

## Spring 2022 JEDI Jam - All Department Idea Charrette

Report Authors: Kat Golladay (MLA 2024), Jennie Li (UWLA staff), Lynne Manzo (UWLA faculty)  
Content Analysis: Ginger Plaster, Jennie Li, Kat Golladay, Lynne Manzo, Malka Hoffman



On Monday, April 18, 2022, the Department of Landscape Architecture held its first in-person department event since the start of the pandemic! The initiative for this event was to provide a space where the department's community could generate open-ended ideas to help guide future thinking about issues of justice, equity, diversity and inclusion without the constraints associated with a mandate for implementation. The department has been engaging in JEDI work for some years but we had not had any department-wide discussion about the topic or what JEDI initiatives to pursue. This event was a way for department members to come together in person and have a dialog about JEDI concerns as a community, and to do so in-person after two years of remote work during the pandemic. It was organized by the department's JEDI Committee with support from the department chair and the Professional Advisory Council's JEDI sub-committee.

Held in Gould Court, the event was a festive afternoon of food, music, group activities and lively discussion of our communal identity, interests, and values. All full-time faculty members attended as

well as about seventy students from both the MLA and BLA programs. Fifteen students in addition to those on the JEDI Committee also volunteered to help with the event, which is a further indication of students' investment in the event and its success.

The purpose of this event was to:

- build community around shared values and enjoy time together
- create a space for expansive dialogue around how the department as a community wants to move forward with JEDI values as we approach next year's task of developing a department-level strategic plan
- discuss how to center JEDI issues in Landscape Architecture as a discipline and through department's focus on urban ecological design

The afternoon was organized around several activities. After gathering for food, music and socializing, there was a welcome and kickoff by the department chair, JEDI Committee, and PAC JEDI subcommittee. This was followed by an open brainstorming “jamboard” session, a gallery walk and breakout group discussions on specific topics. Each of these are described further below.

### **Jamboard Activity**

The initial activity was a “jamboard” brainstorming session where all attendees were invited to reflect on and offer responses to several key questions:

1. What are the strengths of the department?
2. What challenges do we face around justice and equity?
3. How does our focus on urban ecological design address justice and equity? How can it address it better?
4. What changes do we want to see?
5. What suggestions do you have to initiate these changes?

Each of these questions were posted on large sheets of paper that were placed on walls and easels around Gould Court. Everyone was provided with post-it notes and markers to write their responses either directly on the board or with the post-its.



## Breakout Group Discussion

After this open jamboard session, attendees were invited to organize into self-selected groups to focus on one of several specific issues. Two groups formed to discuss Curriculum, two formed to discuss Community Engagement and two groups formed around the idea of an “open topic.”



## Methods of Analysis

The department JEDI committee analyzed the contents of participants’ responses to both the Jamboard prompts (which participants wrote on post-it notes) and the breakout group notes (captured on poster paper) using established qualitative data analysis strategies (Corbin & Strauss, 2014).<sup>1</sup> More specifically, content analysis involved open coding whereby the JEDI Committee members did successive readings of the feedback to determine what topics arose and to identify any patterns in the responses. We then labeled content into specific themes. That is, open coding involved labeling concepts, and defining and developing categories based on their content. For example, we identified the theme of “sense of community” to apply to comments that people offered around feeling connected to classmates or sensing camaraderie among faculty members, or good relationships with the professional community. To ensure inter-rater reliability in the coding process, the JEDI committee members first content-analyzed responses to the same prompts and literally compared notes to assess whether we would describe/quality remarks in the same way. After reviewing several of the same data sets (responses to the same prompt) we developed strong agreement across team members on how to code (label) the responses.

In the sections that follow, we report the findings from the Jamboard post-its and breakout group discussions. In describing the themes that emerged we use quotes - i.e. remarks in participants' own words that appeared on post-its or breakout group notes - to illustrate the nature of the theme at hand. The quotes were selected because the Committee members analyzing the data felt these remarks served as exemplars of the theme being described

---

<sup>1</sup> Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage publications.

## **.JEDI Jamboard Responses**

In this section, we summarize the responses and ideas generated from the jamboard prompts and the breakout group discussions. Some of this feedback may not be JEDI specific, but we are reporting it here as it was evidently salient for attendees to mention.<sup>2</sup>

### Strengths of the Department

Many strengths were identified. These coalesced around the sense of community both within the department and with the professional community, alumnae, and community organizations. Other key strengths people identified included diversity, resources, and the department culture as a whole.

Regarding the *sense of community*, event participants commented that the department enjoys great professional connections, strong alumni networks and connections to community organization. People noted that including there a “really awesome community with cohorts,” the ability to connect to professionals and alumni, the diversity (e.g. strong female/femme and LGBTQIA+ presence), and connections to community organizations through courses.

A number of comments about our strengths addressed *diversity*, including a strong LGBTQ+ representation within the faculty” and “strong women/femme presence” of faculty and staff. Others saw diversity in multicultural cooperation and a diversity of studio instructors, international students and non-matriculated students.

Many aspects of the *department culture* were considered strengths, particularly the *people*. This included close faculty relationships, “a tight-knit and supportive” and “very well qualified,” “knowledgeable and helpful” faculty as well as knowledgeable staff. Many students specifically called out department staff members Vanessa Lee and Jennie Li by name as assets to the department. Students also appreciated one another. Some noted the “really strong support student community” and “rad and motivating students that challenge the department.”

Other strengths around the department culture was that we “make our values very clear,” we create “lots of opportunities for discussion” and that we encourage students “to push the boundaries of design through frameworks/lenses that include pro-JEDI ideas.” Other department cultural strengths were a “positive,” “respectful” and “optimistic attitude,” a collaborative spirit rather than a competitive one, and the “ability to be open.” Others noted the JEDI committee as a strength, along with resources such as the library, living in a diverse metropolis, and having happy hours as a strength for building community.

### Challenges we face

Event participants identified a number of challenges that the department faces. These ranged from funding, to a need for greater diversity, a need to shift the department culture, and to create greater student support (see Appendix A for more detailed data notes). Regarding *funding*, one of the most

---

<sup>2</sup> See Appendix A (p. 10) for the typed lists of unedited responses to the jamboard prompts and Appendix B (p. 23) for the typed notes from the breakout group discussions.

prevalent issues (four mentions) was lack of funding for TA positions for graduate students. Of equal concern was the need for funding for supplies and resources for courses. The next most prominent issue was a lack of scholarships for underrepresented students. Others noted that the department seemed underfunded, understaffed and under-resourced.

As much as it was identified as a strength, **diversity** was also discussed as one of the challenges we face. Here, comments focused on barriers for international students to engage with non-international students (including but not limited to language barriers), as well as a lack of representation of BIPOC students and the retention of students with non-dominant identities, due partly to the “struggle with funding to continue.” There was also a desire for more representation for queer students and more connections to other departments and faculty focused on justice and equity.

