adjunct to teach two courses in 2019-2020.
- We are in the process of recruiting a Black PIK who is a full professor.

During this same period, two white male professors retired and another white male professor did not get tenure. Also, we have hired two Black professors to teach courses for us in Spring 2021.

Moving forward, we intend to:

- Actively search for BIPOC studio and Workshop instructors. Our Workshop and studio instructors are overwhelmingly white and, in the case of studio instructors, overwhelmingly male. This is an area where we should be able to make change relatively quickly. Because it is important to have goals, we intend to hire 1 – 2 new BIPOC studio instructors for AY 2021-2-22, and 1 – 2 new Workshop instructors for 2021-2022.
- Use the Provost's Postdoc Fellowship as a pipeline for hiring new tenure track faculty. In most cases, we can plan far enough ahead to know what our standing faculty needs will be. If we can bring a BIPOC postdoc in who has the right skill set and research focus, and they prove to be a good fit for our needs, we can follow through by hiring them, using a search waiver if necessary and applying for Faculty Opportunity Fund grants to offset the cost for the first several years.
- Create stronger connections between our program and BIPOC faculty and graduate students in our field. The current chair has begun to do this, but we need to think more about how to institutionalize these connections.
- Look explicitly for opportunities to hire BIPOC adjunct professors. \

- **Deadline for Implementation:** As noted above, your plan is due by 10/1/20. Hiring data will be reviewed at the end of the fiscal year (e.g. by 6/30/21).

## 2. Recruit and retain more BIPOC students.

- **Requirement:** Each department should increase the number of BIPOC students admitted into and enrolling in your program(s).
- **Charge:** Please submit a plan outlining what strategies you will employ to achieve this goal, how you will increase your outreach to potential BIPOC students and the schools that serve them, how you will partner with the Admissions and Financial Aid Office to do so, how you will increase the yield rate for BIPOC students who are admitted (e.g. engagement strategies), and what additional resources you might need.
- **Deadline for Implementation:** As noted above, your plan is due by 10/1/20. Admissions and yield rate data will be reviewed at the end of the fiscal year (e.g. by 6/30/21).

### CPLN Response

City Planning has made great strides toward increasing the diversity of our students over the past three plus years. The table below illustrates the increase in BIPOC students. Our success is a function of:

- Having sufficient funding to compete with peer institutions. The Moelis Fellowship has been tremendous for attracting BIPOC students.
- Offering a curriculum that engages questions of social and racial justice.
- Having a large enough population of BIPOC students to attract more BIPOC students.
- Bringing BIPOC prospective and matriculated students together to understand their unique needs and challenges.
- Hosting events that speak to the intersection between planning and communities of color. These include speakers who work on these issues and, for example an alumni of color reception at the chair's house.

We have observed some correlation between BIPOC and FIGLI (first generation low-income) students. Some members of the faculty and staff of our department have gone out of their way to provide these students with extra support. I would like to think about how we might institutionalize this support because it largely happens under the radar. The emergency fund will be an enormous help and I hope we can endow that. I would like to think about formalizing other kinds of support.

Here are our plans for attracting and retaining BIPOC students moving forward:

- Attracting and retaining BIPOC students requires funding. To that end, we will continue to work with the dean and DAR to identify donors who would be willing to provide scholarships to BIPOC students. Chairs do not typically have much responsibility for fund-raising, which makes this task a bit difficult.

- We will continue to hold events for BIPOC students, including: Chats with the Chair, Breakfasts before Open Houses for Prospective and Admitted Students, and receptions with BIPOC alumni.
- Two of our four annual speakers each year will be BIPOC.
- Ask BIPOC alumni to take an active role in advising the department on recruiting and directly helping with recruitment. We have worked to repair and strengthen our relationships with these alumni over the past few years and many now seem engaged.
- Working with local undergraduate institutions:
  - We will create a plan for attracting additional BIPOC students from Penn, Bryn Mawr, Haverford, and Swarthmore using our submatric program.
  - We will also create relationships with other colleges and universities in our region, such as Drexel and Temple, and local HBCUs. Specifically, we will identify key faculty members in relevant programs and departments who can help connect us to talented prospective students. The Center for the Preservation of Civil Rights Sites will be focusing on HBCU partnerships also, and we plan to work with Randy Mason to collaborate in this area.
  - NOTE: we need a dedicated faculty member and a student worker to focus on the above bullet point. We are filling the gap this Spring by having Matt Miller work on the implementation of our plan instead of teaching a course, but this work requires sustained effort, and we currently do not have the capacity to create and maintain these relationships. Resources will be needed to expand our ties to potential feeder institutions.

### **3. Review and restructure the curricula in each of the School's departments to ensure a diverse representation of voices and perspectives, including BIPOC voices.**

- **Requirement:** Each department should work with faculty to review your departmental curriculum, courses, and syllabi to ensure that:
  - A diversity of voices and perspectives are represented,
  - Courses and syllabi do not promulgate racist assumptions,
  - Models elevated and cited do not reproduce a homogeneous discipline,
  - Courses and studios (both required and elective) explore social impact, social justice, and interrogate canonized bibliographies, histories and methodologies to address material and voices previously excluded,
  - Courses and studios identify strategies to address absent voices and topics, and
  - Community representatives and BIPOC critics are invited to attend mid and final review.

I encourage you to examine all courses and syllabi to identify 'blind spots' or missing perspectives and to consider implementing a required design and social justice course.

- **Charge:** Please submit a summary of how you plan to review your curriculum to make sure that it meets the standards listed above as part of your overall plan.

- **Deadline for Implementation:** The curriculum review should be completed by **January 15, 2021.**

## **CPLN Response**

We see our work in the area of curriculum as consisting of two components:

1. The curriculum as a whole—the core curriculum, concentrations, and electives. The questions we will ask ourselves in this part of our work is: How does our program as a whole teach students about anti-racism and train them to be anti-racist planners? How are the canonized approaches to planning embedded in our curriculum, and what would it mean to decolonize our program? We will, for example, determine whether it makes sense to weave DEI throughout all of the classes, create a required course to provide this material, or some combination of the two.
2. Each individual course. In this component of our work, we will be looking at each individual course to understand whether and how it includes diverse perspectives, teaches students about DEI, and/or provides them with opportunities to work on these issues.

