

Diversity, Equity, and Inclusion Updates

Fall 2020

Dear Sam Fox School Community,

Issues of identity, and in particular those issues related to equity in justice, access, and outcomes, have always been a pressing part of education and life in America. Art, architecture, and design are no different. During this year, the nation and the world have turned with heightened urgency toward the ongoing history of injustice, and the mistreatment and exclusion of those of different identities.

In the Sam Fox School, we are committed to action to “create a more just, sustainable, humane, and beautiful world,” both within the School and in the world beyond our campus. As we said in our [statement](#) on June 1, 2020, we must examine—at both an individual and a School level—the ways we have failed to address these systemic issues, the ways we can do better, and the ways we can put these reflections into action.

This report represents our first attempt at a regular documentation and communication of our efforts to make the Sam Fox School a more diverse, inclusive, and equitable place and to respond to these challenges. We invite your feedback, both on the format and content of what we are sharing, and on the work that we’re undertaking within the School.

You can find additional information, as well as a record of this report, on the Sam Fox School website [here](#).

Contents

<i>Committees and Organizing Groups</i>	2
<i>Commitments and Planning</i>	3
<i>Courses</i>	3
<i>Programming and Exhibitions</i>	5
<i>Student Activities and Leadership</i>	6
<i>University-Wide Initiatives and Resources</i>	6
<i>Demographics</i>	7

Committees and Organizing Groups

Sam Fox School Racial Justice Task Force, July 2020 – September 2020

The Racial Justice Task Force was called together in summer 2020 to respond to the national uprisings calling for racial justice. Their charge was to curate short- and medium-term (this academic year) responses that specifically address the experiences and needs of Black and African American students, faculty, staff, and alumni.

The full Task Force report and administration response can be [found online here](#). A summary of their recommendations is listed below. All recommendations are currently underway with support from staff, faculty, and students.

- Communication with the School, including students and alumni
 - o Quarterly updates shared widely
- Support diverse students' choice of the Sam Fox School
 - o Build relationships between current and prospective students
 - o Map the process of coming to the Sam Fox School to understand opportunities to connect with Black and African American students
- Strengthen student organizations and relationships
 - o Create an affinity group for Black and African American students across the School
- Foster a shared culture in classrooms and studio
 - o Develop and execute training for inclusive classrooms and environments

Membership

Georgia Binnington	Shreyas R Krishnan	Ian Weaver
Shantel Blakely	Bruce Lindsey	Sparkle Whitaker
Adrian Gonzalez	Tim Portlock	
Annie Kern	Melisa Betts Sanders	

Fairness & Diversity Committee, 2020-2021 academic year

The Sam Fox School Fairness & Diversity Committee advises the Dean's Office on related issues including improving recruitment and retention efforts; strengthening the environment for women and members of minority groups; and stimulating and responding to opportunities that promote and encourage diversity, tolerance, and equity among all groups in the Sam Fox School. Learn more about their work [here](#).

Current activities include:

- Hosted Baselines 2020 workshop on September 30, with over 70 students, staff, and faculty participating to discuss civility and interactions in the Sam Fox School.
- Developing role as a central response hub to issues related to fairness and diversity within the Sam Fox School.
- Recruiting student representatives to join the committee.
- Informing strategic planning for diversity, equity, and inclusion.

Membership

Bruce Lindsey, Chair	Arny Nadler	Dryden Wells
Shantel Blakely	Shreyas R Krishnan	Nicole Allen
Petra Kempf	Tim Portlock	Liz Kramer
Meredith Lehman	Mónica Rivera	

Commitments and Planning

During the summer of 2020, the Sam Fox School recommitted to social justice. Read the [June 1, 2020 statement](#) from the dean, directors, and chairs.

In addition, the Sam Fox School received sets of demands from current undergraduate students and alumni.

