

# Full Report

*DEI Strategies*

December 2, 2021

**What are the top FIVE most impactful strategies that your academic institution is doing to foster an enhanced climate of Diversity, Equity and Inclusion?**

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**U1:**

1. we have a new committee of students, faculty, and staff that are beginning their work to examine, listen, and learn about diversity and inclusion issues in our School. Once their work is far enough along we will begin implementation process of actions for any items we have the power and ability to change.

**U2:**

At the department level we are critiquing our syllabi and making changes.

1. History and theory courses: Introduce the idea that the built environment both reflects and reinforces culture and social hierarchy. Already part of the course are the Pueblo and Hispano design traditions but expanding it to include additional diverse narrative/histories. African American gardens in the US South, for example. And then, in modern cities since the mid-1900s, how has a bourgeoisie, White middle class, heteronormative sense of decorum emerged as a naturalized norm and been enforced on minorities and the working class through regulation, police surveillance and enforcement, spatial segregation, etc. THEORY courses already have an emphasis on gender and race, update course content.

2. Site + Environment and Urban Ecology: Taking a social + environmental justice stance and really drawing attention to the fact that social and environmental justice are inextricably linked. For example, a recent study by the city was done on the heat island effect and tree cover in Albuquerque, and of course the wealthier neighborhoods had treelined streets and parks, and the poorer had neither and also lived within, and closest to brownfields. Graphic Representation: Drawing attention to the cultural lens through which we “see.” Critique gentrified image production. Experiment with other ways of knowing and representing the world around us. Draw attention to white supremacist ideas of “beautiful” and aesthetics. No image is benign.

3. Studios: Challenge the standard studio design pedagogy. Have already been doing that to a certain degree...particularly with the traditional “pin-up” and “jury” scenario. More examples of diverse narrative for precedent studies. And in the last few years we have been working with The Indigenous Design and Planning Institute and teach an Indigenous Design Studio. We really value these partnerships and hope to attract more Native American students in the future. At the school level: As the Associate Dean for Student Life, I have been holding weekly meetings for students titled "you have my ear" in which students can talk to me about what is and is not working with their education. It has been enlightening.

4. Getting all faculty to do anti-racist training
5. Provide more scholarships for BIPOC students
6. Reduce the cost of materials for undergrad architecture students
7. Insure we have a lecture series that represents diverse voices
8. Rewrite our school's Student Culture Policy (student led)

**U3:**

1. Our college has formed an EDI committee which includes diverse faculty, staff, and students. The committee meets bi-monthly and is a clearinghouse for questions, needs, and ideas with respect to improving our college practices and culture.
2. Training measures: New directives regarding mandatory harassment prevention and implicit bias training have been issued for faculty and staff. The college is also offering bystander intervention training for student ambassadors.
3. Communications measures: Our college takes seriously the opportunity to showcase the diversity of our students, faculty, and staff. We want current and future students to find others like them in our mix—on our website, in our communications, and in our classes.
4. Reporting and goal-setting measures: We have gathered demographic information about students, faculty, and staff, including place of origin, race/ethnicity, gender, and first-generation student status. This data is being used to inform new recruitment, admissions, student support, and faculty hiring plans.
5. Student support measures: We are raising money and developing a portfolio of resources to provide as much ongoing and emergency financial support as possibly to students with need, supporting them with respect to tuition and fees, technology needs, and materials and supplies. The pandemic has concentrated our attention on matters of health and wellbeing, and we are implementing proactive strategies to identify those in distress and intervene in a timely way, including regularly polling our students.

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**U4:**

1. I believe that our top diversity strategy is CED's summer design camp which aims for attracting students from diverse backgrounds.
2. We are also developing a BIPOC Scholarship.
3. Although not necessarily a strategy, our next steps will be to put together a DEI committee in order to update CED's DEI policy.