Some of the challenges identified were related to the **department culture**. The most common theme here was the difficulty in moving from theory to practice, although this is a challenge that faces the discipline as a whole. Three common comments were that students spend too much time in studio, everyone is overworked and tired, and that it seems like design work “has to be presented with the ..framework of economic gain for the professional realm to want to incorporate meaningful change.” A variety of other challenges were mentioned that are important to call out – for example, creating a program that is authentically inviting and supportive, meaningful community outreach, and “developing concrete, doable and impactful actions.” Others called out problems with moral superiority and posturing, a curriculum based on universal assumptions, and a lack of cohesion between departments in the college with too few opportunities to collaborate outside the department.

#### Intersection of Urban Ecological Design & JEDI

A variety of ideas were generated in response to the question, “How does our focus on urban ecological design address justice and equity? How can it address it better?” These clustered around the themes of climate justice, indigenous solidarity and decolonial frameworks, food sovereignty, affordable housing and solidarity with the houseless community, local activism, explorations of the urban-rural continuum, and the curriculum. There were also broad calls to design for all ages and demographics as part of the mission of urban ecological design.

There was also a desire to better address the intersection of landscape architecture with **public health**, for example, considering how our focus on ecological design can serve as an equal opportunity for people to live in healthy environments and focusing on low-income neighborhoods to help raise funds for green projects.

Comments around the theme of **indigenous solidarity** and **decolonial frameworks** included collaborations with tribes and community partners and compensation for these collaborations, incorporating indigenous ecological knowledge into studios, connecting land acknowledgements with action, getting feedback from indigenous communities on curriculum, and diversifying storytelling methods.

Another main theme was **affordable housing** and **solidarity with the houseless community**. Here, many commented on the need to devise ways to serve the unhoused community and develop creative solutions (this idea received a lot of “bumps” from other participants). Along with this, event participants also called for us to explore and push for equitable distribution of green space and the need to consider anti-gentrification strategies.

Using urban ecological design to support **local activism** was another theme that emerged from the post-it comments. People mentioned the need to be more in tune with local community actions. Several people supported the idea that we could focus more on guerilla activism and other informal design activism efforts. Some asked if there were professional organizers with whom we could connect, while others suggested program-wide volunteer efforts, or even a lobby day, and asked for more organizing experience.

While some noted that including “urban” in urban ecological design allows for greater focus on cultural and demographic influences, which are directly related to equity and justice, others thought we could address the **urban-rural connections** better. As one put it, “landscape does not end at chosen urban boundaries.”

Finally, a few comments focused on the potential of the design of public space for increasing opportunities for diverse people to interact and in turn to possibly solve conflicts. Others commented on working with other UW programs with a justice focus, and a need to holistically imagine our discipline as part of a broader coalition of trades and efforts toward change.

#### Changes and Steps for Initiation

Suggestions for changes to the department were combined with suggestions for how to initiate those changes, as answers to both prompts were similar, with no obvious benefits to differentiate between the two in our analysis. These comments were broad and varied across topics, but were generally organized into the following topics: curriculum, UW community building, diversity, department culture, external community engagement, professional development, access to resources/physical spaces.

Suggestions clustered under **curriculum** were the most abundant of all the categories. One of the most salient comments about the curriculum’s role in advancing social justice stated that “[u]sing the power and privilege we have as a university to empower underserved communities - we can use our curriculum to highlight the most pressing issues.” Several comments centered around an ADA studio (which received 5 bumps, the most engagement of any comments within this section), “more queer and decolonial frameworks integrated into studio/class culture” as well as multiple calls for more facilitation training and appeals for participatory and community-driven design processes (6 comments), and a call to focus on “BIPOC involvement in landscape architecture (past, present, & future)” with several specific suggestions to work with indigenous groups and provide “courses related to indigenous ecology/landscape architecture.” A related comment that received 4 bumps questioned “Study abroad trips -> why mostly European cities?,” which indicates a desire to move away from euro-centrism in our study abroad offerings. Other comments with less obvious ties to equity and justice called for more

digital media training (2 comments) and several requests for 2+ quarter studios, as well as 2 comments around more robust plant course offerings, more outdoor/hands-on activities, and a request for “more real-world document creation - construction docs, portfolio, etc.”

Within ***UW community building***, several comments clustered around more social events within the department, college, and with other “BIPOC communities in other college departments”. There was much emphasis on opportunities in CBE including “more collaborations among students in CBE”, which received 3 additional bumps from students who agreed with the comment.

There were a number of comments around how to enhance ***diversity*** including calling for greater student and faculty diversity, with specific callouts emphasizing “black students who are underrepresented” and “persons with disabilities representation.”

Comments loosely categorized under ***department culture*** seemed to focus on communication practices, with some suggestions not clearly related to JEDI practices. These included “More communication” and particularly between UW PAC and students as well as “fewer info platforms.” There were also calls to have “more efficiency,” which might be related to time management comments around “staying on topic” and “[m]ore productive use of class time. Be respectful of students’ time - don’t start class late.” However, comments such as “[e]mphasis on humane education - “appropriate rigor”, “[d]econstructing the classroom (alternative learning environments)”, and “[t]raining or discussion on how to collaborate with peers” are worth further investigation and discussion. Several comments clustered around engaging external communities, which mostly called for expanding our community reach to non-design practitioners, and engaging them “in studio, projects, and reviews.” A particular set of comments focused on youth outreach and the importance of introducing the field to younger generations “[e]specially in minority + low income communities.”

***Professional development*** related comments mostly centered around better career connections and relations to professionals, with several calls for an internship/placement program. Another comment suggested that we “[p]rovide a list of firms and orgs that have a justice/equity lens so students can apply for internships/jobs with this focus”.

Lastly, ***access to resources*** largely focused on costs of materials (physical and digital), and wanting more support/funding, as well as calls for more access to the Fab lab, and extending CBE library hours. There were also a number of comments around the building/physical spaces calling for “accessible space”, access to other physical spaces outside of Gould, and a number of bumps for “[c]omfortable seats in studio”.

### **Breakout Group Feedback**

After the jamboard session and gallery walk, attendees then self-selected into different breakout groups on the more popular themes that arose: community engagement, curriculum, and there were two break-out groups that were designated “open topic.” The content of these discussions is summarized below and notes from the flipcharts appear in Appendix B on page 23.

