

Towards Justice & Belongingness in PennPlanning



A Report on Weitzman School's City & Regional Planning Departmental Visioning Activities for a Post-2020 World

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Acknowledgments from the Author

Dear Reader,

While authored by a single writer, I cannot overemphasize how this report emerges collectively and emergingly: not as the product of a single or even a handful of laborers, not as a single moment. It is one fruit falling from a larger tree of community-wide transdisciplinary sets of happenings and conversations at every level of our Department and our wider School of Design. City and Regional Planning has acted as a convener for students across multiple programs, whose perspectives have greatly enhanced the quality of the recommended changes and made them applicable to broader audiences in design. The names below are but a sliver of those who we were able to keep track of; we thank them.



Particularly, I am thankful for the facilitative leadership of Associate Vice Provost for Equity and Access, Reverend Will Gipson of the Division of Social Life, who held our hopes in place in the wake of the tragedies that motivated this work. I am grateful for Lisa Servon, our unwavering Chair who invited Will, and continued prioritizing this work at every faculty meeting in a bravely reflexive way, modeling leadership for me and many others. Unnamed are the many participants from summer sessions, which can be made available upon requests.

Roles	Community Safety ("Policing")	Culture	Curriculum
Facilitators	Avery Harmon, Ejiro Ojeni, Lisa Servon	Katherine Payne, Rachel Mulbry	Matt Miller, Stewart Scott
Participants	Jonah Fay '17 Ejiro Ojeni Harris Sokoloff	Emily Kennedy Itay Porat Gillian Tiley Jazmin Diaz Tianyi Shao (Yi) Rachel Mulbry Hengyu Lan	Domenic Vitiello Julia Cohen Francesca Ammon Katie Levesque Kimberly Noronha Elizabeth Frantz

The following CPLN faculty also participated in the follow-up workshops, which included: Julie Donofrio, Francesca Ammon, Erick Guerra, Marilyn Taylor, Eugenie Birch, Thomas Daniels, Allen Penniman, Dana Tomlin, Vincent Reina, Zhongjie Lin. We undoubtedly lost track

of some participants due to the fleeting nature of technological gatherings. We thank the Center for Teaching & Learning for developing their Racial Equity Course Review tool and extending it to us as early adopters in this journey to shift the institution.

Several other student forums were organized throughout the year within Inclusion in Design (IiD) and a newly emerging Pan-Asian and Pacific Islander (AAPI) group tentatively called Penn Asian Planners. We thank Lily Cheng, Ally Charles, Divya Khandke, and the many contributors from IiD who pushed our Dean with specific demands that propel this work. We thank alumni and students Tobin Stuff, Yeana Kwagh, Laura Cheng, Zé LiuKang, Allison Lau, and David Seunglee Park for their request to address AAPI discrimination alongside the dozens of additional students who showed up for private meetings offering their constructive critiques and measurable suggestions from the AAPI perspectives.

I hope the release of this report on the one-year anniversary of George Floyd's murder indicates to our students and the world that, at Weitzman, the marathon is continuing. I am eager to help us find and co-design our liberated elsewhere: the crossroads, an X-spot where structures of justice meet cultures of belongingness.

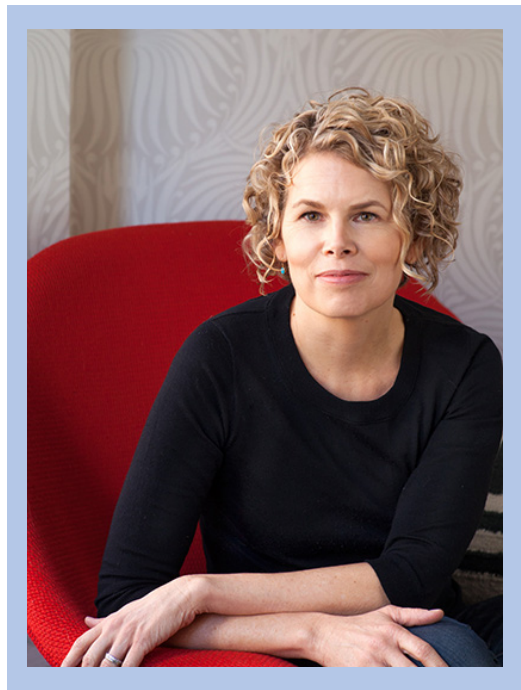
Until then,



Matthew Jordan Miller
Inaugural Director of Justice x Belonging

Foreword from The Chair

Pursuing justice in every facet of what we do, and creating a sense of belonging for every member and potential member of our community—these are my top priorities as Chair of the Department of City and Regional Planning. Justice and Belonging are central to what planners do, so it's critical that PennPlanning embodies the values we want our students to carry with them when they leave us. We have been on the path toward creating a more just and inclusive department for several years now. The path is long. We will not do everything perfectly. But we are committed to moving forward. As Cathy Park Hong writes, "... being awake is not a singular revelation but a long-term commitment fueled by constant reevaluation." This report documents a segment of our journey and helps us chart the road ahead. I invite you to join us.



A handwritten signature in black ink that reads "Lisa J. Servon". The signature is fluid and cursive.

Lisa J. Servon

Kevin and Erica Penn Presidential Professor and Department Chair

Executive Summary

Overall, our students, faculty, and alumni arrived at **twenty-two (22)** outstanding concerns and issues around racial/social justice they recognized in our City & Regional Planning (CPLN) departmental culture, curriculum, and community relations. Cultural conversations focused on racial justice and teamwork training, student-to-student connections, representation in leadership, faculty communication, and funding. Curricular conversations focused on ethnic/geographic nuance in required courses, coursework diversity, site-visits, facilitation, collaborative research, and faculty accessibility. Community relations focused on police reform and transparent data, the politics of site visits, community leadership in research, and recruiting. Altogether, it produced the following **thirty-three (33)** recommended actions that merged the various desired changes from faculty with the ideas of everyone. They are summarized below in three categories, though some cut across through joint actions. In the Appendices, this report includes an initial version of the emerging CPLN JxB work plan that offers explicit time-based commitments at a semester level with interested faculty. That work will continue to be refined upon the appointment of faculty and administrative leader to steer and sustain energy around it in the near- and long-term.

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CURRICULAR RECOMMENDATIONS:

Ethnic/geographic nuance, coursework, site-visits, facilitation, collaborative research, faculty accessibility

1. Create more classes with an explicit focus on urban racial justice, intersectional identities, and that are interdisciplinary
2. Teach core courses with a transnational and international frame when it addresses history of race (i.e. Black, indigenous, Pan-Asian) and vernaculars of design, not just American or European origins.
3. Create assignments that encourage applying technical skills to measuring equity across all specializations and all geographies
4. Consider hiring a second-year student for all core classes who can help assemble these materials
5. include fresher materials on community engagement techniques and theories (i.e. beyond Arnstein's Ladder) in relevant classes
6. Use NSO as an opportunity to address anti-racism through training in teamwork and facilitation, respectful site-visits to partners working in disadvantaged low-income neighborhoods, and substantive peer-to-peer dialogue to help their teamwork
7. Ensure faculty have the training necessary to facilitate these sensitive discussions in their classes (particularly when crises arise)

8. Work closely with student groups to generate course speakers that address their specific identity groups (i.e. Black, Asian, international, women)
9. Use Workshop as a Tool for anti-racism training and culturally competent collaboration
10. Collaborate with fellow faculty to identify opportunities to teach/research/share ideas on anti-racism and social justice
11. Introduce methods of encouraging student dialogue that goes beyond one-way lectures on racial bias.
12. Build concern for the student's humanity into pedagogy (i.e. one-on-one meetings not about coursework, personal sharing segments in class)

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CULTURAL RECOMMENDATIONS:

Training, student connections, representation, faculty transparency
communication, funding

1. Require racial justice training (i.e. Amy Hillier module) early in the program that is multi-day and more than trauma-based.
2. Require community engagement training for students.
3. Survey ways to make the public spaces of Weitzman itself more welcoming for BIPOC students
4. Encourage diverse meaningful representation from BIPOC students in departmental administration where a representative from each program (i.e. elected, non-secretarial role).
5. Encourage more social activities and programs for faculty get to know students early in the semester (i.e. 1-on-1 sessions)
6. Create a mentoring program between first and second year MCP students.
7. Develop a robust recruitment plan and strategy for increasing BIPOC students with current student input
8. Consider making pass/fail a permanent option for students
9. Clarify that Asian/Asian-Americans are considered students of color in all departmental communications geared toward BIPOC (i.e. events, admissions, Moelis Scholars)
10. Better advertise and conceive work opportunities (RA/TA) before the start of the semester
11. Expand the emergency funds for students by raising funds.