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**U5:**

1. Diversity-- We recruit from HBCU's. Prior to COVID, we recruited from Hispanic universities (in Ecuador and Columbia) and Chinese Universities.
2. Equity & Inclusion—We value Team Work. Students working together in teams helps develop the attitudes, skills and approaches enabling all members of the school community to recognize and value difference.
3. I think our focus on outreach and working with underserved communities also sends impactful messages of diversity, equity and inclusion to our students too. By far, our most effective tool to foster an enhanced climate of diversity, equity, and inclusion has been the program curriculum. Not to say that we've got it right at the moment. There is clearly still more work to be done, but this is our most effective tool available to us. Specifically the Design Studios and seminars in History, Theory, & Practice are at the forefront of issues of diversity, equity, and inclusion. This is primarily where diverse histories are discussed, deep-seated assumptions are challenged, and students are often introduced to their own privilege. This is also where we attempt to shift students away from the 'savior' mentality that is so prevalent in our culture today to a posture of respecting, listening, and learning from others.

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**U6:**

1. 2020-21 Speakers Series to include topics of DEI.
2. Production of video addressing issues of equity in public space with a focus on design education;

3. Guest speakers include thought leaders, practitioners and students; launch date is 10/21 with a live remote event and discussion; the video will then be available on the internet
  4. Student discussion groups and storytelling sessions, working group convened by president.
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**U7:**

Highlights of the anti-racism action plan include:

1. Develop a BIPOC hiring plan that addresses gaps in representation among staff and faculty;
  2. Develop a targeted recruitment strategy and set goals and incentives to recruit BIPOC students;
  3. Create scholarships for BIPOC students;
  4. Roll out the \$200,000 Inclusion Enhancement Fund for initiatives to create equity and inclusion on campus;
  5. Develop and distribute self-identification surveys to clearly portray the racial diversity of students, faculty and staff;
  6. Provide anti-racism and anti-bias training for senior University leaders;
  7. Develop a Black studies minor;
  8. Continue the new anti-oppression and anti-racism online training module for students, faculty and staff and the new for-credit undergraduate course on anti-discrimination and anti-oppression
  9. Continue initiatives to foster an improved campus environment.
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**U8:**

1. Departmental lectures and seminars focusing on DEI issues, projects, and practitioners
  2. College and University level lectures and seminars on DEI issues - Faculty and staff are required to attend and report on participation in these events for every semester, parallel events include talking circles for faculty and staff, developing a new undergraduate recruitment plan and working with graduate students
  3. Student led opportunities: out student ASLA chapter hosts events focusing on DEI issues in landscape architecture practice, projects, management, etc. One example is our popular "Women in Design" evening seminar with speakers connecting from around the country
  4. Targeted student recruiting in high schools with diverse student populations (an especially important issue in Indiana do to relatively homogeneous state-wide demographics.
  5. Newly formed Equity Task Force: made up of stakeholders from across the Purdue system, including students, staff, faculty, alumni and Board of Trustee members.
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**U9:**

1. Committee (LA Dept; convened Fall 2020)
  2. Curriculum review
  3. Data review (enrollment, retention, student employees, etc.)
  4. DEI Survey (LA Dept; summer 2020)
  5. DEI unit added to required freshman course
  6. New inclusion statement for syllabi
  7. Cultivating Inclusion Series
  8. Monthly topic led by panel and then discussion; open to faculty, staff, and students
  9. First Fridays (Student Support staff) o Series of monthly talks about DEI
  10. White Accountability Space meetings (Student Support staff), Readings, discussion, etc.
  11. partnering with NAACP to study educational access
  12. Commonwealth Institute for Black Studies
  13. Multidisciplinary program founded with the assistance of faculty in African American and Africana Studies
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**U10:**

1. MLA Colloquium class on environmental justice
2. Yates Fellowship: supports under-represented students with full scholarships and a rigorous mentoring program.
3. DEI Facilitator meeting with faculty
4. DAAP DEI Council: College of Design, Architecture, Art, and Planning (DAAP) has a DEI Council of students, staff, and faculty.