### Community Engagement

Comments from the **Community Engagement** groups were roughly categorized into three areas: new proposals, a list of people/organizations to connect with, and practices to incorporate (some of which included non-justice related logistics). New proposals include a service-learning graduation requirement, or an engagement seminar, as well as having a formal department community liaison. Suggestions for connecting to internal communities included cross-collaboration within CBE, across UW broadly, as well as within cohorts. External connections included neighborhoods, uninvested citizens, trades/unions/trade schools, indigenous tribes, and youth at public schools. Comments addressing department practices called for on-going maintenance of relationships and relationship building through “more casual opportunities for interaction”, “engagement through studios,” and different opportunities for volunteering and fundraising using student projects. Lastly, comments that did not have an immediate connection to equity and justice included comments on communication practices such as “streamline course announcements” and “consolidate outreach,” a CBE 101 Foundation Studio course, lack of discussion around degrees to pursue after receiving a BLA, and “interactive/any kind of demos.”

### Curriculum

Comments from the **Curriculum** groups were organized by studio and administrative practices, logistics that make it difficult to focus on equity and justice, content suggestions, and proposals for new courses/identifying equity and justice focused courses. Practices around curriculum were further split into those focused on practices within studio set up, as well as broader logistics that may not be specifically related to equity + justice topics such as “updated course catalog” and “2 quarter studio.” Within studio practices, there was a call to collaborate with other departments across campus, as well as to include more reviews within cohorts (peer-to-peer), as well as non-design community members. Scheduling around the tight MLA II track as well as the packed first year schedule were identified as barriers to being able to focus on equity and justice related courses. Suggestions around curriculum content included more of a focus on community-based projects, such as increased focus on context and site analysis being used to engage with community, as well as requests for more facilitator training, and content on cross-cultural design theory being incorporated and more accessible to students. There was also a call for “[m]ore technical applications - design, build, drainage, ecological, grading,” a suggestion from a Department Culture group whose comment better fits in this category. New proposals that were listed called for a certificate program, more seminars/open topics that are student driven, a prep course for international students in their first quarter, and using a “JEDI stamp” as a way of identifying courses that focus on these topics until there is a more embedded way of addressing equity and justice in the curriculum.

### Professional Development

Comments from the group that focus on **Professional Development** fell into two areas: studio expectations and professional development. Regarding studio expectations, the group expressed desire for interdisciplinary studios with fewer restrictions,<sup>3</sup> alternative options for dual degree programs, for

---

<sup>3</sup> It is unclear what the word restriction was specifically referencing.



students to have a say in site selection for studio courses as well as consistent studio options, and for studios to incorporate practical applications or logistics to landscape architecture. Development goals largely involved increasing student exposure to professional learning opportunities through internships or job shadow placement, as well as having department accountability in this placement so that no one is left out of these opportunities. The group also expressed an added process of maintenance to the projects that are created in design-build studios.

### Department Culture

There was a significant amount of information gathered on shifts for **Department Culture** because there were two groups that self-selected to focus on this. Both groups emphasized the need for more connection-building with other students and faculty, and that student cohorts are siloed. There is widespread desire for more community building events like the JEDI Jam event, sketching groups, happy hours, joint events with other CBE departments, affinity groups for students of marginalized identities, gallery walks of student work, and for more opportunities to interact with local, varied firms (career fairs, job shadows, etc.). The need for studio spaces to be more comfortable and accommodating to different bodies and abilities was also expressed so that studio presence and thus culture might be encouraged. Both groups also discussed the need for department culture to transcend words, land acknowledgements, or short-term community engagement within studio courses, in order to shift into more meaningful action(s). Some of the strategies that were mentioned to shift towards more meaningful action included:

- Incorporating Indigenous knowledge into curriculum or specifically having an Indigenous land prerequisite class.
- Facilitating and/or enriching reciprocity between the department and school with tribes.

### **Summary**

This JEDI Jam event in April 2022 was intended to bring members of the landscape architecture department community - students, staff, faculty and members of the PAC JEDI Committee - together to reconnect in person as a community, and to brainstorm about who we are and where we want to go as a department. With this event, we wanted to open a dialog about our strengths and the challenges we face, and to consider what can be done to address these challenges. We also wanted to reflect on the department's focus on urban ecological design and think about the ways that this intersects with work on justice, diversity, equity and inclusion. We believe that the event was successful in meeting each of these goals. It was the first time that members of the department came together in person since the start of the pandemic and the shift to remote learning in the Spring of 2020. Comments on the jamboard and in the breakout discussions provided ample evidence of how important such in-person gatherings and opportunities to connect are. Related to this, attendees noted many different strengths of the department, many of which revolved around the people - caring staff and faculty, supportive student cohorts, and connections to alums and professionals. Notably, many called for even greater connections to others, whether it be greater connections to community organizations and populations (BIPOC, indigenous communities, etc) via class projects, or connecting more with other units at the university.

Curriculum and department culture as a whole were key topics of discussion, although there was initially nearly double the interest in discussing community engagement based largely on feedback from a department-wide survey that the JEDI Committee conducted prior to the event to identify topics of interest. In both of these areas there was appreciation for the assets of the department - but there was also a desire for more connections, for greater collaboration with a wider and more diverse audience, and an even greater incorporation of justice, equity, diversity and inclusions into coursework and the department as a whole. Considering the high level of interest in community engagement which was defined as both professional and academic engagement, these trends in curriculum and department culture seem to follow the desire for broader and more open engagement around decision making that have been traditionally internal to department faculty and administrative processes. While there are obvious limitations to incorporating some of these suggestions simply owing to academic planning timelines and resources, a key takeaway might be to consider incorporating engagement and feedback more expansively and having clear communications around decision making processes.

### **Next Steps**

This event was also intended to help the department think about the 2022-2023 academic year ahead and to identify strategies and activities we can begin to implement to address concerns raised by event participants. The department is about to launch a strategic planning process during the 2022-23 AY and we will be updating our current strategic plan. This JEDI Jam was a key step in identifying issues that matter to the department and will inform the strategic planning process.