That said, we plan to:

- Engage in a department-wide syllabus audit. We will draw from existing examples of this type of work such as [this process](#) created by the Center for Urban Education at USC, and [these questions](#) developed by Pitt's School of Social Work. We believe this work will be most effective if it is led by an experienced facilitator, and we are in discussions with CTL about whether they can facilitate this work.
- We will also have a larger facilitated meeting to discuss number 1, above.
- Require all students to learn how to engage diverse communities. We will add a component to the Workshop course that is required for all first year students, starting this spring.

With respect to timing, we can commit to conducting our syllabus audit during the spring semester so that faculty can work on revising their syllabi over the summer. I am mindful of how overextended faculty are right now—the majority of our faculty have children learning at home because of the pandemic, and I am hesitant to commit to doing the larger curricular review this next semester as well.

### **4. Conduct anti-racism and diversity and inclusion training for faculty, staff, and students.**

- **Requirement:** Students, faculty, and staff should participate in anti-racist, implicit bias and/or other DEI trainings.

In AY 2019-2020, we began to hold twice yearly DEI trainings for faculty and students (separately). We intend to continue to hold one training each semester, and to make these mandatory for all faculty and students. The first student training each year will be during orientation. We are also reviewing the Penn and Racism course developed by SP2 and the dental school, and determining whether we will require it for incoming students next semester.



- **Charge:** The Dean's Office will support both school-wide and department-specific DEI training. The attached memo provides a summary of the current training plan for faculty and staff (facilitated across the School) and for students (facilitated by each department). As you will see, the Dean's Office has interviewed a series of DEI trainers and picked two who are preferred. You may use a trainer from the attached list or you are welcome to use an alternative trainer if you prefer. Additional information about how to coordinate training for faculty, staff, and students is outlined in the attached memo, or you may contact Karyn Tufarolo to discuss your plan further.

- **Deadline for Implementation:** Plan for how you will address training for your students is due on 10/1/20 and an initial training for students in your department should take place by 1/15/21.

## **5. Increase the diversity of studio critics, jurors, and other academic participants in the School.**

- **Requirement:** Each department should increase the number of BIPOC studio critics, jurors, and other academic participants in reviews, juries, and studios.

- **Charge:** Please submit a plan for achieving this goal by 10/1/20. The plan should include an assertive outreach strategy for recruiting and retaining jurors, studios critics, and other participants of color and for tracking data related to the diversity of people in these positions.

- **Deadline for Implementation:** Your plan is due by 10/1/20 (as part of the larger plan). Demographic data will be reviewed at the end of the fiscal year (6/30/21).

We have set a goal of having at least one BIPOC critic at every studio review going forward, and making an effort to balance juries by gender, ability, and LGBTQ as well.

## **6. Increase transparency related to selection criteria for awards and student employment.**

- **Requirement:** Students have asked that we make the application process and selection criteria for awards more transparent in each of the School's departments and that we post available RA and TA positions and pay rates and hold a more transparent selection process.

- **Charge:** Please submit a plan for how you will make both of these processes more transparent by 10/1/20

- **Deadline for Implementation:** Revised and more transparent processes should be in place by 1/15/21.

We now post for all TA and RA positions.

Thank you very much for your continued partnership in these efforts. I look forward to discussing these important issues with you further and to reviewing your respective plans

In addition to the above requests, we would like to add “culture” to our plan. Although it is difficult to pin down, creating a culture of inclusion and community that feels welcome for everyone is a key piece of moving our anti-racism work forward.



# Fine Arts

## **Fine Arts DEI Document**

**1. Recruit, retain, and support more Black, Indigenous, and People of Color (BIPOC) faculty and staff members, including tenure track faculty and faculty and staff in leadership positions.**

**--Requirement: Each department should increase the number of BIPOC lecturers/part-time faculty and should develop a plan for hiring, retaining and supporting BIPOC faculty in all three tracks.**

**Charge: Please submit an assertive outreach plan for identifying and recruiting potential faculty of color in each faculty rank (e.g. academic support, adjunct, and standing faculty), with both short and long-term goals. Short-term goals should include hiring more part-time/academic support faculty of color in the fall 2020 and spring 2021 semesters.**

**In addition, please identify a standing faculty member to serve as your department's Diversity Search Advisor (DSA). The DSA is responsible for promoting the School's goals for faculty diversity and inclusion and for ensuring that all faculty searches or other processes have been conducted in a way that identifies, interviews, and gives full consideration to the most qualified individuals, regardless of race, religion, country of origin, sexual orientation, physical ability or socioeconomic background. The DSA also advises search committees on strategies that are likely to be effective in building a diverse applicant pool and faculty.**

Graduate Fine Arts: There are 7 members of standing faculty of which 3 are of color, including the Chair. Additionally, Sharon Hayes is queer-identified and active in LGBTQ+ advocacy on campus and off. While we lost a member of our standing faculty in x year [Nancy Davenport's departure year], a replacement for that faculty has not been approved. We urgently need an additional standing faculty (tenure line) to support the growing needs of the new undergraduate degree in design and, if a search is approved, every effort will be made to hire a BIPOC professor. Sharon Hayes is currently serving as a school-wide Diversity Search Advisor (DSA) and she will continue as the department's DSA in the current restructuring of those positions.

Undergraduate Fine Arts: In our current roster of 34 part-time lecturers, we have 10 BIPOC lecturers teaching, and several other folks that represent different diverse backgrounds and perspectives. Our commitment to diversity in these faculty positions is strong and ongoing but we lack the resources to retain, support and promote these faculty members to greater involvement in the school and its mission. Fine Arts needs additional financial support to add full-time opportunities for these existing part-time faculty members, and a new tenure line in Design.

Moving forward, the Department plans to offer additional professional support for our BIPOC part-time faculty in the form of research stipends, professional development, mentorship, and networking. We are also committed to greater diversity in our staff and staff leadership. An opening to do so exists with the recent resignation of Kristen Giannantonio.

**2. Review and restructure the curricula in each of the School's departments to ensure a diverse representation of voices and perspectives, including BIPOC voices.**

**Requirement: Each department should work with faculty to review your departmental curriculum, courses, and syllabi to ensure that:**

- o A diversity of voices and perspectives are represented,**
- o Courses and syllabi do not promulgate racist assumptions,**
- o Models elevated and cited do not reproduce a homogeneous discipline,**
- o Courses and studios (both required and elective) explore social impact, social justice, and interrogate canonized bibliographies, histories and methodologies to address material and voices previously excluded,**
- o Courses and studios identify strategies to address absent voices and topics, and**
- o Community representatives and BIPOC critics are invited to attend mid and final review.**

**I encourage you to examine all courses and syllabi to identify 'blind spots' or missing perspectives and to consider implementing a required design and social justice course.**

The MFA faculty all serve on the department's curriculum committee and regularly review new coursework. MFA faculty are committed to the values of robust, diverse and heterogeneous curricula that offers students exposure to the wide-range of cultural, theoretical, historical and aesthetic positions in our field. In curricular review process, we often send comments and suggestions back to individual faculty for expansions or reconsiderations of their bibliography of both artists and readings.