## 5. We've had Town Halls to open the discussion

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### **U11:**

1. In an effort to expand upon the commitment to diversity contained in its Statement on Community, Inclusion and Diversity, the university's Community, Inclusion and Diversity Committee has adopted a document entitled Building Community and Fostering Diversity. This document establishes a set of ten principles aimed at building and maintaining a civil, respectful and inclusive community. To give further context to and to facilitate thought and discussion regarding the principles contained in Building Community and Fostering Diversity, the university's Community, Inclusion and Diversity Committee has created a document entitled Building Better Communication.
2. The Community, Inclusion, and Diversity Committee regularly establishes working groups comprised of faculty and staff dedicated to supporting and advancing specific initiatives and projects for the betterment of the community and to improve personal and professional development for members of the university. Initiatives include: Supported Education for Students with Psychiatric Disabilities, a working group to support undocumented students, and a student Center for Diversity and inclusion.
3. The Coalition on Inclusion was created to promote collective action and engagement in issues relevant to individuals facing discrimination. The group meets twice monthly and is open to any students, staff, and faculty.
4. Multicultural Services provides programs, research, and advocacy, and advice on issues, policies and practices that affect the university's commitment to diversity and inclusion. This work is organized around a concept of diversity that is practical and includes multiple social and cultural identities, such as race, class, group affiliation, ability, national origin, and religion. Initiatives include: Social Justice Ambassadors, Gender and Sexuality Services, Spiritual Life Services and Identity Based Support Groups.
5. The Dean of the College of released a 10 point action plan for Diversity and Inclusion for the College in July of 2020. Initiatives (among others) include:
6. Increasing the number of Black and Brown faculty members in the College, increasing faculty diversity in the College in general, and increasing diversity in College management and oversight;
7. expanding recruiting at high schools with largely Black and Brown populations and at historically Black colleges and universities, increasing diversity among our guest lecturers and visiting critics , and
8. evaluating our curriculum for implicit bias and revising it to better reflect the contributions of people of color.

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### **U12:**

1. After having two school workshops focusing on DEI and one school wide DEI retreat with our associate dean, our school has decided to form a standing DEI committee. All workshops and retreat worked well.
2. We also released DEI statements on our school website
3. Developed a report to implement our action plans addressing DEI subjects.

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### **U13:**

1. Ongoing conversations with MLA Black alumni to reflect on our program and Faculty, including working with Black communities, access to Black students, public programming, faculty hires, pipelines to professional practice, as well as the role of academic to help increase awareness of racism in practice and advocating for more opps.
2. Increasing self-awareness, e.g., attending the National Dialogues and Action for Inclusion Higher Education and Communities Canadian universities workshop Oct 1, 2.
3. Increasing presence of African American and African designers and scholars in Daniels Public Programming, e.g. This fall we are hosting a lecture by Kenyan Landscape Architect, co-moderated with Kenyan MLA alumni, Oct 27, with invitation to OALA membership
4. Ongoing conversations with OALA newly formed Diversity, Equity, and Inclusion Task Force to explore the ways in which MLA program can raise awareness and help educate LA professionals.
5. Ongoing MLA faculty meetings to discuss inclusion of Black scholars, practitioners, case studies, topics, and collaboration with communities/ orgs.
6. Adding to this list of actions is that they focus on is outreach and access (mentorship, scholarship, etc.) to Black students.

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### **U14:**

1. Create a position of "Associate Dean for Outreach and Diversity"; someone whose job is to ensure the College addresses diversity at its core; along with it, the creating of a Diversity Council, a committee composed of faculty,

students and staff representing all departments, to ensure inclusion policies are permeated and originated at all levels. Inclusion and diversity are perceived relevant in all facets of the college life: teaching, research, and engagement.

2. From a learning perspective: a Cultural Discourse was created with participation of all disciplines in the college; addresses content and context of discrimination and marginalization in all college disciplines. The College also offers a Diversity Certificate.

3. Extra curriculum activities dealing with inclusion and diversity: An annual Diversity Hackathon, a 24-hours competition addressing immediate challenges related to issues like racism, sexism, homophobia, and other expressions of marginalization of specific groups. It is open to all disciplines and the challenges are created by student's organizations representing marginalized groups.

4. To improve the climate of the college: An annual "Diversity Thanksgiving" is organized in the College; each person brings a dish from her/his hometown. And we share our heritage; also, we created a "Conversation partners" initiative, where an American staff member is "paired" with a foreign student to allow a more personal exchange of experiences. D-PALS is an effective program: Diversity Peer Advisory Leaders is meant to welcome international students into the campus and the local community; this adds to a climate of inclusion as several of the graduate students are mostly international.