## Appendix A - Jamboard Feedback per Prompt

### What are the strengths of the department?

Raw	Grouped
<ul style="list-style-type: none"> <li>● Finding opportunities for students to support themselves academically and financially and connecting them</li> <li>● Interest in interdisciplinary practice - nice intersection</li> <li>● Rad + motivating students that challenge dept. (+1)</li> <li>● Having a JEDI committee/council!</li> <li>● Close faculty relationship</li> <li>● Connecting to community orgs</li> <li>● Sense of community!!! People care &lt;3 (+&lt;3)</li> <li>● Variety and diversity of studio instructors (+1)</li> <li>● Land acknowledgements + saying they are the beginning</li> <li>● Interdisciplinary strength               <ul style="list-style-type: none"> <li>○ Disagree (+1)</li> </ul> </li> <li>● Multicultural cooperation (+1)</li> <li>● Flexibility in courses + forging your own path in the program (+1)</li> <li>● Supportive staff + faculty</li> <li>● Small class sizes, tight-knit cohort (+2)</li> <li>● Strong alumni +professional network (+1)</li> <li>● Really strong supportive, student community</li> <li>● Very well qualified professors</li> <li>● Happy hour!</li> <li>● Participation of local LARCH professional community</li> <li>● Knowledgeable staff + peers</li> <li>● Optimistic attitudes : )</li> <li>● Vanessa (+6)</li> <li>● Collaborative spirit (+1)</li> <li>● Accepting of non-matriculated students and non-majors</li> <li>● The advisors (aka Julie P.) (+3)</li> <li>● Respectful attitude (+1)</li> <li>● Dual-degree opportunity + Interdisciplinary values</li> <li>● Jennie (+5)</li> <li>● Desire to improve/grow (+1)</li> <li>● Positive attitude! (+1)</li> </ul>	<p>UW COMMUNITY BUILDING</p> <ul style="list-style-type: none"> <li>● Great professional connections (+1)</li> <li>● Strong alumni +professional network (+1)</li> <li>● Participation of local LARCH professional community</li> <li>● Connecting to community orgs</li> <li>● Interest in interdisciplinary practice - nice intersection</li> <li>● Interdisciplinary strength               <ul style="list-style-type: none"> <li>○ Disagree (+1)</li> </ul> </li> </ul> <p>DIVERSITY</p> <ul style="list-style-type: none"> <li>● Multicultural cooperation (+1)</li> <li>● Variety and diversity of studio instructors (+1)</li> <li>● A wide range of people in major - so many new perspective (&lt;3)</li> <li>● Strong women/femme representation in faculty &amp; staff (+2, &lt;3)</li> <li>● Accepting of non-matriculated students and non-majors</li> <li>● International students = multicultural environment</li> <li>● Strong LGBTQ+ representation within faculty (+1, 2 &lt;3)</li> <li>● Diverse</li> <li>● Diversity</li> </ul> <p>DEPT. COMMUNITY</p> <ul style="list-style-type: none"> <li>● Very well qualified professors</li> <li>● Close faculty relationship</li> <li>● Teachers (+1)</li> <li>● Supportive staff + faculty</li> <li>● Tight-knit and supportive faculty</li> <li>● Knowledgeable + helpful faculty that are very helpful</li> <li>● Knowledgeable staff + peers</li> <li>● Vanessa (+6)</li> <li>● The advisors (aka Julie P.) (+3)</li> <li>● Jennie (+5)</li> <li>● Sense of community!!! People care &lt;3 (+&lt;3)</li> <li>● Really strong supportive, student community</li> <li>● Really awesome community within cohorts</li> <li>● Rad + motivating students that challenge dept. (+1)</li> <li>● People (+1)</li> </ul>

<ul style="list-style-type: none"> <li>● (Facility + Library) Abundant resource + Learning opportunities (Diverse classes + projects)</li> <li>● We tiny &lt;3 <ul style="list-style-type: none"> <li>○ But mighty!!: )</li> </ul> </li> <li>● Studio work fun! (+1)</li> <li>● Really awesome community within cohorts</li> <li>● Collaborative + inclusive culture - we support each other!</li> <li>● Teaches a variety of skills &amp; focuses</li> <li>● Bringing in professionals to discuss real-world work</li> <li>● Combining masters + bachelors students in same classes (+1)</li> <li>● <u>Location</u> Diverse metropolis, Many challenges + opportunities to explore (+1)</li> <li>● Teachers (+1)</li> <li>● International students = multicultural environment</li> <li>● Knowledgeable + helpful faculty that are very helpful</li> <li>● Creating lots of opportunities for discussion</li> <li>● People (+1)</li> <li>● Diverse</li> <li>● Great professional connections (+1)</li> <li>● Tight-knit and supportive faculty</li> <li>● Encouragement to push the boundaries of design through framework /lense that includes pro-JEDI ideas</li> <li>● Multiple resources</li> <li>● Problems solvers</li> <li>● Department makes their/our values very clear</li> <li>● The ability to be open and have people who are willing to go the distance to invite</li> <li>● Diversity</li> <li>● A wide range of people in major - so many new perspective (&lt;3)</li> <li>● Community building, communication, outreach, diverse curriculum</li> <li>● Strong women/femme representation in faculty &amp; staff (+2, &lt;3)</li> <li>● Collaborative instead of competitive</li> <li>● Strong LGBTQ+ representation within faculty (+1, 2 &lt;3)</li> </ul>	<ul style="list-style-type: none"> <li>● We tiny &lt;3 <ul style="list-style-type: none"> <li>○ But mighty!!: )</li> </ul> </li> </ul> <p>RESOURCES</p> <ul style="list-style-type: none"> <li>● Having a JEDI committee/council!</li> <li>● Happy hour!</li> <li>● Multiple resources</li> <li>● (Facility + Library) Abundant resource + Learning opportunities (Diverse classes + projects)</li> <li>● <u>Location</u> Diverse metropolis, Many challenges + opportunities to explore (+1)</li> </ul> <p>PROGRAM</p> <ul style="list-style-type: none"> <li>● Community building, communication, outreach, diverse curriculum</li> <li>● Flexibility in courses + forging your own path in the program (+1)</li> <li>● Combining masters + bachelors students in same classes (+1)</li> <li>● Dual-degree opportunity + Interdisciplinary values</li> <li>● Small class sizes, tight-knit cohort (+2)</li> </ul> <p>DEPT. CULTURE</p> <ul style="list-style-type: none"> <li>● Department makes their/our values very clear</li> <li>● Creating lots of opportunities for discussion</li> <li>● Encouragement to push the boundaries of design through framework /lense that includes pro-JEDI ideas</li> <li>● The ability to be open and have people who are willing to go the distance to invite</li> <li>● Finding opportunities for students to support themselves academically and financially and connecting them</li> <li>● Land acknowledgements + saying they are the beginning</li> <li>● Desire to improve/grow (+1)</li> <li>● Positive attitude! (+1)</li> <li>● Respectful attitude (+1)</li> <li>● Optimistic attitudes : )</li> <li>● Collaborative spirit (+1)</li> <li>● Collaborative instead of competitive</li> <li>● Collaborative + inclusive culture - we support each other!</li> <li>● Studio work fun! (+1)</li> <li>● Problems solvers</li> </ul>
---	---