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COMMUNITY RELATIONS & SAFETY RECOMMENDATIONS:

Policing reform and data, site visits, community leadership, recruiting

1. Appoint someone to liaise with VP of Social Equity and Community to help reimagine power relations with community (i.e. security protocols)
2. Host a conversation with Police Free Penn to sync department with police reform and abolitionist notions of community safety
3. Organize and petition to have a public conversation with Maureen Rush, head of Penn Police, about policing data and releasing the data
4. Plug Students and alumni to Penn Red +Blue Exchange to learn how to address difficult big issues in their own communities
5. Research other forms of university policing nationally in concert with other Schools
6. Organize site visits and trips about anti-racism during NSO to predominantly minority communities
7. Center Participatory Action Research with community partners to develop long-lasting ties in fewer places
8. Make a recruitment plan that involves local applicants to make student body reflect Philadelphia and the region (i.e. community colleges, HBCUs)
9. Recruit Ph.D. students and faculty who are interested in community engagement and new methods of research
10. Continue to compensate community partners in work and raise funds for their guest lectures

How We Got Here: Four Scenes in the JxB Turn

In the aftermath of the murder of Minneapolis' George Floyd and of Louisville's Breonna Taylor in 2020, it appeared the country – and world – had finally borne witness to the structural violence haunting Black lives for centuries and all from the forced convenience of their televisions and smartphones, due to quarantining from the public health crisis.^{1 2} While this reckoning led to unprecedented public statements of solidarity and sympathy, these episodes of selective empathy do not dismantle the political, institutional, legal, social, and cultural roots that make episodes of violence structural. Evidence of the inadequacies of performative allyship also existed in non-Black communities before and after the spiked of awareness about the anti-Blackness of white supremacist violence. Latinx/e students may have felt a shared appreciation for the same sense of injustice hearing our former President Donald Trump stereotype and stigmatize Mexican Americans during his campaign and weaponize immigration policy on migrant children at the border.³ In early 2020, Asian-Americans felt the same toxic national sentiment spewing onto digital social media in the immediate onset of the novel severe acute respiratory syndrome coronavirus (*SARS-CoV-2*) known as COVID-19; it has been linked as a catalyst for anti-Asian hate crimes, which have continued to terrorize elders, youth, business owners, and everyday citizens even today without meaningful abatement.⁴

These traumas of the 2020 election cycle were capped off with the deadly coordinated domestic terrorist attack on the Washington D.C. Capitol, many of which the F.B.I. has tracked to be our very own fellow Pennsylvanians.⁵ This aura of voter suppression and political oppression hits home in Philadelphia, a birthplace of democracy that the era of Trumpism also attacked as a place where “bad things happen.” In the spirit of intersectionality and Critical Race Theory (a well-known set of legal ideas embraced even by the American Bar Association, now contested by expelled white nationalists in the Executive Branch and in state governments), the country demands that we not only continue to affirm that diversity, equity, and inclusion are tenets of democracy.⁶ Overcoming these times requires a new articulation of our values that meets the moment facing our students, faculty, and staff: past, present, and future.

Spurred by the innovative suggestions of our community and a persuasive public talk by Decolonize Design in February 2021 during Racial Justice Week with Penn Law School, the City and Regional Planning (CPLN) Department's proposes a Justice x Belongingness (JxB) Plan that offers a counter-story to this toxic climate: beautiful and compassionate things happen in Philadelphia. CPLN can do more than react: we can be transformative agents of positive social change who affirm that everyone belongs as they are in our spaces – so long as it does not oppress. Through the ongoing convenings of the 2020-2021 academic year, we realize that the tools of the past were conceptually inadequate for uprooting the root causes of the unfreedoms that students of every color, creed, and cisgender identity have testified to in forums. Decolonization of the matrices of white supremacy requires more than diversifying the bodies or programs, but the

structure of how we do things.⁷ This report is one step is affirming our relationship with that journey.

To be clear, the CPLN Department has been proceeding toward integrating equity as part of its identity long before George Floyd was murdered. Historically, with the work of Paul Davidoff and his wife Linda Davidoff, we were a birthplace for “advocacy planning” which was part of the influences for equity planning that continues today in the profession. In great part due to the leadership of our current chair Lisa Servon, the demographic diversity of our student body has increased greatly in the last five years. As our fall 2020 Diversity, Equity, and Inclusion (DEI) report to the Dean attested, our faculty have produced new initiatives and resources such as the Moelis Scholars Program and Graduate program’s Historic Preservation’s recently-launched Center for Preservation of Civil Rights, among many research projects that integrate concerns for racism. Yet, there is more to do at a fundamental level than advocate, as the summer 2020 meetings reminded us, thanks to a small but mighty crew that held onto their visions of a more just space.

Summer and Fall 2020 Sessions on Anti-Blackness

In June 2020, the current Chair of our Department, Lisa Servon, convened conversations about anti-Blackness cultivated by the Dean for Student Affairs Will Gipson, several faculty (both standing and adjunct and postdocs), student leaders, and alumni eager to reflect, grieve, and perhaps organize for a new standard for our department. In short, a New Penn Planning. Given the demographic makeup and history of Philadelphia, a predominantly Black major city, Anti-blackness was the initial priority of these conversations. The informal group, dubbed “Racial Justice Working Group” and then the “Anti-racism working group”, began to identify in three areas (“committees”) to address how anti-Blackness as racism could be uprooted. These were community policing, planning curriculum, and departmental culture. Two public meetings and several private working sessions to prepare for them were organized by this working group, which consisted of Black-identified, Asian-identified, and white-identifying students and faculty.

Self-determined student leaders and faculty volunteered their time to document and drill-down on how the anxieties and observations could fit into a framework of action. At the final one, memos were generated that followed a structured 55-minute agenda offered by Rachel Mulbry, a student with facilitative experience, in three subcommittees:

1. Intros
2. Written responses to prompts (10 mins)
3. Highlight/share-out/reflection (15 mins)
4. Sticky notes with commitments/actions (5 mins)
5. Group sticky notes + reflection on themes (10 mins)
6. Next steps + roles (15 mins)

The findings of these smaller focused conversations were captured in memos and stored at the Penn Planning Google Account for institutionalizing the memory. However, after this fall organizing, making sense of this became the responsibility of Postdoctoral Fellow Dr. Matt Miller (who was given a course release) and an RA Tamani Simmons (originally working with Lisa Servon) during the spring semester to curate and report out. eventually, due to a lack of resources (mainly time), the other students stepped back to focus on graduation. However, they felt that a structure for carrying the work forward should include a team consisting of three Potential Roles:

1. Accountability Lead
2. Meeting Facilitator
3. Action Team Member

Simultaneously, another specific community of interest – the Pan Asian-identified students and alumni – had begun to form their own group out of necessity given the rising spike of xenophobic and anti-Asian hate crimes sweeping every city in the country fomented by white nationalist rhetoric around coronavirus. Given the AAPI experience of disbelonging yet their inspiration with the work of Black student leaders upholding the Department’s reflections on DEI, they generated their own set of demands and summarized them in a March 25, 2021 memo. This report is the first attempt to weave the multiracial, intergenerational work of both efforts together, placing them side-by-side when they do not coalesce.