Additionally, this fall Fine Arts inaugurated a DEI faculty working group to promote and develop anti-racist curriculum, provide tangible examples of diverse perspectives, and utilize outside anti-racist training and trauma-informed teaching approaches.

The Department has in place a Student Advisory Board meeting regularly with faculty to discuss issues important to students in the department, develop programming and events, and build opportunities relevant to students. The Department has regular Town Halls, averaging once a month whereby all faculty, staff and students meet to air issues and concerns. The Department prints out a summary of the Town Hall, including listing all items the Department has promised to try to resolve. There are follow ups by email to all the students relating to items that have been addressed.

Fine Arts for many years have had a high diversity number of BIPOC critics and guest artists present their work and to serve during review periods. Last year for instance, the five Final Review critics included Kellie Jones (African-American); Adrienne Edwards (African American); Ernesto Pujol (Cuban-American; LGBTQ); and Chitra Ganesh (South Asian American; LGBTQ).

The faculty in Fine Arts sees issues of diversity and difference as salient to learning about art and works diligently to promote these values across all aspects of our curriculum

### **3. Conduct anti-racism and diversity and inclusion training for faculty, staff, and students.**

**Requirement: Students, faculty, and staff must participate in anti-racist, implicit bias and/or other DEI trainings. Not optional. This is a requirement for participation in the program by all in the department. Attendance is monitored. Members of the community will be prohibited from**



participating in class work until full participation in training. The department will also organize conversations in relation to the training as many BIPOC students, faculty, and staff would like a deeper discourse and understanding into these issues. The training is only a beginning of an awareness.

**Charge:** The Dean's Office will support both school-wide and department-specific DEI training. The attached memo provides a summary of the current training plan for faculty and staff (facilitated across the School) and for students (facilitated by each department). As you will see, the Dean's Office has interviewed a series of DEI trainers and picked two who are preferred. You may use a trainer from the attached list or you are welcome to use an alternative trainer if you prefer. Additional information about how to coordinate training for faculty, staff, and students is outlined in the attached memo, or you may contact Karyn Tufarolo to discuss your plan further.

For a number of years now, Fine Arts has held two DEI training workshops about issues of gender diversity and transgender inclusion in the program and classroom for MFA faculty and students. In the past, we held one for Faculty and Staff and another for students. Additionally, one year, students a shared workshop for faculty and staff to participate alongside students.

Additionally, Fine Arts implemented a series of professional development workshops for the purpose of better-equipping our students, particularly BIPOC, low-income students and students with other marginalized identities, with tools to help them navigate the challenging landscape of career-building. This series includes a workshop relating to financial advice for students. This workshop is not simply financial management advice but, like others in the series, engage broader questions that recognize issues of systemic racism and its impact on professional and financial outlook.

#### **4. Increase the diversity of studio critics, jurors, and other academic participants in the School.**

**Requirement:** Each department should increase the number of BIPOC studio critics, jurors, and other academic participants in reviews, juries, and studios.

**Charge:** Please submit a plan for achieving this goal. The plan should include an assertive outreach strategy for recruiting and retaining jurors, studios critics, and other participants of color and for tracking data related to the diversity of people in these positions.

Fine Arts believes in the importance of BIPOC points of view in all manner of Fine Arts curriculum, review, and assessment processes and consistently prioritizes the contributions of BIPOC artists, critics, and reviewers.

#### **5. Increase transparency related to selection criteria for awards and student employment.**

**Requirement:** Students have asked that we make the application process and selection criteria for awards more transparent in each of the School's departments and that we post available RA and TA positions and pay rates and hold a more transparent selection process.

Fine Arts will make all decisions relating to MFA awards and residency selection absolutely apparent. Over the last few years, we have converted some of our most valuable opportunities from an award to an application-based opportunity. This includes selection for the three residencies: American Academy

in Rome, Vermont Studio Program and Lugo. We will continue to consider how to be more transparent about our selection criteria and selection process for our end of year awards to increase inclusion in those areas. RA and TA positions and pay rates will be (have been) posted for all MFA students to see. The appointment of an MFA to a TA-ship will continue to be made with transparency and with the participation of MFA and faculty alike in the selection. The appointment of an MFA to a RA-ship has not, heretofore, been made transparent as it was included as a component of our overall financial offers to a student prior to acceptance. The department recognizes that the composition and distribution of financial aid to students prior to acceptance is the least transparent of all our dealings with the cohort as a whole. To ameliorate this lack of transparency requires a deep restructuring of our admission and recruitment process as well as a reexamination of our overall admission processes. This is an area that the department is eager to address with the support and involvement of the Dean's office.

End of year awards for Undergraduate Fine Arts students also will be more transparent, including a clearer application process and announcement of jury composition and rules. Award applications will be reviewed and voted on by all part-time and full-time faculty.



# Historic Preservation

# DEI ACTION PLAN / GRADUATE PROGRAM IN HISTORIC PRESERVATION

Updated: 11/15/2020

## 1. BIPOC faculty recruitment

New hire for Fall 2020/Spr2021: Brent Leggs (Executive Director, African American Cultural Heritage Action Fund, National Trust for Historic Preservation) hired as Associate Adjunct Professor and Senior Advisor to our new Center for the Preservation of Civil Rights Sites.

HSPV is at capacity now with 6 standing faculty (1 shared PIK professor); however, we have been able to recruit and hire Brent Leggs as Associate Adjunct Professor to diversify our HSPV faculty and increase our Senior Associated Faculty from 2 to 3.

Diversity Search Advisor: Randy Mason

## 2. Recruit and retain more BIPOC students

Our applicant pool is already a self-selective group who have identified Historic Preservation through opportunities that may be beyond the reach of disadvantaged undergraduates. Increasing the applicant pool of qualified under-represented candidates will take time and funding to reach potential undergraduates and especially those at traditional BIPOC and tribal colleges and universities. To address this we have begun to work with the HP alumni and new outreach programs with these institutions:

Tuskegee University/Alabama Consortium project: Led by Randy Mason in partnership with Tuskegee's Architecture Department on teaching preservation, joint field projects and related research, funded by J.M. Kaplan Fund.