**What challenges do we face around justice and equity?**

Raw	Grouped
<ul style="list-style-type: none"> <li>● Consistent funding (+1)</li> <li>● Siloed in higher education bubble</li> <li>● Culture infused activity</li> <li>● Research and grads not compensated well enough</li> <li>● Few RA/TA positions available (+1)</li> <li>● Barrier for international students to engage with non-international (+2)</li> <li>● Professional requirements</li> <li>● Developing concrete, doable, and impactful actions</li> <li>● Moving from theory to practice (+6)</li> <li>● Money? (+1)</li> <li>● Understanding and respect</li> <li>● Design of the building inside and outside (+1)</li> <li>● Extra one on one support for digital programs that goes beyond the TA or reader/grader</li> <li>● Language barrier (+1)</li> <li>● People often don't know about this</li> <li>● Minimal capacity to accommodate personal issues that challenge pace(? Can't read handwriting) of work in quarter/studio setting</li> <li>● Lack of scholarships for underrepresented students (+2)</li> <li>● Too much debt (+1)</li> <li>● Recruiting diverse applicants</li> <li>● Everyone is overworked and tired (+2)</li> <li>● Moral superiority and posturing</li> <li>● It seems like it often has to be presented within the lens of framework of economic gain for the professional realm to want to incorporate meaningful change (+2)</li> <li>● Diversify does not equal productivity gains</li> <li>● No curricula focused on embodied experience of racial/gender based challenges (+1)</li> <li>● Unrealistic/exploitative work hours, in the classroom and the field (+1)</li> <li>● Retention of students with non-dominant identities (+1) <ul style="list-style-type: none"> <li>○ Stress of/struggling with funding to continue</li> </ul> </li> </ul>	<p><u>FUNDING</u></p> <ul style="list-style-type: none"> <li>● Consistent funding (+1)</li> <li>● Research and grads not compensated well enough</li> <li>● Few RA/TA positions available (+1)</li> <li>● Money? (+1)</li> <li>● Lack of scholarships for underrepresented students (+2)</li> <li>● Too much debt (+1)</li> <li>● Low capacity of staff: underfunded, understaffed, under resourced (+2)</li> <li>● High cost school, low paying jobs</li> <li>● Lack of funding for TA positions for grad students (+3)</li> <li>● Cost of supplies, attendance, and limited scholarships/grants/work opportunities (+1). And program is so intensive/demanding there is no time for part time jobs</li> <li>● Funding for supplies/availability of resources (+3)</li> <li>● Resources for courses</li> </ul> <p><u>DIVERSITY</u></p> <ul style="list-style-type: none"> <li>● Barrier for international students to engage with non-international (+2)</li> <li>● Language barrier (+1)</li> <li>● Diversify does not equal productivity gains</li> <li>● No curricula focused on embodied experience of racial/gender based challenges (+1)</li> <li>● Retention of students with non-dominant identities (+1) <ul style="list-style-type: none"> <li>○ Stress of/struggling with funding to continue</li> </ul> </li> <li>● Lack of representation of BIPOC student body (+2)</li> <li>● Lack, of representation in students and faculty</li> <li>● More representation for queer student body (+1)</li> <li>● Lack of connections to other UW departments and faculty focused on justice and equity (+1)</li> <li>● Recruiting diverse applicants</li> </ul> <p><u>DEPT CULTURE</u></p> <ul style="list-style-type: none"> <li>● Siloed in higher education bubble</li> <li>● Culture infused activity</li> <li>● Moving from theory to practice (+6)</li> <li>● Understanding and respect</li> <li>● Unrealistic/exploitative work hours, in the classroom and the field (+1)</li> </ul>

<ul style="list-style-type: none"> <li>● We tiny</li> <li>● Creating a program that is authentically inviting and supportive</li> <li>● Low capacity of staff: underfunded, understaffed, under resourced (+2)</li> <li>● Transparency around TA process</li> <li>● Limited scope of communities and neighborhoods to represent “Seattle” (+1)</li> <li>● High cost school, low paying jobs</li> <li>● Lack of connections to other UW departments and faculty focused on justice and equity (+1)</li> <li>● Lack of cohesion between departments in CBE. Not enough collaboration and opportunities to connect. (+1)</li> <li>● Lack, of representation in students and faculty</li> <li>● Meaningful community outreach</li> <li>● Inability to disagree → lack dialects</li> <li>● Funding for supplies/availability of resources (+3)</li> <li>● Lack of representation of BIPOC student body (+2)</li> <li>● Spending too much time in studio (+3)</li> <li>● More representation for queer student body (+1)</li> <li>● Lack of funding for TA positions for grad students (+3)</li> <li>● Resources for courses</li> <li>● Cost of supplies, attendance, and limited scholarships/grants/work opportunities (+1). <ul style="list-style-type: none"> <li>○ And program is so intensive/demanding there is no time for part time jobs</li> </ul> </li> <li>● Curriculum based on universal assumptions</li> </ul>	<ul style="list-style-type: none"> <li>● Inability to disagree → lack dialects</li> <li>● Limited scope of communities and neighborhoods to represent “Seattle” (+1)</li> <li>● Everyone is overworked and tired (+2)</li> <li>● Moral superiority and posturing</li> <li>● It seems like it often has to be presented within the lens of framework of economic gain for the professional realm to want to incorporate meaningful change (+2)</li> <li>● We tiny</li> <li>● Creating a program that is authentically inviting and supportive</li> <li>● Meaningful community outreach</li> <li>● Spending too much time in studio (+3)</li> <li>● Curriculum based on universal assumptions</li> <li>● Professional requirements</li> <li>● Developing concrete, doable, and impactful actions</li> <li>● Lack of cohesion between departments in CBE. Not enough collaboration and opportunities to connect. (+1)</li> </ul> <p><u>STUDENT SUPPORT</u></p> <ul style="list-style-type: none"> <li>● Extra one on one support for digital programs that goes beyond the TA or reader/grader</li> <li>● Transparency around TA process</li> <li>● Minimal capacity to accommodate personal issues that challenge pace of work in quarter/studio setting</li> </ul> <p><u>PHYSICAL SPACE</u></p> <ul style="list-style-type: none"> <li>● Design of the building inside and outside (+1)</li> </ul>
---	---