Going Beyond Anti-Blackness - IiD and AAPI Weigh In

On June 2, 2020, the largely non-Black students from the Inclusion in Design (IiD) group penned an open letter to the Dean of the School commenting on their outrage at, “the pervasive racism and bigotry in this country that actively oppress the black community.” IiD also called on the Weitzman community to reflect on the ways they participate in this anti-Blackness and begin doing work to stand with ‘black and brown communities’, including donating to the community-based organizations and activists in Philadelphia. Just three days before this, the Dean had released a letter of empathy about the death of George Floyd and urging the school to “redouble our commitment to building a more just and healthier world” and continue to “preserve Civil Rights sites and other places significant to African American heritage.” On June 17, 2020, IiD further enumerated “initial fourteen recommendations for immediate

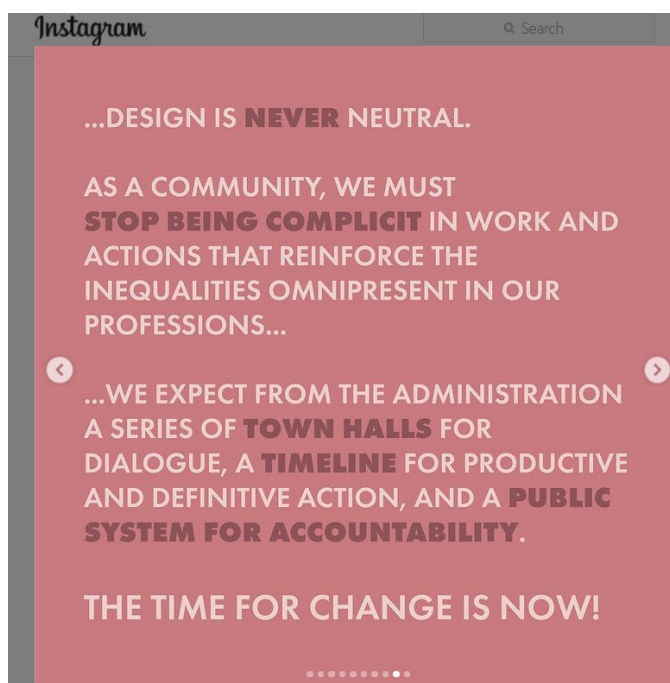


Figure 1: Screenshot of the Inclusion in Design Instagram Public Demands (June 17, 2020)

action” in a carousel post on their Instagram page accompanied by a petition.⁸ Because they went beyond our department, however, in coming weeks, private meetings with IiD and the Dean would lead to a more focused effort in six categories of “charges” to each department to further DEI. In the first week of the semester, Lisa presented what faculty perceived to be a robust response on hiring, research, and teaching. However, this did not capture the entirety of student demands.

In mid-March 2021, a cross-section of six international Asian and Asian-American students in City Planning sent a letter to the chair with an “urgent request” to condemn anti-Asian bias and hate crimes. Furthermore, they detail a set of concerns about the lack of specific cultural awareness of and curriculum that meaningfully accounts for the traumas in the AAPI experience historically and currently within CPLN. The memo listed a sense of invisibility in the BIPOC opportunities (i.e. Moelis Scholars scholarship) and events around students of color as well as a misconception that they are monolithic. In a facilitated conversation on March 25, Tobin Stuff communicated these eight “themes” of concerns along with ten “recommended actions.”

On April 18, by the spring, IiD held another private meeting with the Dean and postdoc Matt Miller to register their ongoing frustrations with departmental cultures during the pandemic, learning how to apply an anti-racism perspective to their various professions, and going beyond a piecemeal conversation disconnected from the holistic curriculum. Students also expressed fatigue at having to demand these via IiD. Graduating students don’t want this to wane and die as they graduate but want something more substantive.

Springing into Action in 2021: Afterlives of Anti-Racism Working Group

The Anti-Racism Working Group that generated many of these recommendations concluded knowing that this was just the beginning. As mentioned in the beginning, they wanted the work continue but needed to work with Kate Daniels and Roslynn Carter to identify a key point person. They also wanted to make sure faculty are aware of this conversation and progress (not) made since summer. They wanted to refine ideas and iterate on them by making it clear who is leading on each action. Each subcommittee also wanted to send notes to all group members from the Anti-Racism Working Group, which includes adjuncts and alumni.

Since fall, the Lisa Servon dedicated spring semester and an upcoming hour-long session with faculty on April 14, 2021 to begin making good on these next steps. With Matt Miller taking the lead, they began to create a timeline of what he calls “justice and belongingness” (JxB) rather than “diversity, equity, inclusion” that would inspire new approaches to decolonize CPLN (and design). As part of that, Lisa connected Matt to the Dean’s Office in an effort to find a way to continue his work at a larger scale and beyond this year. Miller is looking to fill in the outstanding timelines and share the work with the larger/older DEI committees. Lisa and Matt also began to spark conversations with key partners within and outside of Penn (Center for Teaching/Learning, City of Philadelphia’s Citizens Planning Institute) to infuse racial equity into syllabi. They scheduled a meeting with CTL on April 28, 2021 for faculty to follow Miller’s presentation with racial equity self-diagnosis.

Despite these initial progressions, due to a lack of public commitments/communications, students and alumni still do not perceive CPLN as accountable for the aforementioned concerns. As of March 29, a group of Pan-Asian alumni and students (both international Asian and Asian Americans of various ethnicities) organized a private conversation about their concerns they felt went unaddressed all year and prior. On April 7, the Dean's office met the Inclusion in Design delegates along with Matt Miller to check in about their issues raised at the summer 2020. The following day on April 8, the Research Centers across the entire School presented their DEI research and work to improve how they address social justice. A larger report that includes both of these concerns as well as weaves in the newer commitments that are not reflected in prior conversations will be necessary to create and to communicate for public feedback. The ensuing "Justice and Belonging" workplan for CPLN that was drafted by Matt Miller will need to be expanded, but the current vision is attached as a graphic for feedback.

CPLN Faculty Consider Concerns and Refine Recommendations

This required faculty refinement, given that students are perennial and have short tenures in the department, the ultimate set of actions likely to happen rests with faculty. On April 12, Miller shared with the larger CPLN department the mostly-student-driven feedback in a memo before their April 14 meeting, which featured 21 standing and non-standing faculty as well as staff. In an hourlong mini-worldmaking session, Miller recounted an abbreviated version of the concerns raised in 2020 as well as unveiled the Justice x Belonging frame.

In a year from now, what would have made you smile about the post-2020 period? Imagine seeing reviews from students. Imagine the applications. Imagine the jobs. Imagine the reports from employers. Imagine your research. Imagine the partners and faces. Imagine your feet in West Philadelphia or in North Philadelphia during a site visit. Imagine the e-mails that go out when you get a news alert about a racist attack. What would make you breathe easier and go to sleep at night knowing you did in the face of that?

The X-factor in the middle, that imaginary space where the as-yet-to-be-seen structures of justice align with our attempts to cope with/under through belongingness merge: that is Justice x Belonging.

For 30 minutes of the session, Miller and the Chair split up the group randomly into three subsections who were tasked with answering three futures-driven questions in service of going beyond existing DEI commitments: *In 2030, what is the big picture story of how 2020 changed us? What is your work in that 2030 picture and how did 2022 get you there? Who are you doing it with?* Miller then challenged each facilitator (chosen by those in the group, which he took on in his) to complete the phrase in their reports "By 2022, I see...."

All three groups returned to the main group with clarified commitments, some of which were new. Unfortunately, none returned with dates associated and time did not permit additional drilling down. While successful partially, it required additional tactical communications between Miller and Servon to promote timetabling. Miller sent individual messages in the week following the presentation along with a survey that would be used to attach anticipated commitments ("prototypes") to the workplan. Miller also offered to share work-in-progress with students

before they graduated. That same week, Miller also accepted an offer from the Dean's office to lead the JxB planning for the School as the Director of Justice x Belonging Initiatives, to begin May 1st. Altogether, these actions and infrastructure created temporary accountability and confidence that a dedicated infrastructure to keep these ideas afloat would be in place for faculty, staff, and students.

MCP Curriculum, Culture, & Community Relations: Narrating Concerns, Recommendations, and Faculty's Visions

1

JxB Area: Curriculum

Student & Alumni Concerns: 11 issues

The Anti-Racism Working Group's subcommittee on Curriculum met twice, once in the summer and fall sessions, to build upon the following concerns with the Master of City Planning (MCP) curriculum. Overall, they were levied at addressing its limitations in multiple stages: the pre-orientation, the required core courses, the workshop, and specialization-based required courses. Members also considered **(1) the content and the structure of the MCP** (i.e. sequencing). The central problem reverberating throughout ARWG is that the core courses do not seem to deeply engage with the challenge of racial injustice and the specializations also miss opportunities to address it from that vantage point, especially in a way that is **(2) sensitive to all peoples of color** and **(3) relevant for international non-American students**.