The [WashU Takes Responsibility Demands](#) were developed by an organized group of undergraduate students, focusing on the needs within their specific college. [Read the administration's response.](#)

The [Design Justice Demands](#) were developed by the Design as Protest collective, and shared with our school by alumni and students. [Read the administration's response.](#)

Additionally, the Fairness & Diversity Committee called all Sam Fox School faculty to consider how they address historic, systemic racial injustice within their studio or seminar. Faculty were encouraged to address this call through a project, a lecture, an assignment, a reading, or all of the above, and were encouraged to state how they will address the call; encourage students to bring ideas, people, and resources to the classroom; and to bring a learning mindset to new ideas and knowledge about identity and racial justice. In a follow-up survey of faculty, the majority of respondents found racial justice and related issues to be extremely or very important to them, and most reported ongoing efforts to address related issues in their courses, including: changing the canon or precedents, adding additional readings, facilitating conversations on race or racial injustice, and addressing relevant topics in projects.

To help guide this work going forward, the Sam Fox School will be hiring a new assistant director for diversity, equity, and inclusion. This full-time staff role will work closely with the Dean's Office, the Fairness & Diversity Committee, the Colleges of Architecture and Art, and other Sam Fox School staff and faculty to ensure high-quality programming, policies, and communications that welcome diversity, foster inclusion, and prioritize equity in outcomes for members of the Sam Fox School community on a daily basis. The position is posted on jobs.wustl.edu with job number 49972, and the description can be found [here](#).

Finally, the Sam Fox School is in the midst of a 10-year strategic planning effort. The Fairness & Diversity Committee has been charged with developing a specific charge for diversity, equity, and inclusion going forward for the School. The outcome of this process will be included in the strategic plan.

Courses

In August, the Fairness & Diversity Committee sent a request to the faculty asking each faculty member to consider within their courses how they might address historic, systemic racial. Faculty were then asked to complete a survey outlining how they would address this call, as well as sharing their responses to demands submitted by students and alumni.

The Sam Fox School regularly offers courses that directly address identity, diversity, inclusion, equity, and racial justice. We've highlighted a few courses and projects from this semester below.

New Course

Architecture in the Age of Identity: Race, Gender, Ethnicity, and Their Discontents

In this new seminar in architecture, *Igor Marjanović* is working with students to further expand the conversation about identities as an individual and social categories that evolve and respond to changing socioeconomic contexts. The course examines the relationship between design and identity in architecture, with a particular emphasis on architectural education. By covering a range of case studies that emerged after World War I, the course moves freely across various divides—between North-South and East-West, between socialism and capitalism—examining the representation of identity through a variety of architectural media, including drawings, texts, and buildings.

New Project

Typography II: Counternarrative Project

In this core course for juniors in the communication design program, *Jude Agboada*, *Chrissi Cowhey*, and *Becca Leffell Koren* evolved a poster assignment to give students space to explore a different aspect of design history. Students will design a two-sided poster that “reauthors, reframes, or redirects a timeline, offering a counter-narrative to traditional graphic design history.” Students are invited to define a theme to research within broader topic options, including women and non-binary designers, black, Indigenous and people of color (BIPOC) designers, and non-Western typography. Through research and exploration, they will create a visual interpretation of their design history that “amplifies less-known design figures and works and weaves them together with their context—the historical, cultural, and political forces that shaped the trajectory of ideas, methods, and visual work.”

New Guests

Methods and Contexts I: Class Visits

Sage Dawson and *Jack Risley* applied for the new CityStudioSTL Community Guest Small Grants to bring artists Kevin (MFA19) and Dani McCoy of WORK/PLAY and Yowshien Kuo to class to discuss their work. Their visits connect directly to class discussion about the mechanics of starting an artist-run space. The additional funding facilitated artists of color being compensated for their time in visiting class.

Alumni Guests in the MFA-Visual Arts

Addoley Dzegede (MFA15) has returned to campus to meet with students in the MFA in Visual Arts program. She has visited once this semester to discuss artist residences, with two additional visits planned for next semester for an artist talk and studio visits.

Programming and Exhibitions

Programming— particularly visiting lecturers—is an important part of bringing new voices and perspectives to the Sam Fox School. Some highlights are described below.