**How does our focus on urban ecological design address justice and equity? How can it address it better?**

Raw	Grouped
<ul style="list-style-type: none"> <li>● More advocacy/organizing experience. Lobby day?</li> <li>● Addresses it through tangible learning and relationships to soil, hydrology, people, and place.</li> <li>● Reduce financial strain from gray infrastructure. → diverts public funds toward housing affordability.</li> <li>● Focus climate change adaptation in BIPOC communities</li> <li>● Connective cities and green energy</li> <li>● Expanding our understanding of equity in ecological design across cultures</li> <li>● Don't say a land acknowledgement without any actionable plans attached. "We recognize... therefore CBE donates to realrentduwamish.org." (+1)</li> <li>● Hot to holistically imagine our discipline as a broader coalition of trades: carpenters, masons, landscapers (+1)</li> <li>● More public space for people to enjoy to increase communications, solve conflicts</li> <li>● Use social media to amplify voices</li> <li>● Better: teach the community for whom we are designing about the ecological impact</li> <li>● Explore/push for equitable distribution of green space (+1); need to consider anti-gentrification (+1)</li> <li>● Seek out more intersections with urban food systems</li> <li>● Collaboration with UW Farm could be fruitful (+1)</li> <li>● Are there opportunities to have direct indigenous input/feedback on coursework for students? What would this look like? What would need to happen to make this successful?</li> <li>● Work with underserved communities (+1)</li> <li>● Increased connections and resources</li> <li>● More integrated studios and courses across CBE. As a dual degree i noticed arch students</li> </ul>	<p><u>CLIMATE JUSTICE / SOCIAL JUSTICE</u></p> <ul style="list-style-type: none"> <li>● Focus climate change adaptation in BIPOC communities</li> <li>● Connective cities and green energy</li> <li>● Addresses it through tangible learning and relationships to soil, hydrology, people, and place.</li> <li>● Address better: Intersection with public health</li> <li>● Our focus on ecological design serves equal opportunity for people to live in healthy environments; more focus on low-income and neighborhood raising funds for those projects (+1)</li> <li>● Ability to help historically neglected communities (+1)</li> <li>● Making people a factor in design considerations</li> <li>● Design for all ages and demographics (+2)</li> <li>● Work with underserved communities (+1)</li> <li>● Expanding our understanding of equity in ecological design across cultures</li> <li>● Better: teach the community for whom we are designing about the ecological impact</li> </ul> <p><u>INDIGENOUS SOLIDARITY/DECOLONIAL FRAMEWORKS</u></p> <ul style="list-style-type: none"> <li>● Don't say a land acknowledgement without any actionable plans attached. "We recognize... therefore CBE donates to realrentduwamish.org." (+1)</li> <li>● Are there opportunities to have direct indigenous input/feedback on coursework for students? What would this look like? What would need to happen to make this successful?</li> <li>● Collaborating with tribes and community partners to support their urban projects</li> <li>● Collaboration with native tribes for eco education (+2)             <ul style="list-style-type: none"> <li>○ ^ Compensate them as much as (if not more than) industry "experts" (+2)</li> </ul> </li> </ul>

<p>know very little about ecology and the environment</p> <ul style="list-style-type: none"> <li>● Our focus on ecological design serves equal opportunity for people to live in healthy environments; more focus on low-income and neighborhood raising funds for those projects (+1)</li> <li>● Address better: Thinking about the urban-rural connection, landscape does not end at chosen urban boundaries. (+2)</li> <li>● Diversify storytelling methodologies (+2)</li> <li>● Address better: Intersection with public health</li> <li>● Collaborating with tribes and community partners to support their urban projects</li> <li>● Work with other UW programs with a justice focus (+1)</li> <li>● Collaboration with native tribes for eco education (+2) <ul style="list-style-type: none"> <li>○ Compensate them as much as (if not more than) industry “experts” (+2)</li> </ul> </li> <li>● Coming up with other ways of serving the houseless community (+4) <ul style="list-style-type: none"> <li>○ Seriously in need of creative solutions</li> </ul> </li> <li>● Ability to help historically neglected communities (+1)</li> <li>● Making people a factor in design considerations</li> <li>● Incorporating indigenous ecology into our studios and design (+4)</li> <li>● More voices! Non Colonial maps.</li> <li>● Design for all ages and demographics (+2)</li> <li>● Opportunity to include more voices in our curriculum and invest in community projects long-term</li> <li>● Not enough activism, Guerilla activism. More focus on informal efforts. (+2)</li> <li>● Are there professional organizers we can connect with?</li> <li>● Being more in tune with supporting local efforts/actions/mutual aid, etc. that exist outside UW (+2)</li> <li>● More easy interaction like having sticky votes</li> <li>● NEW - Just gimme a house for a dollar</li> </ul>	<ul style="list-style-type: none"> <li>● Incorporating indigenous ecology into our studios and design (+4)</li> <li>● More voices! Non Colonial maps.</li> <li>● Diversify storytelling methodologies (+2)</li> </ul> <p><u>FOOD SOVEREIGNTY</u></p> <ul style="list-style-type: none"> <li>● Seek out more intersections with urban food systems</li> <li>● Collaboration with UW Farm could be fruitful (+1)</li> </ul> <p><u>AFFORDABLE HOUSING/HOUSELESS COMMUNITY SOLIDARITY</u></p> <ul style="list-style-type: none"> <li>● Coming up with other ways of serving the houseless community (+4) <ul style="list-style-type: none"> <li>○ ^ Seriously in need of creative solutions</li> </ul> </li> <li>● Reduce financial strain from gray infrastructure. → diverts public funds toward housing affordability.</li> <li>● Explore/push for equitable distribution of green space (+1); need to consider anti-gentrification (+1)</li> <li>● NEW - Just gimme a house for a dollar</li> </ul> <p><u>LOCAL ACTIVISM</u></p> <ul style="list-style-type: none"> <li>● Being more in tune with supporting local efforts/actions/mutual aid, etc. that exist outside UW (+2)</li> <li>● More community build/volunteer projects (+1)</li> <li>● Not enough activism, Guerilla activism. More focus on informal efforts. (+2)</li> <li>● Are there professional organizers we can connect with?</li> <li>● More advocacy/organizing experience. Lobby day?</li> <li>● Program wide volunteer opportunities (+1)</li> </ul> <p><u>CURRICULUM/DEPT CULTURE</u></p> <ul style="list-style-type: none"> <li>● Work with other UW programs with a justice focus (+1)</li> <li>● More integrated studios and courses across CBE. As a dual degree I noticed arch students know very little about ecology and the environment</li> <li>● How to holistically imagine our discipline as a broader coalition of trades: carpenters, masons, landscapers (+1)</li> </ul>
---	---



<ul style="list-style-type: none"> <li>● Including urban allows for greater focus on cultural and demographic influences, which more directly relate to justice and equity</li> <li>● More community build/volunteer projects (+1)</li> <li>● Program wide volunteer opportunities (+1)</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunity to include more voices in our curriculum and invest in community projects long-term</li> <li>● Increased connections and resources</li> <li>● Use social media to amplify voices</li> <li>● More easy interaction like having sticky notes</li> </ul> <p><u>URBAN/RURAL CONTINUUM</u></p> <ul style="list-style-type: none"> <li>● Including urban allows for greater focus on cultural and demographic influences, which more directly relate to justice and equity</li> <li>● Address better: Thinking about the urban-rural connection, landscape does not end at chosen urban boundaries. (+2)</li> <li>● More public space for people to enjoy to increase communications, solve conflicts</li> </ul>
--	---