The experiences of international students and non-Black students were particularly acute sources of frustration. A PhD student asked "how can international students at the very least graduate from this program and acquire an 'equity lens/framework?" **Equity as a global framework (4)** is something they do not feel they have, let alone a robust sense of it in the American context. Furthermore, they expressed frustration with feeling tokenized. One pointedly asked, "How can international students deal with race as planners, rather than just accommodating international students (although that is important as well)?" This is likely in reference to the way in which they are offered tutoring to write in English better, but their home contexts are not considered in the curriculum they are writing about. Students in the fall anti-racism conversation even challenged the organizers about who was engaged in diagnosing the curriculum, probing, "How are international students engaged in *this* conversation?"

In the core, faculty who participated with students considered alternatives like *Embedding Diversity in Core Courses of History/Theory, Workshop, and Quant*. Francesca Ammon, in particular, offered thoughts about how **(5) take a more "embedded" approach** to making the

MCP more culturally competent about racism and diversity. Whether or not we institute a new “race course,” the existing core courses would also seem to offer an opportunity for engaging students equally, across concentrations, on this topic. However, students also thought that existing courses that do a survey (Race, Poverty, and the City) ought to be required to **(6) go deeper than a single session** because it ends up being a self-selected subset of students (i.e. Community/Economic Development) who voluntarily engage. This ends up negatively affecting student experiences in required courses like workshop, as team members do not feel prepared to empathize or extend what those with exposure to anti-racism know how to do.

The required Workshop course was a site of discussion as well. Participants felt it is an area where we need to work through issues of how much and what sorts of community engagement should take place, among other questions. One asked: how can we think better about restructuring the workshop in a way that is addressing racial justice or at the very least **(7) teaching workshop with an anti-racist lens**? Another asked, “What does it mean to engage appropriately as opposed to simply walking into communities?” **(8) Culturally competent community engagement** shaped by anti-racism seemed to be an area of need. In the Culture subcommittee, participants echoed this. Students should have training for how to properly/respectfully conduct site visits in low-income areas as part of our planning training. They felt “There is a de-emphasis on community engagement for a workshop, but they're never is a discussion of how to successfully conduct a site visit”; at this point, several enthused, “(YES!!!)” while others added after it, “(Agree!)(agree!!)”

Participants discussed the **(9) outsized role of the Planning history** course to achieve some of this inclusive learning and sensitization work. One participant asked “Planning History: why can't more POC be included in the curriculum?” They agreed that there are many materials to draw upon, but it cannot fit all in one course. One asked: what can we do to look across the curriculum to enrich and transform the curriculum so that diversity is embedded throughout the entire curriculum? And how to make it something that is shared/owned?

Specific concentrations like Land Use and Environmental Planning were critiqued for not directly accounting for injustice and teaching students about best practices to work through them. Specifically, one wrote: **(10) “Environmental justice** - this seems a particularly important gap in our curriculum.” Students expressed a sense of frustration that a lot of individual faculty work has yet to be done, especially for those who have been at Penn for many years. One perception is that the CED concentration faculty are the only ones trying to accomplish this.

Structurally, they believed that this ill-prepares students to link their theories and philosophies of espoused anti-racism with clear practices. One wrote, “There's still **an obvious gap in student intent and practice** in studios”**(11)** in reference to 1st-year urban design mid-review where they feel they lose track of how to live out justice. In essence, the lack of translation contributes to reverting to older practices that may reproduce inequality.

Student/Alumni Recommendations: 13 ideas

Participants wanted curriculum changes that go beyond a typical one-time syllabus audit. To do this organically, one faculty participant cautioned that, for different courses, the way of

diversifying the syllabus will be different. Students wanted **(1) more classes with an explicit focus on urban racial injustice** (“maybe make “race, poverty, and place” a requirement”). One idea was to use Amy Hillier’s course on anti-racism and Philadelphia’s African American history as part of an New Student Orientation (NSO) or as a pre-NSO tool, which would be helpful to all newcomers. While participating in a racial justice conversation, they encouraged “thinking beyond race as a metric for diversity” and including other **(2) intersectional identities** like gender and immigration status as well. Student participants also believe that a typical syllabus audit of existing courses will not be enough to effectively transform how they are taught. One asked, “How can curriculum change also **(3) be interdisciplinary and less siloed?** How can we be nimble enough to accommodate city planning’s growth as a profession as opposed to relying just on cannon?” In courses that do not focus on the history or ethics of racial/social injustice, the participants from the Culture Subcommittee recommended **(4) creating assignments that encourage applying technical skills to measuring equity** (“Courses focusing on technical skills training should also incorporate the conversation about racial justice,” “Assignments/exercises in technical classes have an equity/justice lens.”)

One structural change to help ensure the courses go deeper than the traditional white- and male-centric canon of planning scholarship would be to **(5) hire a second-year student** who has already taken the course to help add additional sources. Another suggestion was to adopt a more collaborative formats to help **(6) share resources (“crowdsourcing?”** one asked) about perspectives from planners of color and/or about communities experiencing racism. A faculty participant recalled that the Department offered a hired position similar a few years ago to ensure students should be involved in this process as well. To improve community engagement both within the classroom and outside of campus, participants recommended faculty **(7) include fresher materials on community engagement** (“Readings on participation/engagement that aren’t outdated (looking @ you, Arnstein)”).

Another idea involved pedagogical reform through a mash-up of curriculum-related programming that **(8) fosters substantive dialogue**, rather than silent and one-way “trainings” that do not allow students to talk across. **New student orientation (NSO) (9)** is a key early opportunity for critical and community engagement, and an important moment in building department and school culture. One faculty participant was enthusiastic about sharing this idea with the Culture subcommittee. Participants, specifically, wanted **(10) facilitation training** that helps them “know how to invite in multiple views/voices/perspectives in group work.” The Culture Subcommittee participants also wanted more comprehensive diversity/inclusion workshops in orientations. They currently feel like they are “just checking things off a list and I don’t feel like we gain anything from them or make much progress.”

Participants desired explicit outreach strategies for engaging international students and facilitate conversations around their desires and needs. But they were skeptical, with one participant emphasizing the struggle, **(11) “Faculty/instructors must know how to handle sensitive conversations.”** As a way to overcome it and draw upon the community, they asked, **(12) “How can students have conversations about race amongst each other? How can we facilitate**

productive and useful dialogue?” This might mean **(13) working closely with student groups to co-generate course speakers** or activities around topics of their choosing as part of their required courses in both the core and their specializations.

Subsequent Faculty Visions: 10 desired changes

Partially in response to these concerns but also in conversation with their own ongoing re-evaluations, faculty espoused an MCP curriculum that would begin to address many of these areas of growth. At a meta-level, many faculty members felt that curricular changes would not happen overnight due to many factors. In fact, swift changes would feel transactional and unsustainable and shallow rather than an organic shift in perspective: learning curves. Several felt social changes in what should be taught about anti-racism would be more mundane and subversive: **(1) “evolutionary change, not revolutionary”** as one put it. They felt that a future CPLN would better appreciate how we **(2) bring a variety of styles and attitudes to the work of anti-racism**, not forcing a singular viewpoint or school of thought. This diverse and pluralistic view was also echoed in their visions for what kind of students would emerge from that future MCP: **not producing a single kind of student (3)**. The goal is not to try to make all students conform to a script, but mold them into the best version of who they are.

