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.

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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
  - Quarterly updates shared widely
- Support diverse students’ choice of the Sam Fox School
  - Build relationships between current and prospective students
  - 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
  - Create an affinity group for Black and African American students across the School
- Foster a shared culture in classrooms and studio
  - 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 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

**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.

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<th>Undergraduate Students</th>
<th>Graduate &amp; Professional Students</th>
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<td>801</td>
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<tr>
<td>Total</td>
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<td>313</td>
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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

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<tr>
<th>Design &amp; Visual Arts Faculty Trends</th>
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<td>77</td>
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</tbody>
</table>

### Part-time Faculty

- **Design & Visual Arts**
  - Tenured and Tenure Track: 43
  - Women: 15
  - African American: 2
  - URM: 2
  - Full Time Non Tenure Track: 15
  - Women: 6
  - African American: 0
  - URM: 1
  - Total Full-time Faculty: 58
  - Part-time Faculty: 75

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*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](#).*