**What changes do we want to see?**

Raw	Grouped
<ul style="list-style-type: none"> <li>● ADA studio (+5 bumps) <ul style="list-style-type: none"> <li>○ With input from professional designers/folks in communities who use the amenities</li> <li>○ Go beyond ADA - universal design + entire building</li> </ul> </li> <li>● More parties</li> <li>● More department + college wide community building events</li> <li>● More minority representation in student body (+1 bump)</li> <li>● More social events across cohorts (+1 bump)</li> <li>● More connection between BIPOC communities in other college departments</li> <li>● How can we make more accessible landscapes?</li> <li>● More field trips (+2 bumps)</li> <li>● More productive use of class time. Be respectful of students' time - don't start class late, etc.</li> </ul>	<p><b>UW COMMUNITY BUILDING</b></p> <ul style="list-style-type: none"> <li>● More parties</li> <li>● More department + college wide community building events</li> <li>● More social events across cohorts (+1 bump)</li> <li>● More informal moments</li> <li>● CBE wide studio end of quarter visits/socials</li> <li>● Opportunities to meet new people</li> <li>● More connection between BIPOC communities in other college departments</li> <li>● More BIPOC lunches, activities, group sketching? (+1 bump)</li> <li>● More sense of belonging</li> <li>● Sketch group (+2 bumps)</li> <li>● More connection with others</li> <li>● Collaboration with similar departments</li> </ul> <p><b>DIVERSITY</b></p> <ul style="list-style-type: none"> <li>● More minority representation in student body (+1 bump)</li> </ul>

- Full college intro course
- More digital media training
- More sense of belonging
- More communication (+1 bump)
- More efficiency
- Classrooms that fit the entire class (+1 bump)
- More minority & persons with disabilities representation - student + faculty
- More direct interaction in facilitation/mediation roles with BIPOC communities through studio projects
  - Interdisciplinary
  - More training on this
- More freedom in Fab Lab - we are responsible adults! (+3 bumps)
- More funds or discounts for design supplies (+4 bumps)
- The University paying for the digital software we need - and paper (+1 bump)
- Bring back remote access to CBE computers + Digi Commons (+4 bumps)
- More facilitation training (+2 bumps)
- More resources for commuters
- More hands-on practical learning
- More training/hands-on curriculum centered around community driven design practices
- More BIPOC lunches, activities, group sketching? (+1 bump)
- More courses/lecturers focused on ecology & LARCH within BIPOC communities
- Slower teaching of essential digital tools (Photoshop, AutoCAD)
- More resources and materials to learn about BIPOC involvement in landscape architecture (past, present, & future) (+1 bump)
- Encourage Asians to speak up - hopeful notes :)
- Greater student diversity
- Greater recruiting and support of minority students (emphasis on black students who are underrepresented) to increase student body and faculty diversity (+1 bump)
- Curriculum designed with students
- Make us take classes in other depts (esp. ESRM, SEFS, FISH)

- More minority & persons with disabilities representation - student + faculty
- Greater student diversity
- Greater recruiting and support of minority students (emphasis on black students who are underrepresented) to increase student body and faculty diversity (+1 bump)
- More diversity in professors
- More representation

#### CURRICULUM

- ADA studio (+5 bumps)
  - With input from professional designers/folks in communities who use the amenities
  - Go beyond ADA - universal design + entire building
- How can we make more accessible landscapes?
- Full college intro course
- More queer and decolonial frameworks integrated into studio/class culture (+2 bumps)
- More field trips (+2 bumps)
- More digital media training
- More direct interaction in facilitation/mediation roles with BIPOC communities through studio projects
  - Interdisciplinary
  - More training on this
- More facilitation training (+2 bumps)
- More hands-on practical learning
- More training/hands-on curriculum centered around community driven design practices
- More courses/lecturers focused on ecology & LARCH within BIPOC communities
- More resources and materials to learn about BIPOC involvement in landscape architecture (past, present, & future) (+1 bump)
- Slower teaching of essential digital tools (Photoshop, AutoCAD)
- Curriculum designed with students
- Make us take classes in other depts (esp. ESRM, SEFS, FISH)
- One studio in 2 quarters (+2 bumps)
- More interdisciplinary studios (+1 bump)

- SWAP SHOP
  - + Maintaining it!
- More informal moments
- Opportunity to participate in community design/participatory design
- More diversity in professors
- One studio in 2 quarters (+2 bumps)
- More interdisciplinary studios (+1 bump)
- Emphasis on humane education - “appropriate rigor”
- More outdoor learning
- Studio focusing on participatory design process
- CBE wide studio end of quarter visits/socials
- More queer and decolonial frameworks integrated into studio/class culture (+2 bumps)
- Sketch group (+2 bumps)
- Greater focus on native history/perspectives and how that can be centered in our design discourse/practice, going beyond land acknowledgement
- Opportunities to meet new people
- Access to the Gould balconies
- Expanding reach of LARCH community (people don’t know about it) (+1 bump)
- More connection with others
- Increased Fab Lab access and hours
- More representation
- Collaboration with similar departments
- More communication between PAC + UWASLA (+1 bump)
- More career help (+3 bumps)
- More incorporated into studio - wider site selection
- Stronger + robust plant courses (+2 bumps)
- More direct application with professional or community
- More educational outreach
- More external professional connections
- More connections with professionals
- Study abroad trips -> why mostly European cities? (+4 bumps)
- Open more talks during studio, invite more reviewers

- More outdoor learning
- Studio focusing on participatory design process
- Greater focus on native history/perspectives and how that can be centered in our design discourse/practice, going beyond land acknowledgement
- More incorporated into studio - wider site selection
- Stronger + robust plant courses (+2 bumps)
- More 2 quarter studios (+2 bumps)
- Study abroad trips -> why mostly European cities? (+4 bumps)
- Open more talks during studio, invite more reviewers
- More direct application with professional or community

#### DEPT CULTURE

- More productive use of class time. Be respectful of students’ time - don’t start class late, etc.
- More communication (+1 bump)
- More efficiency
- Emphasis on humane education - “appropriate rigor”
- Encourage Asians to speak up - hopeful notes :)
- More communication between PAC + UWASLA (+1 bump)

#### ACCESS TO RESOURCES/PHYSICAL SPACES

- More resources for commuters
- More freedom in Fab Lab - we are responsible adults! (+3 bumps)
- More funds or discounts for design supplies (+4 bumps)
- The University paying for the digital software we need - and paper (+1 bump)
- Bring back remote access to CBE computers + Digi Commons (+4 bumps)
- SWAP SHOP
  - + Maintaining it!
- Increased Fab Lab access and hours
- Classrooms that fit the entire class (+1 bump)
- Access to the Gould balconies
- Accessible space

<ul style="list-style-type: none"> <li>● Start something small</li> <li>● Community (building) work projects</li> <li>● Internship placement program (+2 bumps) <ul style="list-style-type: none"> <li>○ Co-op program</li> </ul> </li> <li>● More 2 quarter studios (+2 bumps)</li> <li>● Accessible spaces</li> </ul>	<p>COMMUNITY ENGAGEMENT (EXTERNAL)</p> <ul style="list-style-type: none"> <li>● Opportunity to participate in community design/participatory design</li> <li>● Expanding reach of LARCH community (people don't know about it) (+1 bump)</li> <li>● Community (building) work projects</li> <li>● More educational outreach</li> <li>● Start something small</li> </ul> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> <li>● More career help (+3 bumps)</li> <li>● More external professional connections</li> <li>● More connections with professionals</li> <li>● Internship placement program (+2 bumps) <ul style="list-style-type: none"> <li>○ Co-op program</li> </ul> </li> </ul>
---	--