Mellon Diversity in Conservation Education: Led by Frank Matero in association with ANAGPIC, to enhance remote teaching and learning resources in conservation education. This grant will support equipment and technical expertise needed to produce instructional/digital didactic materials to attract college and university students from underrepresented groups to the profession of conservation.

New Alumni DEI Working Group focused on BIPOC student recruitment

In discussion now on alumni strategies including alumni talks at HBCU and tribal colleges.

## 3. Review and restructure curriculum

Each year HSPV faculty are asked to review and revise their syllabi and indicate changes made to reflect DEI objectives. New courses related to DEI have been and continue to be added, some

experimental, to identify how DEI is best embedded in the core curriculum as well as highlighted through special seminars. Recent and current examples include:

HSPV 705: Spring 2021- Civil Rights Sites Studio co-taught by Randy Mason with Brent Leggs

Fall2020/Spr2020 Joint symposia on heritage, race, and power with GSAPP/Columbia University and led by Brent Leggs and faculty and students from each HSPV program .

Heritage and Social Justice seminar: Proposed, designed and twice taught by Randy Mason; focuses on histories, environments and preservation debates connected to racial injustice, activism, statue debates, redlining, intersectionality and other topics.

HP Studio Detroit-Philadelphia Exchange Project: co-taught by Randy Mason and Pamela Hawkes. Conceived as a series of studio projects, research efforts and internships. Our studios complete so far, each on a neighborhood with high URM populations and histories of racial discrimination and violence.

HSPV 534 (Public History (Spring 2020)) Taught by Aaron Wunsch-will be revised to include a major focus on identity politics, race, and heritage.

HSPV 600: Documentation, Research, and Recording I : Co-taught by Francesca Ammon and Kecia Fong. Multiple years focusing on Germantown, a largely African American neighborhood in NW Philadelphia. Students have examined the history of various sites and communities in this neighborhood, and several of their nominations (final assignments) have been approved by the Philadelphia Historical Commission for inclusion on the city's local registry of historic buildings. This fall, the course will study the Southwark neighborhood and the history of sites that were targeted for demolition to make way for the Crosstown Expressway. The story of the failed expressway is part of the larger history of freeway activism by often minority communities that have been the victims of large-scale redevelopment or infrastructure projects.

HSPV 638: Photography & the City: Taught by Francesca Ammon. Seminar focused on photographs associated with the destruction or resiliency of African American (and other minority groups') landscapes and communities. We have compared photographs of "blighted" neighborhoods taken by white and non-white photographers. We have examined the government-sponsored New Deal photographs taken of and by African Americans. We have looked at ruin porn and its inclusion or erasure of the people who have populated these landscapes."

HSPV 740/ANTH 570 Conservation and Management of Archaeological Sites: Taught by Frank Matero and Clark Ericksin. focuses on Indigenous and Hispano sites in the Americas including issues of authority and power in their access, interpretation, and preservation

Summer 2020: HSPV held 3 student lead zoom discussion groups about BLM and monuments



Summer 2020: HSPV created a resource page on racial and social equity for self-learning:  
<https://www.design.upenn.edu/historic-preservation/racial-and-social-equity-resources-list>

#### **4. Anti-racism and DEI training for HSPV faculty, staff and students**

Department specific initiatives have been reserved for students while faculty training has been tasked to the School-wide DEI workshops in fall 2020. Efforts to date include:

Summer 2019 & 2020: DEI Workshop for incoming student cohorts in Summer Institutes

November 2020: HSPV Student DEI Workshop

#### **5. Diversity of academic participants other than faculty**

October 2020: Guest Lecture-Andrea Roberts: The Freedom Colony Repertoire: Promising Approaches to Bridging and Bonding Social Capital between Urban and Rural Black Meccas

Invited Spring 2021:

Everett Fly <https://www.neh.gov/about/awards/national-humanities-medals/everett-i-fly>

Lauren Hood <https://www.laurenahood.com/about>

Amber Wiley <https://ambernwiley.com/>

Faye Anderson <https://phillyjazz.us/historic-preservation-public-memory-cultural-heritage-tourism/> Joe Becton <http://www.jobecton.com/jbhistory.htm>

#### **6. Increase transparency for awards and student employment**

All departmental RA and TA positions are posted by research project or course in a shared folder with qualifications, due dates, and contacts. Students apply directly and the office manages the applications for review by faculty and PI's who select applicants based on resume, and sometimes interview. No changes to the procedure are anticipated other than an increase of opportunities with targeted positions for BIPOC graduates and post graduates.

New initiatives include positions with the Center for the Preservation of Civil Rights Sites and a new project: Ancient Worlds Now: Getty Funded 3 year project in partnership with National Park Service to develop Native American site preservation training toward academic and professional pathways including positions for tribal college undergraduates.