5. Recruitment: to minimize bias, university requires that all search committee members go through implicit bias training; search committees, to be able to certify their applicants need to ensure that a proper advertising is done in historically marginalized communities and groups. Several fellowships are in place to support the recruitment of students of color.

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## **U15**

1. Create a Strategic Plan for diversity, inclusivity and equity in the college

2. Create opportunities for recognition of faculty, staff, and students for their positive contributions to the culture of the college

3. Have team-building activities for units

4. Organize SafeZone training for all faculty and staff, to demonstrate that all sexual orientations and gender presentations are part of our culture and feel acknowledged and supported

5. Diversity Week event; Implicit Bias Test available on website; Recommended books, podcasts, music and more available on website; Clear definitions of terms as conversation starters

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## **U16**

1. Senior administrative hires that are clearly representative of diverse histories (racial, gender etc.). University vice-presidents, associate provosts and department chairs include a number of new hires that are visibly different than older white men. These are very competent individuals who are also be tasked with normalizing DEI rather than morphing themselves into the previous molds.

2. Commitment and disbursement of funding in support of a racially and economically diverse student body.

Recruitment and scholarship funding is going toward non-traditional students: students of color, first generation undergraduate students, lower-income students, community college transfers, attractants for the higher achievers from HS across the commonwealth - not just from the most privileged neighborhoods and schools.

3. Changing the emphasis of university sponsored speakers and public events to include a wider range of faces and voices. This includes encouragement at all levels of the academic mission. I'm not sure that this is so clear on the business management side of the institution.

4. Making DEI at the center of most university communications. We have a well-defined Principles of Community statement that was developed at least 10 years ago. Now this document is at the center of discussion. We use it to remind people that we, as a community, value the university as a community of people. The principles guide how discussions are framed, how we aspire to act and be, and what we expect of others.

5. DEI is included in all new course proposals and has been for three years now. Faculty and students as participating in an academic setting that explicitly expects all to intentionally consider and defend how DEI is integrated into coursework, For the courses, we have to assess course success in meeting these as measurable learning objectives. This is now extending into program, department, college and university level actions and strategic plans.

**U16**

1. In spring 2020, The School of Architecture established two newly named scholarships focused on diversity, equity, and inclusion. These scholarships support our commitment to expanding access to education and professional development, and ensuring that the learning and working environments we shape are inclusive in serving all people.
  2. In addition to our named DEI Scholarships, the School of Architecture has set a goal to raise a \$1 million endowment in support of our BIPOC students.
  3. The Inclusion + Equity Committee will be working to envision next steps.
  4. We created a web page of DEI resources.
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**U17**

1. Identify if, where and why we are personally, professionally and institutionally not meeting the highest standards of racial justice and equity.
  2. Through recommendations for internal cultural change and active community outreach help the department identify, recruit and support more BIPOC students and faculty to join the department.
  3. Review and make recommendations for ways in which the MLA curriculum can ensure that a representative range of minority voices are included and that the work produced by faculty and students in the department actively contests all forms of injustice, particularly those related to the planning and design of places.
  4. Review and make recommendations for ways in which the culture of the department can manifest anti-racism in every aspect of its daily operations.
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**U18**

1. Developing a department-wide teach-in on anti-racism
  2. Strategizing for identifying and hiring more BIPOC
  3. Determining which courses may deserve explicit content related to anti-racism
  4. Consideration given to integrating anti-racism (and LGBTQ issues) into the development of BSLA and MLArch strategic plans
  5. Creating a list of books, videos, etc. that focus on anti-racism
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**U19**

1. Establishment of an assistant/associate dean in our college for equity and opportunity, to promote anti-racism, anti-oppression, and positive social action.
  2. Conduct unit anti-racist and anti-oppression audits of curricula, policies, practices;
  3. Establish new DEI scholarships.
  4. We have a Diversity Team of faculty and staff who work hard on programming and faculty training to ensure that our BIPOC students feel welcome, a sense of community;
  5. We have established a "DIRE Team" of faculty who are leading a long-term set of activities that include faculty discussions, workshops, and other ways for us to establish shared understanding and a shared idea of "What DEI success would look like"
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**U20**