Lectures

[Hybrid Landscapes by Walter Hood](#)

September 26

Landscape designer and artist **Walter Hood**, principal of Hood Design Studio in Oakland, California, and professor of architecture at University of California, Berkeley, discussed some of his recent projects, including urban spaces, landscape design, and public art. The lecture was cosponsored by the Harris Armstrong Fund, Graduate School of Architecture & Urban Design, the Executive Vice Chancellor for Civic Affairs and Strategic Planning, and the Kemper Art Museum.

[MFA Lecture Series: Jamal Cyrus & Stephanie Weissberg](#)

October 7

This conversation was between artist [Jamal Cyrus](#) and **Stephanie Weissberg**, associate curator at the Pulitzer Arts Foundation. Cyrus' work interrogates and commemorates political and social struggles, specifically those of the African diaspora and Black people. Weissberg is curator of the Pulitzer Arts Foundation exhibition [Terry Adkins: Resounding](#); Adkins was Cyrus' mentor.

[BEARING WITNESS: A DESIGNER'S STRUGGLE FOR INTEGRITY by Silas Munro](#)

October 28, Henry L. and Natalie E. Freund Visiting Artist Lecture

In this talk, Munro explored how his mutable practice as a designer, educator, writer, researcher, historian, poet, surfer, and activist has attempted to create a form of integrity in the face of racism, homophobia, classism, stigma, and other forms of exclusion.

[Discussion Series Panel Discussion: Architectural History and Diversity](#)

October 28

Panelists included **Luis Esteban Carranza**, Roger Williams University; **Mario Gooden**, **Mary McLeod**, both of Columbia University; and **Patricia Morton**, University of California, Riverside.

[Distinguished Visiting Scholar Lecture: Vanessa German](#)

November 11

[Vanessa German](#) is a visual and performance artist based in the Pittsburgh neighborhood of Homewood—the community that is the driving force behind her powerful performance work, and whose cast-off relics form the language of her copiously embellished sculptures. The lecture was supported by the Office of the Vice Provost for Faculty Affairs and Diversity.

Exhibitions

[Truths and Reckonings: The Art of Transformative Racial Justice](#)

Teaching Gallery exhibition, Mildred Lane Kemper Art Museum, February 7 – October 14, 2020
Truths and Reckonings: The Art of Transformative Racial Justice explored how art and art institutions contribute to transitional justice by confronting histories of racist violence and their legacies today. Transitional justice aims to free political culture from the trappings of the past, but requires that aggressors and aggrieved confront each other, joining in recognition, reparation, and reconciliation. The exhibition was curated by Geoff Ward, associate professor in the Department

of African and African-American Studies in Arts & Sciences, in conjunction with his seminar Monumental Anti-Racism in spring 2020.

Student Activities and Leadership

A number of student-led initiatives address issues of diversity, equity, and inclusion through their work. A few new highlights are described below.

SFS Black Students Network at Washington University in St. Louis is a new undergraduate and graduate student organization dedicated to uplifting and supporting the creative voices of Black students on campus and beyond. They seek to bring together Black creatives on campus for the purpose of social, emotional, academic, and professional support. In their inaugural semester, they have hosted a meet-and-greet and a game night, to build momentum and connections among students.

Women in Architecture + Design (WIAD) hosted an online student and faculty exhibition of work by women and non-binary individuals from the WashU Community. The exhibition included 33 participating artists. [See the full exhibition.](#)

University-Wide Initiatives and Resources

[Race and Ethnicity Cluster Hire Initiative](#)

Danforth Campus-wide cluster hire of 12 new faculty who will focus on world-class research on race and ethnicity in our society. Sam Fox School Representatives: Eric Mumford, Tim Portlock

[Washington University Equity & Inclusion Council \(WUEIC\)](#)

Facilitating the implementation of recommendations made in the [Washington University Commission on Diversity and Inclusion](#)'s 2017 report; providing a standing institutional home for that work; generating recommendations to advance campus culture and climate; and reporting back to the University community on progress. Sam Fox School Representatives: Shantel Blakely, Dmitri Jackson, Sparkle Whitaker

For more information about diversity, inclusion, and equity efforts across WashU, visit [Diversity & Inclusion at WashU](#) or explore resources available from [Academy for Diversity, Equity, and Inclusion](#) and the [Center for Diversity and Inclusion](#).