Part of this sentiment comes from the real need to deal with a problem plaguing many planning schools: how to make anti-racism work not merely about recounting the challenges. The faculty felt eager to forge a future MCP based in **(4) “problem solving and practice-focused” courses** in order to make the justice/belongingness is a value in our curriculum. It would give more optimism and agency to future students interested in learning and living these principles out. Faculty expressed wanting to **(5) be in relation, not just transactional approach** when it comes to building this type of MCP experience rooted in justice and belongingness. They wanted to feature a **(6) more holistic canon that reels in voices of color**. While they acknowledged that it may be a challenge to find enough peer-reviewed work, they agreed that we can look at other venues that even people in our curriculum use to express views in a way that is not constrained by the limits of academic peer review setting. One example was **(7) the use of scholarly op-eds and articles in the media** that are not “academic” pieces but some of the most intellectually rich and profound articles worth reading. However, this also requires expanding the forums and geographic settings that assume importance; faculty aspired that we are **(8) teaching transnationally from the global richness** of planning culture, not a single region of planning history or theory. One mentioned that, even when teaching about American context, we are **(9) using the Black and indigenous vernaculars of urban design** (i.e. shotgun house, West African history) that have traveled here and been ignored in typical MCP curriculum.

Faculty mentioned wanting to cultivate a learning environment that is more humane than the overall Penn approach they perceived to be less concerned with students as people. In terms of pedagogy and content, MCP should move towards **(10) a concern for educating the whole person**. To begin understanding how to better relate emotionally to our students, we as a faculty need to be **(11) more intellectually engaged with each other**. I think that would translate to our curriculum and help solve for some of the gaps students are witnessing. Faculty wanted to be more intersectional by being interdisciplinary and collaborative with each other as faculty; one

suggested a specific idea of creating a “Duhring Wing 3rd Floor Salon” for all those nearby who can make time to share across and collaborate. This would reduce the feelings of competitiveness as well.

2

JxB Area: Culture

The Anti-Racism Working Group’s subcommittee on Culture met twice, once in the summer and fall sessions, to primarily address the current characteristics of the City/Regional Planning Department’s daily culture through the eyes of students. It also asked them to imagine what a racial justice-centered culture would look/feel like (either in this particular department or more generally). Lastly, they challenged themselves to be explicit about what tools, resources, commitments, and actions people in the department might take to enable and codify a [racial] justice-centered culture.

Current CPLN Culture: 8 issues, 6 affirmations

Students were not universally negative about CPLN’s culture. Affirmative elements seemed to be “the informal communication styles” that is shaped by “many different interests” and “passionate students” who are “collaborative (not competitive)”, “Concerned and aware” and “advocative.” To some participants, this combination makes them feel that the culture is “adaptable” and the “culture is welcoming,” making them “feel open with faculty and students.” While participants did not all respond negatively to the question of what the current culture of CPLN is, they raised concerns alongside them that were later linked to reforms that cut across curriculum and programming.

Certain practices and behaviors make CPLN an unwelcoming place for people, mostly pertinently in the past year but not entirely. Firstly, given the past year’s pandemic-based education in a virtual environment, multiple participants lamented the effects it has had on morale. Participants **(1) felt disconnected online** (“don’t necessarily feel like a part of the school w/ everything online”, “seems to be communal fatigue right now”, “unsure of where you stand when it comes to interacting with peers & profs”,), which colored their ability to connect from where they are. This was felt especially across cohorts [“limited interactions between international students and domestic students”, **(2) “divide between first and second years”**]. Building on that **(3) lack of networking**, participants felt an **(4) unevenness in how job opportunities** were administered and offered (“who you know matters and affects the opportunities students have access to,” “relatively opaque administrative decisions/who gets selected for opportunities”).

Additionally, the culture of CPLN is one of swiftness **(5) [“rushed! sense of urgency** to complete things,” “busy”] which shortchanges the chance to unpack topics around injustice at key junctures [“Diversity and inclusion **(6) discussion at orientation was quick and incomplete”**]. The demographic makeup of the department is a concerning dynamic to why these topics and

talks play out (7) [very “white”, “uneven acknowledgment/engagement with race in different classes”, (8) “American”].

Recommendations for a More Just Culture: 19 possibilities

Students from every group summarized these concerns into new suggested practices and resources that people in the department might take to codify a racial justice-centered culture. They fit them under at least four categories: 1) training, 2) representation and leadership, 3) student relationships and connections, 4) faculty communication and transparency, 5) funding.

Much of their desires and critiques centered on communicative work, especially when it comes to the former DEI work [(1) “**Being transparent about results/outcomes** of diversity-related work”). It also included special events. They felt the (2) **speakers being brought to campus should be more diverse** (“bringing in speakers that reflect a variety of viewpoints and experiences,” particularly for AAPI and international speakers) and (3) **more consistently** (“Regular conversations about racial justice or other kinds of identity challenges”). The AAPI students wanted to make sure that when racial justice conversations are happening that CPLN (4) **clarifies that POC also means Asians**, not just Latinx and Black.

Students felt like they and other (5) **BIPOC faculty could be playing more of a leadership role** in actively shaping the department’s makeup. They focused on (6) **admissions and mentoring** (“recruiting and advising prospective students of color”, “revising application and match with a current student to help in the application process”) and desiring an ongoing role (“students are invited to be part of decision-making bodies”). Students wanted the department to (7) **develop a robust recruitment plan** to continue increasing the percentage who BIPOC students. They emphasized that (8) **international students hold leadership** positions, not just the American students. In a forum with the Dean, they workshoped how faculty could continue holding the space for the students because they are worn out. This new structure beyond external groups like liD could include a (9) **clear student role where a representative from each program** is elected to DEI committee. The role should not be secretarial but one where you are a voice and decision-maker. how helpful it would be if CPLN had (10) **“More Black & POC faculty, esp in positions of leadership!”** Students recommended the Department (11) **commit to hiring a person of color as the next dept. chair** and including POC students on the nominating committee.

Participants wanted to have a more mutual relationship with their professors that goes beyond impersonal evaluation. Student participants desired to (12) **feel treated like holistic people** (“professors ask/know about aspects of students’ lives outside of school”, “An acknowledgment that students are more than students”). Students also asked that (13) **faculty make 1:1 time for them** at least once in the semester. Students seemed to believe that faculty do not have racial justice training and workshops (“the professors should participate in a workshop just as the students do”) which led a faculty participant to clarify, “We do! We just had one yesterday and have 2 more this year.” However, students felt (14) **racial justice training should be multi-day and more than trauma-based** and help translate the awareness of bias into actions. Spurned by the pandemic struggles, they wondered about “An expanded set of criteria for success that moves

beyond letter grades” perhaps by **(15) “making pass/fail a permanent option”** and with some suggesting even “(maybe mandatory?)” and others saying “<--YES YES YES.”

Students also wanted to challenge each other to be in better relationships with each other and the work of racial justice activism and global communities. Participants wanted a culture based in **(16) “engaging in activism outside the classroom”** and “All students actively (voluntarily) participate in racial justice-centered events like workshops/lectures.” But they also continued to emphasize that “The desired culture is one in which there is better integration between international students and domestic students.” They wondered if it were possible to make some kind of racial justice training for student clubs available.

They note the **(17) role of public space itself** in making BIPOC students and community members feel welcomed. “A campus that makes people of color feel comfortable walking through public spaces” is one way. Material needs outside of campus life are also part of this belongingness. Low-income students need to be addressed in unique ways to ensure that graduate school is possible **(18)** (“there’s **ample funding** available to meet students’ evolving financial needs”). They recommended expanding this fund. Last, when it comes to jobs as an RA/TA, students asked that **(19) work opportunities be better advertised and conceived before the start of the semester** to give them a realistic shot of being considered.

Faculty Visions: 14 desired changes

In the big picture, faculty reimagined a CPLN culture where **(1) Everyone has an equal voice:** faculty (across rank) and students. They desired a culture where **(2) Everyone understands everyone else’s lived experience**, mutually. This would be a place where **(3) everyone feels “belonging”** “which means being seen and heard.”

To arrive at that place, they felt it was necessary to do **(4) More team projects** in key courses and in research/programs that are extracurricular. In line with student and alumni observations, they agreed that More collaboration between 1st and 2nd years would be helpful in all settings. They envisioned a program where we **(5) enable 2nd years to be mentors** in many ways. Whether first or second year, the faculty want to have **(6) Students shape their projects and ideas**, which will give them a sense of ownership and belonging within the Department, and empowered to speak in settings where their voice matters. Faculty want to **(7) allow students to see directly into the school administration**, which they think would move along politically overdue challenges like Penn’s Payments-in-Lieu of Taxes (PILOTs) issue, which recently resulted in a major donation to Philadelphia’s Pubic Schools. They think this type of culture would help them understand why the school makes the decisions it makes, which also came up in the campus iconography focus groups PennPraxis facilitated.