1. Increase the diversity of our student body, faculty members, administrators, and staff.
  2. Address long-standing issues of inequity in our college as reported by students and as observed by faculty members through focus groups, surveys, and forums.
  3. Develop an authentically inclusive learning environment that benefits all of our students through ongoing work in these areas
  4. Address the long-standing presence of privilege among the faculty, administrators, students, and staff by organizing workshops to build self-awareness among the faculty about the short-term effects and long-term impacts of inequitable learning environments.
  5. Create a public, accessible, transparent list of issues discovered via audits and focus groups, and accountability for engagement, follow up and tracking of progress. Engage in reparations
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**U21**

1. University's Division of Campus Life and Inclusive Excellence works with the President's Commission on Diversity and Inclusion, a group made up of people from across campus, to support diversity and inclusion work on campus.

2. The President's Commission on Diversity organizes educational events related to University's Core Values.

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#### **U22**

1. President commissioned an internal University Equity Audit that was released in September 2020 from the office of Division of Diversity, Inclusion, and Community Engagement
  2. Leadership perception survey to identify areas of strength and weakness.
  3. Self-study in which executive and senior vice presidents summarized existing activities that support these core values and reflected on the gap between current challenges and their aspirations for diversity, equity, and inclusion.
  4. Equity Scorecard, using quantitative metrics to measure access, retention, success, and leadership representation for historically underrepresented groups by race and gender.
  5. Created a new position - Senior Vice President for Equity.
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#### **U23**

1. Establishment of DEI Committee that is gathering DEI action across the college; The LARC program has one representative on this committee
  2. Formation of a Departmental DEI Committee . LARC has two faculty on this Committee
  3. New course taught in the summer 2020 on Environmental Justice. Inclusion of DEI content in two courses Fall 2020 including Environmental Justice + Landscape Architecture; a students' guide and The Color of Law.
  4. Removed GRE as requirement for MLA program. Not required by Graduate School
  5. Departmental Speaker series is targeting an increase in diversity
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#### **U24**

- 1 Organize educational activities to increase departmental awareness on issues of Diversity, Equity, Inclusion, and Justice. These include inviting diversity speakers, organizing educational challenges, coordinating discussion/debrief time.
  2. Work towards a series of actionable items to improve departmental culture. These goals include removing the GRE requirement for graduate students, including custodial staff in departmental events, waiving application fees for BIPOC/Underrepresented groups, increasing transparency of DEI initiatives in the department, and providing recommendations for admission committees for bias training. These are "works in progress", and we continue to advocate for these measures.
  3. Integrate a visible commitment to DEI into our outward facing digital and analog presence. This includes a section in the departmental newsletter on DEI, an updated chair letter on our webpage stating our commitment to DEI, an internal UD website to collate resources and maintain accountability in our efforts, and ensuring that our bulletin boards reflect a commitment to DEI.
  4. Recruitment and Retention of students, faculty & staff (involvement in hiring, dual enrollment course opportunities for high schools, mentor or sponsorship program for faculty & staff, etc. )
  - 5 Training Opportunities for faculty & staff (this came up as an important item when staff & faculty viewed our first draft of the by-laws) and Diverse & Inclusive Environment/Awareness Initiatives (opportunities like movie screenings, speakers, multicultural events, panels, town halls, etc.)
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#### **U25**

1. Fall 20 Virtual Lecture Series with emphasis on DEI (School)
  2. Proposal to the Mellon Foundation's 'Just Futures Initiative' (Program)
  3. Proposal for inter-institutional studio focused on coastal resilience/climate justice (Program) and participating in the Green New Deal Super Studio (Program)
  4. Volunteer initiatives with Baltimore Public Schools and historic Mt. Auburn Cemetery (Program)
  5. Weekly email digest of local, regional, national lectures/webinars, with emphasis on DEI topics (Program) and Sharing stories/profiles of current graduate students on website and Instagram feed (Program) and Ongoing interaction and communication with HBCU alumni (Program, School)
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#### **U26**

1. As part of the College's Diversity and Inclusive Culture Assessment in early spring 2020, the college hosted a conference titled Come to the Table: Building an Equitable and Inclusive College Together that brought students,

faculty, and staff together to discuss these topics. Currently, the content of that conference/assessment is being integrated into the college's revision of the strategic plan.