DIVERSITY, EQUITY, AND INCLUSION ACTIVITIES SUMMARY (11.17.20)		
Historic Preservation Program		
Creating a More Inclusive Community – Curricula and Training	HSPV	November 2020: HSPV Student DEI Workshop, November 2020
Creating a More Inclusive Community – Curricula and Training		Summer 2019 & 2020: DEI Workshop for incoming student cohorts in Summer Institutes
Recruitment of Faculty, Staff, and Students		Fall2020/Spr2021: Brent Leggs (Executive Director, African American Cultural Heritage Action Fund) hired as Associate Adjunct Professor and Sr. Advisor to new Center for the Preservation of Civil Rights Sites
Creating a More Inclusive Community – Curricula and Training		Summer 2020: HSPV held 3 student lead zoom discussion groups about BLM and monuments
Creating a More Inclusive Community – Curricula and Training		Summer 2020: HSPV created a resource page on racial and social equity for self-learning: <a href="https://www.design.upenn.edu/historic-preservation/racial-and-social-equity-resources-list">https://www.design.upenn.edu/historic-preservation/racial-and-social-equity-resources-list</a>
		October 2020: Guest Lecture-Andrea Roberts: The Freedom Colony Repertoire: Promising Approaches to Bridging and Bonding Social Capital between Urban and Rural Black Meccas
Creating a More Inclusive Community – Curricula and Training		Fall2020/Spr2021: Joint symposia with GSAPP/Columbia Univ. led by Brent Leggs and faculty and students from each HSPV program
		Fall 2020- HSPV Alumni working group that is looking into Curriculum, Recruitment, & Events
Recruitment of Faculty, Staff, and Students	Frank Matero	<b>Mellon Diversity in Conservation Education:</b> November 2020: \$150,000 grant (with the rest of ANAGPIC) to enhance remote teaching and learning resources in conservation education. This grant will support equipment and technical expertise needed to produce instructional/digital didactic materials to attract college and university students from underrepresented groups to the profession of conservation.
Creating a More Inclusive Community – Curricula and Training		<b>Tuskegee University/Alabama Consortium project:</b> Led by Randy Mason in partnership with Tuskegee’s Architecture Department on teaching preservation, joint field projects and related research, funded by J.M. Kaplan Fund.
		<b>HSPV 740/ANTH 570 Conservation and Management of Archaeological Sites</b> focuses on Indigenous and Hispano sites in the Americas including issues of authority and power in their access, interpretation, and preservation
Creating a More Inclusive Community – Curricula and Training		<b>Ancient Worlds Now:</b> Getty Funded 3 year project in partnership with National Park Service to develop Native American site preservation training toward academic and professional pathways. (pending)
Creating a More Inclusive Community – Curricula and Training	Randall Mason	<b>Heritage and Social Justice HSPV course:</b> Proposed, designed and twice taught the course; focuses on histories, environments and preservation debates connected to racial injustice, activism, statue debates, redlining, intersectionality and other topics. Now folded into HSPV 534-Public History.
Creating a More Inclusive Community – Curricula and Training		<b>Professional projects:</b> Many of my professional projects (via PennPraxis) are located in diverse, URM-dominant communities (Strawberry Mansion, Philly: Stamford CT; Salvador, Brazil) Several of our NPS cultural landscape studies focus on black landscapes (golf course, parks, camps) Don’t know if the Rwandan memorials work falls under the banner of “Diversity, Equity and Inclusion”: perhaps if one sees genocide as extreme discrimination, and traumatic heritage as an outcome
Creating a More Inclusive Community – Curricula and Training		<b>Detroit-Philadelphia Exchange Project:</b> Conceived the series of studio projects, research efforts and internships. Our studios complete so far, each on a neighborhood with high URM populations and histories of racial discrimination and violence
Creating a More Inclusive Community – Curricula and Training		<b>Tuskegee University/Alabama Consortium project:</b> Initiated this project with J.M.Kaplan Fund and Tuskegee University; centers of partnership with Tuskegee’s Architecture Department on teaching preservation, joint field projects and related research
Creating a More Inclusive Community – Curricula and Training		<b>Other Preservation Studios:</b> Before the Detroit-Philly studios, we undertook projects in other disadvantaged and URM-dominant neighborhoods: Strawberry Mansion and Sharswood, Atlantic City (twice)
Creating a More Inclusive Community – Curricula and Training		HSPV 705: Spring 2021- Civil Rights Sites Studio co-taught with Brent Leggs
Recruitment of Faculty, Staff, and Students		IMI Program (at Woodlawn Cemetery/Bronx & Green-Wood Cemetery/Brooklyn) to introduce underserved youth to preservation and a gateway into the masonry preservation field. I think that training is not only important, but helping minorities and young people of color find employment in the preservation “system” and engaging them in these discussions. This is just a small piece of the larger apprentice program provided by the Bricklayers and Allied Craftworkers. <a href="https://www.wmf.org/project/bridge-crafts-careers-program">https://www.wmf.org/project/bridge-crafts-careers-program</a> <a href="https://www.thewoodlawncemetery.org/bridge-to-crafts-careers/">https://www.thewoodlawncemetery.org/bridge-to-crafts-careers/</a> <a href="https://obtjobs.org/masonry/">https://obtjobs.org/masonry/</a> <a href="https://www.harlemworldmagazine.com/apply-now-for-bridge-to-crafts-careers-preservation-training-program-from-harlem-to-highland/">https://www.harlemworldmagazine.com/apply-now-for-bridge-to-crafts-careers-preservation-training-program-from-harlem-to-highland/</a> <b>Eastern State Program:</b> <a href="https://whyv.org/articles/young-masons-breathe-new-life-into-work-of-preserving-eastern-state-penitentiary/">https://whyv.org/articles/young-masons-breathe-new-life-into-work-of-preserving-eastern-state-penitentiary/</a>
Creating a More Inclusive Community – Curricula and Training	Joe Elliott-Future Ideas	HSPV could do an initiative to offer inventory, assessment, and advocacy for some or all of the black cultural sites in Philly. Dox Thrash House, Coltrane House, Marian Anderson House, Paul Robeson House come immediately to mind. Also a look at neighborhood scale.
Creating a More Inclusive Community – Curricula and Training	Aaron Wunsch-Future Ideas	<b>HSPV 534 (Public History), 600 (Documentation), and 701 (Studio),</b> we might consider looking at known assemblages / clusters of key Af-Am sites. Some that spring quickly to mind are: sites featured in Baugh's 1913 Souvenir of Germantown (see attached / link); Eden Cemetery ( <a href="https://www.edencemetery.org/">https://www.edencemetery.org/</a> ) and other key Af-Am sites near Darby; Crozier Theological Seminary (amazing buildings plus <a href="https://kinginstitute.stanford.edu/encyclopedia/crozer-theological-seminary">https://kinginstitute.stanford.edu/encyclopedia/crozer-theological-seminary</a> ). As I mentioned, Black churches are also natural partners in our work. I have a running list of those that have expressed interest and / or have been part of collaborations to date.
Creating a More Inclusive Community – Curricula and Training		<b>Partnerships-</b> I've long been asked if our program is interested in joining forces with or helping to establish a trade school geared toward preservation. It would be great to see something like the North Bennett Street School positioned to help underserved communities through vocational training. There's actually quite a bit to build on here, whether it be with existing institutions (Williamson Free School, Mercy Vocational School, etc.) or with local people who have done such work (Andy Palewski, Lucy Strackhouse, Jordan Ferrarini of TFOD [ <a href="http://www.tradesfordifference.org/our-vision">http://www.tradesfordifference.org/our-vision</a> ], Sean Doermann of Bittenbender Construction, etc.). There's also PTN ( <a href="https://www.ptn.org/">https://www.ptn.org/</a> ), with which I have no experience.
Recruitment of Faculty, Staff, and Students		Possible Lecturers: Everett Fly <a href="https://www.neh.gov/about/awards/national-humanities-medals/everett-l-fly">https://www.neh.gov/about/awards/national-humanities-medals/everett-l-fly</a> Lauren Hood <a href="https://www.laurenahood.com/about">https://www.laurenahood.com/about</a> Amber Wiley <a href="https://ambernwiley.com/">https://ambernwiley.com/</a> Faye Anderson <a href="https://phillyjazz.us/historic-preservation-public-memory-cultural-heritage-tourism/">https://phillyjazz.us/historic-preservation-public-memory-cultural-heritage-tourism/</a> Joe Becton <a href="http://www.jobecton.com/jbhistory.htm">http://www.jobecton.com/jbhistory.htm</a>
Creating a More Inclusive Community – Curricula and Training		<b>HSPV 600: Documentation, Research, and Recording I</b> In this core course that I have co-taught with Aaron Wunsch, we have spent multiple years focusing on Germantown, a largely African American neighborhood in NW Philadelphia. Students have examined the history of various sites and communities in this neighborhood, and several of their nominations (final assignments) have been approved by the Philadelphia Historical Commission for inclusion on the city's local registry of historic buildings. This fall, co-teaching with Kecia Fong, we will study the Southwark neighborhood and the history of sites that were targeted for demolition to make way for the Crosstown Expressway. The story of the failed expressway is part of the larger history of freeway activism by often minority communities that have been the victims of large-scale redevelopment or infrastructure projects.