Demographics

Student Diversity — Sam Fox School of Design & Visual Arts, Fall 2019

Students were able to indicate two or more racial or ethnic categories. U.S. residents are reported in all categories they indicated.

	Under-graduate Students	Graduate & Professional Students	Total
African American (U.S.)	32 7%	12 4%	44 5%
Hispanic (U.S.)	38 8%	10 3%	48 6%
American Indian, Alaska Native, Native Hawaiian, Pacific Islander (U.S.)	4 0.8%	1 0.3%	5 1%
Subtotal – Underrepresented (U.S.)	70 14%	23 7%	93 12%
Asian American (U.S.)	124 25%	15 5%	139 17%
White only (U.S.)	201 41%	78 25%	279 35%
White multiracial (U.S.)	53 11%	4 1%	57 7%
Unknown (U.S.)	10 2%	11 4%	21 3%
Nonresident alien (any race/ethnicity)	87 18%	186 59%	273 34%
Total – unduplicated headcount	488 100%	313 100%	801 100%

	Under-graduate Students	Graduate & Professional Students	Total
Female	334 68%	167 53%	501 63%
Male	154 32%	146 47%	300 37%
Total	488 100%	313 100%	801 100%

About headcounts of students: Data for students are from 10th week. Underrepresented category includes African American, Hispanic, American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and persons with multiple racial categories that include one or more of these. Nonresident Alien category encompasses non-U.S. citizens who do not have permanent resident visa status.

For additional detail on student demographics, see the Diversity charts [here](#).

Faculty Diversity — Sam Fox School of Design & Visual Arts, trends through Fall 2019

Faculty Trends Overview – 10 Year Change Fall 2009 to Fall 2019

Design & Visual Arts Faculty Trends		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
Design & Visual Arts	Tenured and Tenure Track	Tenured	35	37	39	38	36	34	33	34	35	37	36
		Tenure Track	8	8	9	11	11	8	12	11	10	11	13
		Tenured & Tenure Track Total	43	45	48	49	47	42	45	45	45	48	49
		Women	15	17	18	17	17	14	16	15	16	18	20
		Women as %	35%	38%	38%	35%	36%	33%	36%	33%	36%	38%	41%
		African American	2	2	2	1	1	1	2	3	3	3	4
		African American as %	5%	4%	4%	2%	2%	2%	4%	7%	7%	6%	8%
	URM	2	2	2	1	2	3	4	5	5	6	6	
	URM as %	5%	4%	4%	2%	4%	7%	9%	11%	11%	13%	12%	
	Full Time Non Tenure Track	Full Time Non Tenure Track	15	16	19	18	22	25	27	32	29	26	21
		Women	6	6	5	6	9	9	13	12	12	12	10
		Women as %	40%	38%	26%	33%	41%	36%	48%	38%	41%	46%	48%
		African American	0	0	0	1	1	1	1	1	1	1	2
		African American as %	0%	0%	0%	6%	5%	4%	4%	3%	3%	4%	10%
		URM	1	1	2	3	4	5	4	3	3	3	4
	URM as %	7%	6%	11%	17%	18%	20%	15%	9%	10%	12%	19%	
	Total Full-time Faculty		58	61	67	67	69	67	72	77	74	74	70
Part-time Faculty		75	76	68	58	58	74	59	63	53	51	54	

About headcounts of faculty: Data are from November 1 census of each year. Faculty with joint appointments are counted once, in the school of their primary appointment. Postdocs are excluded. Underrepresented (URM) faculty category includes African American/Black, Hispanic, American Indian, Alaskan or Hawaiian native, and Pacific Islander. For comparisons and additional detail, see Institutional Data [here](#).