In the Near term, their ideas included creating moments either in the classroom or outside of it to foreground the semester with **(8) mechanisms to draw out lived experience**, which could bring people closer to each other even in a digital environment. The faculty wanted to **(9) create programming that sets expectations and building culture** right away during the first weeks.

Even more specifically, they wanted to **(10) consider building a course like Engaging Penn/ Engaging Philadelphia**, created by Amy Hillier and sought by multiple Schools at Penn.

They want a culture where we **(11) do not have to modularize people based on race** (i.e. during times of crisis). However, they also imagined a culture where people's histories are represented by those who experience it: **(12) Black stories should be told through their voices**, not ours as white or non-Black faculty. They want a culture where we respect **(13) giving people time and space for sitting with discomfort**, rather than expecting immediate reactions and responses: Students, administration, everyone. Faculty do not imagine that practice will be easy, but they believe that **(14) everyone needs to be brought in** for an anti-racist culture to work.

3

JXB Area: Community Relations

Student/alumni Concerns: 4 issues

The Anti-Racism Working Group's subcommittee on Community/Policing met twice, once in the summer and fall sessions, to primarily **(1) address racist violence by authorities on everyday Black and people of color (POC) in West Philadelphia**. Initially, sparked by the murder of George Floyd in Minneapolis, it began as a session for Black students to have a space to grieve or vent together and then strategize. In their notes, students did not spend much time enumerating the current problems in policing, but concern about our **(2) complicities around the carceral state** (i.e. surveillance, police power as form of land use). The initial concerns were around the **(3) lack of transparency of Quattrone Center**, who host talks with the former head of Philadelphia Police Department. They were also troubled by the behavior and **(4) lack of accessibility of the head of Penn Police, Maureen Rush**, who was not responsive to calls for a public conversation with activists and community members involved in Police Free Penn. Many participants felt that the focus on policing was not directly within the control of our small Department relative to others at the University. Our department Chair made sure to include a member of the Administration who also sits on a committee with the head of campus police during the summer, who confirmed the perceived distance of direct community control within Penn.

Student/Alumni Recommendations: 9 possibilities

Participants also focused on how to engage with reimagining not only policing through an abolitionist lens, but **(1) reimagine our power relations to marginalized people of color** outside of the Department. One task would be to identify departmental role in policing/security through a power analysis. Another would be to **(2) appoint someone to work with VP of social equity** to reform and/or abolish policing at Penn. Students wanted to petition for more transparency from Penn Police to better understand the impact on neighborhoods. To do that, student participants recommended CPLN invites and **(3) collaborates with the abolitionist group Police Free Penn** who shares the goal to get the crime statistics from Penn Police. Given our connections to the

Quattrone Center, participants also recommended we **(4) organize a public conversation with them and Maureen Rush** about the data around policing.

Community engagement (both internal-external) was a key site of transformation. In the curriculum and culture subcommittees, an idea students offered was to model positive ways to engage communities by **(5) creating class trips about anti-racism** during NSO that would educate students and faculty. One model for this might be the way conferences provide paid visits/tours. However, this was not discussed at length during the session. However, they did not want these site visits to be extractive and one-way; “working to **(6) develop long-lasting ties** with local communities that benefit all parties involved” one student participant suggested. Students suggested that faculty could be working more closely with the centers to incorporate esteemed community members and guests who can **(7) explore Participatory Action Research** [“developing programming in research centers (Penn Praxis, Penn IUR) that include community members and emphasizes their lived experiences through PAR”]. Participants recommended **(8) raising funds for guests to come to class** for discussing their work in furthering equity. One faculty participant cautioned that our department budget has very little support for this currently. However, this could be a fundraising opportunity, one that could help a lot of classes as they transition or become revised **(9)** by “leveraging Penn’s resources for **community-led research.**”

Faculty Visions: 14 desired changes

Most faculty who participated in the call saw more clearly the future big picture of how CPLN relates to the community outside of Penn than reframing the function of campus policing on its safety. However, one noted how campus **(1) policing ought to remain an emerging area of planning thought** (i.e. recent best dissertation winner for ACSP). Community relations that were more just would include a relational strategy that minimized **(2) “Fewer places, longer times.”** Upon returning from the pandemic to campus-based instruction, they would **(3) include site visits to “minority communities.”** Moreover, they wanted to be **(4) intentionally “Grappling with other big issues** in the world,” not just their nearby places.

The participating faculty saw their role in this work as **(5) providing a “Transnational frame.”** They also see that it could be more explicitly politically-engaged by **(6) “Engage with city councilors, not bureaucrats”** who may be more technocratic. Faculty also wanted to **(7) form relationships with organizations and community leaders to create open door** into CPLN and vice versa. Given our privilege and power in that relationship, faculty desired to **(8) Compensate community partners** for their time in our work.

These relationships were explicitly teased out in faculty sessions as part of the strategy for more diverse research and recruiting. With whom are we working includes work with **(9) older communities.** They wanted to also be **(10) recruiting locally to create a Student body that reflects greater Philadelphia** and beyond. They also imagined creating an **(11) Older student body** (which means fewer students straight from undergrad without any work experience) to make CPLN more experienced and mature. They want to recruit Students who want to **(12) build**

new methods and engage community (esp. thinking of Ph.D. students here), not just repeat what has already been done and stay isolated from Philadelphia. The faculty wanted to be recruiting new faculty colleagues doing exciting work” around anti-racism. They think this would help **(13) Faculty be aligned to teach their strengths** while adjusting their approaches.

They imagined continuing to **(14) build Partnerships with Historically Black Colleges and Universities (HBCUs) and Philly area colleges** (e.g., Temple) such as Randy has been piloting in Historic Preservation and with the Center for the Preservation of Civil Rights Sites.

Conclusion: Next Steps

This document acts as a snapshot of where CPLN stands in this moment where so many things are in flux in the practice of planning; only time will tell how opportunity meets tenacity of vision. Nationally, our academic applied discipline's primary accrediting organization – The Association of Collegiate Schools in Planning (ACSP) - is openly reckoning with long-standing and unheard accounts of racism as evidenced by the recent establishment of a Presidential Task Force on Anti-Racism.⁹ This comes on the heels of a multiyear effort by faculty members of the ACSP Planners of Color Interest Group (POCIG) Policy Committee publishing several reports from their national climate on diversity issues in planning programs.^{10 11 12}

While CPLN has equity in its contemporary DNA and has expressed those values in various settings, the work requires a humility to know that there is always room to grow and deepen our relationship to the ongoing structures of oppression that plague our spaces, places, and cities reproduced through our universities. We cannot compose a response in a vacuum that appeases our sensibilities as a predominantly white and elite institution forged in a colonial-settler history. Instead, we leave with a set of questions to continue returning to and standing by for the sometimes-discomforting answers from our students, alumni, staff, and community partners:

What kind of future do we imagine for CPLN when we can say it is a just place where all who want to can belong? How can we recognize and be in relationship to the unjust world as it exists – calling out exclusionary structures and reimagining institutional practices – rather than trying to correct and manage the inequitable effects downstream? When do these new ideas meet our desired changes to produce exciting possibilities?

Faculty and staff have the most power to reproduce what is diverse, equitable, and inclusive, but they do not have a monopoly on imagining what justice looks like. We practice standing by for answers that further justice and belongingness in the built environment beyond our current imaginations. This stance involves emergent actions. We act by allowing ourselves to be shaped by the wisdom of those closest to the challenges we profess to address in our teaching, research, and service. We act by placing our power as a Department in service to meet the moment. We act by placing our names, reputations, and resources on the line to work toward social accountability, cultural welcomeness, intellectual transformation.

The next phase will involve measuring and mapping this renewed desire to a timetable of actions we can sustain in the short and long term, which are partially represented in the attached Appendices of JxB responses to the demands. We also realize our advantage relative to our peer programs in Weitzman School who may not have explicitly considered the role of racism, bigotry, and white supremacy in the built environment. To that end, this report does not include the independent efforts of Weitzman-housed organizations (i.e. Research Centers), who have been authoring their own “DEI” climate surveys that attest their work ahead. We believe our work can provide an example for how to continue thinking about justice and belongingness in real-time within our given toolshed and the constraining resources this year has imposed on all efforts.