Historic Preservation Program		
Creating a More Inclusive Community – Curricula and Training	Francesca Ammon	<b>HSPV 638: Photography &amp; the City</b> In this seminar, I have included multiple weeks focused on photographs associated with the destruction or resiliency of African American (and other minority groups’) landscapes and communities. We have compared photographs of “blighted” neighborhoods taken by white and non-white photographers. We have examined the government-sponsored New Deal photographs taken of and by African Americans. We have looked at ruin porn and its inclusion or erasure of the people who have populated these landscapes.
Creating a More Inclusive Community – Curricula and Training		<b>Publishing</b> I published an article in Change over Time on the relationship between preservation and gentrification, using as my case study the attempted displacement of African American residents during the urban renewal of Philadelphia’s Society Hill neighborhood.
Creating a More Inclusive Community – Curricula and Training		<b>Publishing</b> I am currently writing a book manuscript and refining a website to tell the history of the preservation and urban renewal of Society Hill. One emphasis of the work is to capture the experience of individuals and organizations who most directly experienced the rehabilitation-based approach to renewal that characterized the neighborhood (rather than focusing on major architects, planners, or developers). Specific case studies, for example, include comparisons of the disparate experiences of an African American Church versus largely white Protestant and Catholic ones. I am also looking specifically at which residents were able to remain in the neighborhood and why (versus those that were displaced).
Creating a More Inclusive Community – Curricula and Training		<b>Publishing</b> With Wendell Pritchett, I co-authored a chapter in the book Perspectives on Fair Housing (Penn Press, forthcoming 2020) on “The Long History of Unfair Housing, from Reconstruction to the Fair Housing Act.”
Creating a More Inclusive Community – Curricula and Training		<b>Digital Humanities</b> I am a co-PI on a Sunset over Sunset, project to organize the street-view photographs of Los Angeles, taken by artist Ed Ruscha, to uncover the small-scale history of change in the city’s multi-ethnic communities. In keeping with Ruscha’s perspective, the website will center the ground-up histories of everyday architecture and development, from the perspective of tenants, landlords, and business owners, rather than privileging the top-down views of builders and municipal bureaucrats. We have assembled a diverse team of scholars to provide input to the multidisciplinary possibilities that this rich image set opens up. We plan to launch the website, which will include both images and interpretation, in late 2022.
Recruitment of Faculty, Staff, and Students		<b>Mentoring</b> I have mentored three undergraduates (two of whom were members of underrepresented minority groups) as summer research assistants through the Penn Undergraduate Mentoring Program. They participated in my Society Hill and Los Angeles research projects.
Weitzman School of Design		
Recruitment of Faculty, Staff, and Students		The most diverse class in Weitzman history begins fall 2019; the number of African American students increases five-fold, yield rates for African American students increasedsby over 50%, and the total number of underrepresented minority students increases to 24%.
Recruitment of Faculty, Staff, and Students		The school hires the third Black standing faculty member
Recruitment of Faculty, Staff, and Students		The school accepts the third Postdoctoral Fellow for Academic Diversity and First Predoctoral Fellow
Recruitment of Faculty, Staff, and Students		The Moelis Scholars Program launched to support students of color in MCP program with tuition remission, mentoring, and other benefits
Creating a More Inclusive Community – Curricula and Training		Presented Excellence through Diversity Lecture Series led by Sophie Hochhäusl, David Hartt, and Maya Alam
Creating a More Inclusive Community – Curricula and Training		Two-day “Dialogues Across Difference” training for all Weitzman staff, faculty in City Planning, and students in City Planning and Historic Preservation
		All faculty and staff participate in antiracism or “White’s Confronting Racism” or implicit bias training. Staff completed training in 2019 Faculty are doing in this Fall in 2020.
Creating a More Inclusive Community – Curricula and Training		Ken Lum and Paul Farber’s Monument Lab garner national media coverage for its workshops, publications, and fellows program.
Recruitment of Faculty, Staff, and Students		The new Julian Abele Fellowship in Architecture created to recruit and retain more BIPOC students
Creating a More Inclusive Community – Curricula and Training		“DEI Liaison” created in each department, who will be charged with carrying out departmental plans
Diversity, Equity, & Inclusion Events & Network Building		Weitzman Welcome events: Meet-n-greets for students of color and LBGQT students.
Diversity, Equity, & Inclusion Events & Network Building		
		Course on Social and Environmental Justice created through CRPL and added to cross-departmental offerings on DEI
Diversity, Equity, & Inclusion Events & Network Building		WSD students created Inclusion in Design (IiD)
Creating a More Inclusive Community – Curricula and Training		New webpage on DEI including actions and initiatives: <a href="https://www.design.upenn.edu/diversity-equity-and-inclusion-Weitzman">https://www.design.upenn.edu/diversity-equity-and-inclusion-Weitzman</a>
University of Pennsylvania		
On June 3, Penn President Amy Gutmann announced minimum of \$2M in funding for the following three new or existing initiatives:		
Recruitment of Faculty, Staff, and Students		Penn Projects for Progress: A new fund for teams of students, faculty and staff to design and implement pilot projects to advance our aim of a more inclusive university and community.
Creating a More Inclusive Community – Curricula and Training		A Year of Civic Engagement: Faculty, staff, and students are invited to suggest civic engagement initiatives.
Diversity, Equity, & Inclusion Events & Network Building		New canvas course - The Penn Experience: Racism, Reconciliation and Engagement – with multiple modules - offered as an optional component this year and used in various ways by each dept. Plans underway to expand the content and bring to all students (new and returning); course that establishes common language and concepts to facilitate subsequent difficult conversations about race, racism, and difference. The comprehensive course features video interviews, presentations, short readings, and podcasts. The course highlights the significance of Penn’s and Philadelphia’s history of racism and other forms of oppression, Penn’s evolving relationship to West Philadelphia, and Penn’s efforts toward greater engagement and inclusion
On July 2, Penn announced plans to remove the statue of George Whitefield and to form a working group to study campus names and iconography.		
Creating a More Inclusive Community – Curricula and Training		Campus Iconography Group (CIG) is co-chaired by Fritz Steiner and Joann Mitchell, Senior Vice President for Institutional Affairs and Chief Diversity Officer
Creating a More Inclusive Community – Curricula and Training		The Statue of Whitefield was erected in the Quad in the early 20th century. He was a well-known evangelical preacher in the 18th century who led a successful campaign to allow slavery in Georgia. A church meeting house he owned at 4th and Arch streets was purchased by Ben Franklin to house the Academy of Philadelphia, a predecessor to the University of Pennsylvania.
Creating a More Inclusive Community – Curricula and Training		CIG will engage in broad outreach across our community and advise us on further steps to ensure that the placement and presence of statues and other prominent iconography better reflects our achievements and aspirations to increase the diversity of the Penn community.