2. The College's Diversity Catalyst Team (DCT) facilitated a college-wide book club featuring the book *How to be an Antiracist* by Ibram X. Kendi. The intention is to continue discussions and spur action for antiracist efforts in the College by providing a platform for similar language and resources around this topic.
  3. Portraits of Inclusion Exhibit The goals of this project were to shine a light on both the art and the science in our department, to celebrate the contributions of women to our disciplines, to inspire our students, and to foster a climate of inclusion and gender equity—which hopefully will lead to increased female undergraduate and graduate student numbers and retention of those students. This photographic exhibition of women leaders in the fields of Horticulture and Landscape Architecture was displayed in our department spaces after the public exhibition. The exhibition showcases women with significant contributions and achievements in the fields of horticulture and landscape architecture. Women have been selected from an array of racial, ethnic, class, sexual orientation, gender, ability, religious, and cultural backgrounds so that our students will see role models they can relate to among these women. The museum-quality photographic portraits are now displayed in the departmental spaces, hoping to demonstrate to all who walk the hallways that women of all ethnicities are valued and welcomed in our department.
  4. The university's Office of the Vice President for Diversity has created a Campus Climate blueprint, which includes the 20th Annual Diversity Symposium via a virtual platform.
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#### **U27**

1. \$500,000 raised for JEDI (Justice, Equity, Diversity, Inclusion) scholarships in the College Arch & Planning.
  2. Visiting Professor Position (rotating depts) established - focus on diversity and equity in design.
  3. Diversity officer for recruitment and retention established in College to promote diversity
  4. Diversity, intercultural communication, and unconscious bias training for all faculty and staff.
  5. Curricula changes to include underrepresented and marginalized groups across all classes.
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#### **U28**

1. Our department is working with the Alumni Affairs and Development to amend our proposed fundraising campaign to directly support recruitment and retention of Black and other students of color in our program.
  2. To significantly increase the number of Black landscape architects in the profession, we must begin with recruitment and financial aid to ensure the retention of those students who enter academic programs.
  3. We are also continuing efforts to increase the diversity of our faculty and our graduate programs, considering holistic admissions, and building on best practices for equity and inclusion in recruitment and retention. We realize that these are small steps but see them as the first of many.
  4. Other actions we have implemented over the past weeks include following and supporting ASLA and ASLA Upstate NY Chapter as they formulate ideas for joint actions that foreground racial justice and social equity.
  5. We are also taking note of statements by organizations like BlackLAN and NOMAS as they respond to these events and spreading their words and ideas for action across our networks of colleagues and peers.
  6. We have asked the University to recognize David Williston, the first Black landscape architect in the country, and are continuing that discussion.
  7. We also are working to develop a departmental scholarship, through our fundraising campaign, that will honor Williston. Our fundraising campaign, like most initiatives of the university, have been paused or considerably slowed down due to the pandemic.
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#### **U29**

1. In service to our core values of Diversity, Equity, and Inclusion, we commit to the following. Coordinate and implement practices that are aligned with our commitment to promoting diversity and to advancing equity and inclusion as core school priorities;
2. Provide opportunities for all members of the community to learn and develop in ways that are in keeping with the school's commitment to diversity, equity, and inclusion
3. Develop and refine processes that seek to increase the diversity of our faculty, students, and staff;
4. Establish practices and policies that make visible, discourage, and restoratively respond to acts of discrimination, harassment, or personal abuse;
5. Act on our commitment to contribute to a just and sustainable society and to affirm the humanity of all persons

### **U30**

1. University Level –University Charter -- which is built on 'whom we include, and how they succeed' versus who we exclude.
  2. University Level - The President's Sep. 2nd email, "UPDATE: [University's]Commitment to Black students, faculty and staff"
  3. University Level – President and Provost Initiative to advance targeted hires
  4. College Level –Dean creates two new positions in Fall 2020 Associate Dean for Culture and Access, Dean's Fellow for Culture and Access,
  5. School Level –Commitment to support the newly formed Design Justice Initiative (DJI) student organization which was created Summer 2020. This group is working with faculty on community engaged efforts led by the student organization
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