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Appendix A: Timetable of JxB Priorities – Summarized by Debut Date, Domain, & Faculty

The following table attempts to summarize the findings of the JxB Survey of Faculty Commitments sent out by Director Matt Miller at beginning of May in two rounds. The individual responses with examples of tentative approaches are in Appendix B. This is incomplete, but the foundation of the work moving forward.

DEBUT	DOMAIN	PRIORITY JxB COMMITMENTS	NAMES
Spring 2021	Curriculum	<ol style="list-style-type: none"> 1. Create more classes with an explicit focus on urban racial justice, intersectional identities, and that are interdisciplinary 2. Ensure faculty have the training necessary to facilitate these sensitive discussions in their classes (particularly when crises arise) 	Megan R., Matt Miller, Lisa Servon
	Culture	<ol style="list-style-type: none"> 1. Better advertise and conceive work opportunities (RA/TA) before the start of the semester 	Tom D., Megan R.
	Community relations	<ol style="list-style-type: none"> 1. Continue to compensate community partners in work and raise funds for their guest lectures 2. Appoint someone to liaise with VP of Social Equity and Community to help reimagine power relations with community (i.e. security protocols) 	Tom D., Matt M.
Summer/Pre-fall 2021	Curriculum	<ol style="list-style-type: none"> 1. Create assignments that encourage applying technical skills to measuring equity across all specializations and all geographies 	Jonathan Fogelson
Fall 2021	Curriculum	<ol style="list-style-type: none"> 1. Create assignments that encourage applying technical skills to measuring equity across all specializations and all geographies 2. Consider hiring a second-year student for all core classes who can help assemble these materials 3. Work closely with student groups to generate course speakers that address their specific identity groups (i.e. Black, Asian, international, women) 4. Use NSO as an opportunity to address anti-racism through training in teamwork and facilitation, respectful site-visits to partners working in disadvantaged low-income neighborhoods, and substantive peer-to-peer dialogue to help their teamwork 	Vincent R., Erick G., Megan R., Matt M., Domenic V., Francesca A., Akira R., Eugenie B., Michael Fichman

		<ol style="list-style-type: none"> 5. Introduce methods of encouraging student dialogue that goes beyond one-way lectures on racial bias. 6. Collaborate with fellow faculty to identify opportunities to teach/research/share ideas on anti-racism and social justice 7. Build concern for the student's humanity into pedagogy (i.e. one-on-one meetings not about coursework, personal sharing segments in class) 8. Continue to compensate community partners in work and raise funds for their guest lectures 	
	Culture	<ol style="list-style-type: none"> 1. Require racial justice training (i.e. Amy Hillier module) early in the program that is multi-day and more than trauma-based. 2. Survey ways to make the public spaces of Weitzman itself more welcoming for BIPOC students 3. Encourage diverse meaningful representation from BIPOC students in departmental administration where a representative from each program (i.e. elected, non-secretarial role). 4. Encourage more social activities and programs for faculty get to know students early in the semester (i.e. 1-on-1 sessions) 5. Create a mentoring program between first and second year MCP students 6. Develop a robust recruitment plan and strategy for increasing BIPOC students with current student input 7. Clarify that Asian/Asian-Americans are considered students of color in all departmental communications geared toward BIPOC (i.e. events, admissions, Moelis Scholars) 8. Expand the emergency funds for students by raising funds 	Tom D., Matt M., Erick G., Vincent R., Megan R.
	Community relations	<ol style="list-style-type: none"> 1. Host a conversation with Police Free Penn to sync department with police reform and abolitionist notions of community safety 2. Plug Students and alumni to Harris' Red +Blue Exchange to learn how to address difficult big issues in their own communities 	Megan R., Erick G., Matt M, Vincent R.

		<ol style="list-style-type: none"> 3. Center Participatory Action Research with community partners to develop long-lasting ties in fewer places 4. Make a recruitment plan that involves local applicants to make student body reflect Philadelphia and the region (i.e. community colleges, HBCUs) 5. Recruit Ph.D. students and faculty who are interested in community engagement and new methods of research 	
Spring 2022	Curriculum	<ol style="list-style-type: none"> 1. Collaborate with fellow faculty to identify opportunities to teach/research/share ideas on anti-racism and social justice 2. Introduce methods of encouraging student dialogue that goes beyond one-way lectures on racial bias. 3. Work closely with student groups to generate course speakers that address their specific identity groups (i.e. Black, Asian, international, women) 4. Include fresher materials on community engagement 	Megan R., Eugenie B., Michael Fichman
	Culture	<ol style="list-style-type: none"> 1. Require racial justice training (i.e. Amy Hillier module) early in the program that is multi-day and more than trauma-based. 2. Require community engagement training for students. 3. Survey ways to make the public spaces of Weitzman itself more welcoming for BIPOC students 4. Encourage diverse meaningful representation from BIPOC students in departmental administration where a representative from each program (i.e. elected, non-secretarial role). 5. Encourage more social activities and programs for faculty get to know students early in the semester (i.e. 1-on-1 sessions) 6. Develop a robust recruitment plan and strategy for increasing BIPOC students with current student input 	Erick G., Megan R., Tom D.,
	Community relations	<ol style="list-style-type: none"> 1. Research other forms of university policing nationally in concert with other Schools 	Megan R.

Fall 2022	Curriculum	<ol style="list-style-type: none"> 1. Teach core courses with a transnational and international frame when it addresses history of race (i.e. Black, indigenous, Pan-Asian) and vernaculars of design, not just American or European origins 2. Work closely with student groups to generate course speakers that address their specific identity groups (i.e. Black, Asian, international, women) 3. Consider hiring a second-year student for all core classes who can help assemble these materials 	Erick Guerra, Tom Daniels
	Culture	<ol style="list-style-type: none"> 1. Require community engagement training 	Ibid, Tom D.
	Community relations	<ol style="list-style-type: none"> 1. Host a conversation with Police Free Penn to sync department with police reform and abolitionist notions of community safety 2. Organize and petition to have a public conversation with Maureen Rush, head of Penn Police, about policing data and releasing the data 3. Research other forms of university policing nationally in concert with other Schools 4. Organize site visits and trips about anti-racism during NSO to predominantly minority communities 5. Center Participatory Action Research with community partners to develop long-lasting ties in fewer places 6. Make a recruitment plan that involves local applicants to make student body reflect Philadelphia and the region (i.e. community colleges, HBCUs) 	Ibid, Tom D.

Appendix B: Detailed Responses to Student Demands by Domain of Concern

The following three tables offer a snapshot of the commitments offered by primarily standing faculty. They do not include the full participation of the adjuncts who were only sporadically engaged. Future workplans will include their examples of commitments. Also, it includes examples of what faculty are already doing when appropriate, as a balance on perceptions from students (due to distance learning) who may not be aware of everything happening.