# Landscape Architecture

**THE DESIGN JUSTICE PLAN OF THE LANDSCAPE ARCHITECTURE  
DEPARTMENT AT THE WEITZMAN SCHOOL OF DESIGN, UNIVERSITY OF  
PENNSYLVANIA**

**2020**

## Preamble

This plan summarizes the department of landscape architecture's approach to becoming an actively antiracist institution. This plan is a living document that will be updated with timelines and accountability mechanisms which will be laid out in a forthcoming action plan. The plan fits into the Weitzman School of Design's overarching effort to (1) assess its own historic and ongoing racism and white-centering and (2) to recommend and implement policies and practices which both increase the participation and power of Black, Indigenous, and People of Color (BIPOC) students and faculty in the department and move the department towards an antiracist culture and pedagogy of landscape architecture.

The plan is authored by the department's newly formed Design Justice Working Group (DJWG). The DJWG is a permanent departmental working group offering advice to the department and communicating its work to and seeking input from the LARP student and alumni body. The role of the DJWG going forward is to develop the action plan and monitor its implementation. The current members of the group and the authors of this plan are Emily Bunker, Sean Burkholder, Kat Engelman, Billy Fleming, Karen M'Closkey, Ally Nkwocha, Nick Pevzner, Michael W. Smith, Richard Weller, Sarai Williams, and Ari Vamos. All standing faculty in the department will cycle through the working group and have been given the opportunity to review and contribute to the plan.

## Relevant Definitions:

- **BIPOC**- Black, Indigenous AND People of Color; it is used in this plan to include all non-white people, while highlighting and recognizing the specific experiences of Black and Indigenous people in the American context of colonization and slavery. While we recognize that constructs of race vary across cultural and national contexts, we also recognize that many international students are impacted by American understandings of race as they pursue their education at Penn. In the context of this plan, BIPOC refers to all non-white members of the department community, whether domestic or international.

- **Antiracism**- Antiracism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably (NAC International Perspectives: Women and Global Solidarity)

- **Racism**- A system of oppression based on an individual's or group's actual or perceived racial identity; a collection of policies that lead to racial inequality, which are substantiated by racist ideas (Ibram X. Kendi, *How to Be An Antiracist*)

- **White-centering**- the belief or worldview that white culture, values and norms are the normal center of the world.

**Euro-centering**- the belief or worldview that Western culture, values and norms are the normal center of the world; a biased view that privileges Western civilization over non-western civilizations.

**Diversity**- A diverse community draws its strength from a multitude of races, ethnicities, gender identities, sexual orientations, historical traditions, ages, religions, disabilities, veteran status, interests, perspectives, and socioeconomic backgrounds.

## DJWG Guiding Principles

There are 4 maxims guiding the DJWG's efforts to forge an antiracist department.

- 1) Identify where and why we are personally, professionally, and institutionally not meeting the highest standards of racial justice and equity.
- 2) Make recommendations for cultural and structural change that will allow the department to grow to attract, include, and support more BIPOC students and faculty.
- 3) Review and make recommendations for ways in which the MLA curriculum can reckon with and contest the discipline's history of whiteness, incorporate and uplift marginalized histories and forms of knowledge, and center design work and pedagogy that contests the structures of injustice that bind landscape architectural practice.
- 4) Review and make recommendations for ways in which the culture of the department can become actively anti-racist.

## The Process

1. The draft plan began with faculty members of the Design Justice Working Group (DJWG) offering points in relation to designated topics.
  2. Feedback and input on these was then sought from all members of the DJWG leading to a second draft.
  3. DJWG members offered feedback on this second draft.
  4. With the approval of the DJWG an amended second draft was presented to all LARP faculty and students for comment.
  5. Feedback arising was discussed by the DJWG and further amendments to the plan made.
  6. With the approval of all DJWG members the final draft was presented to the Dean on November 1, 2020.
- 

## THE 7 POINT PLAN

1. *Recruit, retain, and support more Black, Indigenous, and People of Color (BIPOC) faculty and staff members, including tenure track faculty and faculty and staff in leadership positions.*

**Intent:** The Department Chair, in association with a newly appointed Diversity Search Advisor (DSA) and the DJWG will (1) assess and address hiring practices that have allowed the department faculty to remain primarily white, and (2) actively seek BIPOC candidates for available positions in the department and its allied research centers.

**Strategy:** The DSA will be appointed from the standing faculty and will then also be a sitting member of the DJWG. The DSA will lead the DJWG in continual oversight of all departmental appointments and through the DJWG offer advice to the Chair accordingly. In addition to ensuring diversity protocols across all aspects of hiring processes, the DSA will proactively seek opportunities for BIPOC across the entire department. On behalf of the DJWG the Chair and the DSA will conduct an audit of all positions in the department so as to continually identify opportunities against a timeline. The DJWG will monitor progress in



this regard. The first step is to appoint the DSA, review hiring practices, and identify current and future BIPOC employment opportunities. Establish a network of support for BIPOC faculty at Weitzman. Endeavor to establish and maintain BIPOC faculty representation on the DJWG.

## ***2. Recruit, support, and retain BIPOC students into the landscape architecture program.***

**Intent:** Assess and address recruitment and admissions practices that have overlooked, discouraged, or otherwise failed to attract BIPOC applicants. Assess and address why the department's culture has either not included, welcomed, or supported prospective and current BIPOC students. Use this information to develop a BIPOC recruitment and outreach plan and simultaneously work with the Dean and the Weitzman admissions office to find ways to increase the number and value of diversity scholarships.

**Strategy:** The DJWG will actively support and help facilitate the annual recruitment and outreach plan. Through the Chair the DJWG will lobby the school to appoint an Associate Dean for BIPOC recruitment to work with the department chairs and the DJWG to make a concerted, local, national (and eventually international) outreach and recruitment plan. The first steps are to advocate for the appointment of an Associate Dean for BIPOC recruitment, conduct a DJWG workshop focusing on outreach strategies, and undertake an internal assessment to identify how the current culture of the department fails to recruit BIPOC students. Develop a set of practices and processes for the department to better support its current BIPOC students and to more effectively recruit and connect with prospective BIPOC students, drawing wherever possible from the work of BIPOC students, staff, and faculty at peer institutions (e.g. "Black in Design" at Harvard's GSD). Establish a network of support for BIPOC students at Weitzman and connect them with the university's BIPOC student organizations. Endeavor to establish and maintain BIPOC student representation on the DJWG.

## ***3. Review and restructure the curricula in each of the school's departments to ensure a diverse representation of voices and perspectives, including BIPOC voices.***

**Intent:** Instill within the department's culture an understanding of the essential value of diverse perspectives in landscape architecture pedagogy and curricula. Assess the white-centering and euro-centering of the department's existing curricula and identify opportunities to holistically, meaningfully incorporate BIPOC perspectives and forms of knowledge.

**Strategy:** Conduct a survey of existing courses to identify both individual syllabi that lack BIPOC voices and knowledge forms and gaps in the overall curriculum that fail to prepare students to meaningfully engage with issues of race and social justice in landscape architecture and develop a plan to address them. This may mean new courses, but more importantly, is intended to be a holistic examination of the intersections of race, place, history, and design throughout the entire curriculum. The DJWG will monitor and report to the Chair and the faculty on curriculum changes over time. The department's efforts in this area will be informed by BIPOC design academics that have already built methodologies and practices for developing diverse and representative curricula. Based on survey results and consultation with faculty, a subgroup of the DJWG will prepare recommendations for curriculum development and/or change.

**4. *Conduct ongoing, regular antiracism and diversity and inclusion training for faculty, staff, and students.***

**Intent:** All members of the department community will be expected to participate in regular trainings addressing structural oppression, antiracism and anti-oppression work, and applying this work to academic and interpersonal frameworks.

**Strategy:** The faculty and staff of the Department will participate in regular trainings provided by the School. The students (and faculty and staff if they so wish) will participate in regular trainings provided through the department.

To inform future trainings, the DJWG will highlight, share, and incorporate ongoing work by BIPOC designers and educators related to design and social justice.

**5. *Increase the diversity of studio critics, jurors, and other academic participants in the department.***

**Intent:** Cultivate and maintain a network of BIPOC reviewers, guest critics, speakers, and lecturers, with the dual aim of enriching the department through a more diverse set of perspectives, and offering BIPOC designers relevant opportunities that benefit their careers and professional networks. Actively seek out ways to expand and strengthen this network by building new connections with BIPOC practitioners, both within and outside the design professions, and developing new opportunities for bringing them into the department.

**Strategy:** The Chair and the DJWG will communicate expectations around the necessity of including BIPOC reviewers, guest critics, speakers, and lecturers and will monitor progress in this regard. In order to support faculty in diversifying their reviews and course guests, the DJWG will document the department's BIPOC network, noting where members of this network could benefit specific courses and topic areas, and where they can benefit from expanded opportunities. An annual faculty survey will be used to assess progress and identify areas where further resources are needed to facilitate diverse course guests. The results of the previous term will be distributed at the beginning of the following term.

**6. *External relationship-building***

**Intent:** The department will work on building meaningful relationships with communities of color beyond the confines of the university, locating designers within the larger ecosystem of actors that collaborate to shape a community. In the long term, the department's aim is to become a place that attracts and cultivates antiracist design work, and supports world-building and self-determination by communities of color.

**Strategy:** The department will identify opportunities for significant and meaningful antiracist design projects, both existing and new, that allow for faculty and student leadership and involvement. The DJWG will research and develop best practices for sustained engagement with community partners that aim to offer long-term resources to support community self-determination while simultaneously training students to practice responsible, community-accountable work. Recognizing that the time frame of a single studio does not allow for the kind of long-term relationship building necessary for this work, this effort should include partners (such as PennPraxis) that can sustain non-extractive multi-year engagements that are useful and beneficial to community participants.

## ***7. Acknowledgement of Indigenous peoples, lands, and knowledge systems***

**Intent:** The department will adopt new Indigenous acknowledgement protocols for a range of situations including formal gatherings, public events, syllabi and departmental publications. We understand the limitations of land acknowledgements and see them as a starting point for deeper and broader critical conversations about histories of colonization, genocide, and incorporations of Indigenous knowledge in relation to contemporary culture generally and landscape architecture specifically.

**Strategy:** The DJWG will make recommendations to the department as to meaningful acknowledgement practices for a range of situations and also form a subcommittee to spearhead discussions of colonialism in design. Design studios will play a key role not only in meaningfully acknowledging Indigenous custodianship but in preparing students to engage with historical and ongoing Indigenous experience through design work. In collaboration with Natives at Penn, Lenape leaders, and other Indigenous partners, develop a plan for how the department will go beyond land acknowledgments to critically interrogate the role of non-Native designers working on colonized land, and how Native knowledge and practices can fundamentally reshape our understandings of land, ecology, and nature. Establish a network of support for Indigenous students at Weitzman and connect them with the university's Indigenous student organizations. Endeavor to establish and maintain Indigenous student and/or faculty representation on the DJWG.

\*\*\*