JxB Area #1: Curriculum Prototyped Changes

JxB COMMITMENT	PERSON(S) COMMITTED	DEADLINE	EXAMPLES
<i>Example: Reach out to 3 other planning programs about their orientation programs</i>	<i>Name</i>	<i>10/1 or Fall 2021</i>	<i>Ask Lisa to get names/emails for staff at University A, University B, University C</i>
1. Create more classes with an explicit focus on urban racial justice, intersectional identities, and that are interdisciplinary	Megan Ryerson, Matt Miller, Domenic Vitiello, Akira Drake Rodriguez, Julie Donofrio	Fall 2021	<p>"In Fall 2020 I incorporated intersectionality and the issues of the parameterization of race in quant. models explicitly into my readings in CPLN 650" (M.R.)</p> <p>"In Spring 2021, I accepted an independent study with a student interested in placemaking and developed three syllabi: environmental humanities, public memory of redevelopment in West Philly, and architectural history from a global perspective." (M.M.)</p> <p>Building a new type of community engagement studio with PennPraxis' help focused on educational justice in West Philly (A.D.R. / J.D.)</p>
2. Teach core courses with a transnational and international frame when it addresses history of race (i.e. Black, indigenous, Pan-Asian) and	Erick Guerra, Tom Daniels, Domenic Vitiello	Fall 2022	"Working to incorporate more equity analysis and additional international/domestic frames into my courses." (E.G.)

vernaculars of design, not just American or European origins.			"I teach examples of environmental justice/injustice in my environmental planning course." (T.D.)
3. Create assignments that encourage applying technical skills to measuring equity across all specializations and all geographies	Jonathan Fogelson Erick Guerra, Vincent Reina, Megan Ryerson, Jonathan Fogelson, Michael Fichman Tom Daniels	Summer 2021 Fall 2021 Fall 2022	"Searching relevant precedents that are not sources from European / Anglo cultures (i.e. a south-up world map, or a Euro-Mediterranean centered world map vs a Americas centered world map vs a Pacific Ocean centered world map)" (J.F.) "I am trying to think of ways to apply many of these ideas in new ways to PPD 540 and Housing Policy." (V.R.) "Increase emphasis on embedding fairness in data-driven professional work and generalizability of metrics/algorithms across populations" (M.R.)
4. Consider hiring a second-year student for all core classes who can help assemble these materials	Tom Daniels Megan Ryerson, Michael Fichmann	Fall 2022 Fall 2021	N/A
5. Include fresher materials on community engagement techniques and theories (i.e. beyond Arnstein's Ladder) in relevant classes	Domenic Vitiello	Fall 2021	Updating CPLN520 (D.V.)

6. Use NSO as an opportunity to address anti-racism through training in teamwork and facilitation, respectful site-visits to partners working in disadvantaged low-income neighborhoods, and substantive peer-to-peer dialogue to help their teamwork	Matt Miller, Lisa Servon	Fall 2021 (August)	Incorporating and facilitating modules from the Engaging Penn course about anti-racism and other forms of social caste (M.M.)
7. Ensure faculty have the training necessary to facilitate these sensitive discussions in their classes (particularly when crises arise)	Matt Miller, Lisa Servon	Spring 2021	Working with the Center for Teaching and Learning to implement a Racial Equity Course Review for all standing faculty (L.S., M.M.) Expanding the CTL RECR to adjuncts as well (L.S.)
8. Work closely with student groups to generate course speakers that address their specific identity groups (i.e. Black, Asian, international, women)	Domenic V. Vincent Reina Erick Guerra	Spring 2021 Fall 2021 Fall 2022	Speakers' diversity is "ongoing in all of my classes" (D.V.)
9. Use Workshop as a Tool for anti-racism training and culturally competent collaboration	TBD	TBD	TBD
10. Collaborate with fellow faculty to identify opportunities to teach/research/share ideas on anti-racism and social justice	Vincent Reina Megan Ryerson	Fall 2021 Fall 2021, Spring 2022	Creating a salon amongst faculty (i.e. Duhring Wing) (V.R.)
11. Introduce methods of encouraging student dialogue that goes beyond one-way lectures on racial bias.	Vincent Reina Megan Ryerson	Fall 2021 Fall 2021, Spring 2022	"I would like to do better facilitating conversations" (M.R.)
12. Build concern for the student's humanity into pedagogy (i.e. one-on-one meetings	Vincent Reina	Fall 2021	

not about coursework, personal sharing segments in class)	Megan Ryerson		
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JxB Area #2 – Culture

JXB COMMITMENT	PERSON(S) COMMITTED	DEADLINE	EXAMPLES
<i>Example: The CPLN dept. should institute a racial justice-focused new student orientation</i>	<i>CPLN chair; Dean Steiner to allocate budget</i>	<i>Date/Semester</i>	
1. Require racial justice training (i.e. Amy Hillier module) early in the program that is multi-day and more than trauma-based.	Tom Daniels Megan Ryerson	Fall 2021 Spring 2022	
2. Require community engagement training for students.	Erick Guerra Megan Ryerson Tom Daniels, Michael Fichman	Spring 2022 Fall 2022	“We will keep building our community partnership models of engagement at Praxis to allow for students to gain experience in inclusive practice models” (M.F.)
3. Survey ways to make the public spaces of Weitzman itself more welcoming for BIPOC students	Erick Guerra Megan Ryerson	Fall 2021 Spring 2022	“I think the Housing Initiative at Penn can help facilitate some of these activities and many of these ideas can be incorporated into our general approach” (V.R.)
4. Encourage diverse meaningful representation from BIPOC students in departmental administration	Tom Daniels, Michael Fichmann	Fall 2021 Spring 2022	

where a representative from each program (i.e. elected, non-secretarial role).	Megan Ryerson		
5. Encourage more social activities and programs for faculty get to know students early in the semester (i.e. 1-on-1 sessions)	Vincent R., Tom Daniels Megan Ryerson	Fall 2021 Spring 2022	
6. Create a mentoring program between first and second year MCP students.	Vincent Reina Megan Ryerson	Fall 2021	"Transportation has a close collaboration between 2nd years and first years" (M.R.)
7. Develop a robust recruitment plan and strategy for increasing BIPOC students with current student input	Vincent R., Erick G., Megan R. Tom Daniels	Fall 2021 Spring 2022	
8. Consider making pass/fail a permanent option for students	Vincent R	Fall 2021	
9. Clarify that Asian/Asian-Americans are considered students of color in all departmental communications geared toward BIPOC (i.e. events, admissions, Moelis Scholars)	Tom Daniels, Megan Ryerson	Fall 2021	
10. Better advertise and conceive work opportunities (RA/TA) before the start of the semester	All	Spring 2021	"I have been advertising my TA and RA openings." (T.D.) "I've been openly recruiting for RAs and TAs." (M.R.)

			"I have been working to increase the transparency and broadcasting associated with TA-ships and Praxis postings." (M.F.)
11. Expand the emergency funds for students by raising funds.	Tom Daniels, Megan Ryerson	Fall 2021	

JxB Area #3: Community Relations

JxB Commitment	Person(s) committed	Est Debut	Notes/resources
<i>Example: Reach out to 3 other planning programs about their orientation programs, report back at the next meeting</i>	<i>Name</i>	<i>10/1 (Fall)</i>	<i>Ask Lisa to get names/emails for staff at University A, University B, University C</i>
1. Appoint someone to liaise with VP of Social Equity and Community to help reimagine power relations with community (i.e. security protocols)	Matt Miller	Spring 2021 (May)	Matt led the JxB planning and is in contact with the Office of Social Equity and Community director.
2. Host a conversation with Police Free Penn to sync department with police reform and abolitionist notions of community safety	Tom Daniels Megan R.	Fall 2022 Fall 2021	

3. Organize and petition to have a public conversation with Maureen Rush, head of Penn Police, about policing data and releasing the data	Tom D.	Fall 2022	
4. Plug Students and alumni to Harris' Red +Blue Exchange to learn how to address difficult big issues in their own communities	Tom D., Megan R.	Fall 2021	
5. Research other forms of university policing nationally in concert with other Schools	Megan R. Tom D.	Spring 2022 Fall 2022	
6. Organize site visits and trips about anti-racism during NSO to predominantly minority communities	Megan R. Tom D.	Spring 2022 Fall 2022	
7. Center Participatory Action Research with community partners to develop long-lasting ties in fewer places	Erick G., Megan R. Tom D.	Fall 2021 Fall 2022	Working to engage bus user advocates into my introductory transportation courses. (E.G.)
8. Make a recruitment plan that involves local applicants to make student body reflect Philadelphia and the region (i.e. community colleges, HBCUs)	Vincent R., Megan R. Erick G.	Fall 2021 Fall 2022	I do not control recruitment in our department, but plan to proactively identify, encourage and support underrepresented individuals who may be interested in our MCP or PhD programs. (V.R.)
9. Recruit Ph.D. students and faculty who are interested in community engagement and new methods of research	Tom D., Erick G. Vincent R.	Spring 2021 Fall 2021	My PhD students are very committed to community engagement and doing transit justice oriented research. Also STIP has launched a transport Justice class. (M.R.)
10. Continue to compensate community partners in work and raise funds for their guest lectures	Tom D. Vincent R., Erick G., Megan R.	Spring 2021 Fall 2021	I have compensated community partners out of my own pocket for guest lectures. (T.D.)