**What suggestions do you have to initiate these changes?**

Raw	Grouped
<ul style="list-style-type: none"> <li>● Focusing on more plant identification (+3 bumps)</li> <li>● “Study abroad” with local indigenous groups - must be mutually beneficial</li> <li>● Letting young people know LA is important and that it leads to real jobs</li> <li>● Using the power and privilege we have as a university to empower underserved communities - we can use our curriculum to highlight the most pressing issues</li> <li>● More real-world document creation - construction docs, portfolio, etc.</li> <li>● Creativity forge (sp? - handwriting unclear)</li> <li>● Fewer info platforms</li> <li>● Provide a list of firms and orgs that have a justice/equity lens so students can apply for internships/jobs with this focus</li> <li>● Tuition refund for missing heating (+1 bump)</li> <li>● Access to buildings/study spaces outside of Gould</li> <li>● Why are ARCH students assigned/hooked up with internships?</li> <li>● Staying on topic (+2 bumps)</li> <li>● Internship placement (such as ARCH)</li> <li>● Training or discussion on how to collaborate with peers</li> <li>● Expand CBE library hours (+3 bumps)</li> <li>● Making time for informal connection</li> <li>● More discussions, even if not directly JEDI related</li> <li>● Work with Design and B.E. more</li> <li>● Minority student program (constitutional, of course!)</li> <li>● Include this topic in studio projects - think and discuss more about this</li> <li>● Studio culture - mixing sitting area? (+1 bump)</li> <li>● Internship!!! Learn from real life</li> <li>● More explicit suggestions from faculty as to what this looks like in practice - OR guest</li> </ul>	<p><b>UW COMMUNITY BUILDING</b></p> <ul style="list-style-type: none"> <li>● Making time for informal connection</li> <li>● More discussions, even if not directly JEDI related</li> <li>● More community events like this that get more specific/focused (+1 bump)</li> <li>● I’d love to get involved with a CBE student org for LGBTQ+ students</li> <li>● Thanks for hosting these - more CBE collaborative events</li> <li>● More in-person activities and communication opportunities</li> <li>● Food</li> <li>● Dance</li> <li>● Music (+2 bumps)</li> <li>● CRAFT workshop (+1 bump)</li> <li>● More collaborations among students in CBE (+3 bumps)</li> </ul> <p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>● Focusing on more plant identification (+3 bumps)</li> <li>● “Study abroad” with local indigenous groups - must be mutually beneficial</li> <li>● Using the power and privilege we have as a university to empower underserved communities - we can use our curriculum to highlight the most pressing issues</li> <li>● More real-world document creation - construction docs, portfolio, etc.</li> <li>● Curriculum on community org/engagement i.e. pome</li> <li>● I would love to take courses related to indigenous ecology/landscape architecture (+1 bump)</li> <li>● Clear pathways and curriculum for dual degrees/minors in other depts, i.e. labor studies, American Indian studies, political science, etc.</li> <li>● Work with Design and B.E. more</li> <li>● We talk about community engagement &amp; the theories behind it, but I don’t think there’s</li> </ul>

<p>presentations from folks doing work in the real world on these issues (+1 bump)</p> <ul style="list-style-type: none"> <li>● Curriculum on community org/engagement i.e. pome</li> <li>● Thorough studio clean out</li> <li>● I would love to take courses related to indigenous ecology/landscape architecture (+1 bump)</li> <li>● Food</li> <li>● More examples - people, orgs, sites - of alternative paths that combine landscape and justice</li> <li>● \$ for recruitment, outreach to high schoolers and middle school students</li> <li>● CRAFT workshop (+1 bump)</li> <li>● Deconstructing the classroom (alternative learning environments)</li> <li>● Comfortable seats in studio (“+1,000,000”, “+10,000”, +4 bumps) <ul style="list-style-type: none"> <li>○ Stools are painful</li> </ul> </li> <li>● Use art (+1 bump)</li> <li>● More community events like this that get more specific/focused (+1 bump)</li> <li>● Game design</li> <li>● How to internships????? (+1 bump)</li> <li>● More projects + interactions in minority communities and neighborhoods</li> <li>● I’d love to get involved with a CBE student org for LGBTQ+ students</li> <li>● Thanks for hosting these - more CBE collaborative events</li> <li>● More in-person activities and communication opportunities</li> <li>● Ongoing, evolving, growing network w/ community</li> <li>● Dance</li> <li>● We talk about community engagement &amp; the theories behind it, but I don’t think there’s much implementation of this. A course like URBDP neighborhood planning</li> <li>● Music (+2 bumps)</li> <li>● Cover cost for materials as many have trouble purchasing (+1 bump)</li> <li>● More long-term (more than a quarter) community partnerships (+3 bumps)</li> </ul>	<p>much implementation of this. A course like URBDP neighborhood planning</p> <ul style="list-style-type: none"> <li>● Include this topic in studio projects - think and discuss more about this</li> <li>● More explicit suggestions from faculty as to what this looks like in practice - OR guest presentations from folks doing work in the real world on these issues (+1 bump)</li> <li>● More examples - people, orgs, sites - of alternative paths that combine landscape and justice</li> <li>● Community engagement earlier in program, being taught by community leaders (+2 bumps)</li> <li>● Service learning and practicum in community participatory design, community activism, and building political power (+2 bumps)</li> </ul> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> <li>● Provide a list of firms and orgs that have a justice/equity lens so students can apply for internships/jobs with this focus</li> <li>● Why are ARCH students assigned/hooked up with internships?</li> <li>● Internship placement (such as ARCH)</li> <li>● Internship!!! Learn from real life</li> <li>● How to do internships????? (+1 bump)</li> </ul> <p>RECRUITMENT (YOUTH OUTREACH)</p> <ul style="list-style-type: none"> <li>● Letting young people know LA is important and that it leads to real jobs</li> <li>● \$ for recruitment, outreach to high schoolers and middle school students</li> <li>● Advocate of younger generations (public schools) about potential career opportunities <ul style="list-style-type: none"> <li>○ Especially in minority + low income communities (+1 bump)</li> </ul> </li> <li>● LA introductions to young students - let them know it's a career option + types of projects they can do</li> </ul> <p>DIVERSITY</p> <ul style="list-style-type: none"> <li>● Minority student program (constitutional, of course!)</li> </ul> <p>EXTERNAL COMMUNITY ENGAGEMENT</p> <ul style="list-style-type: none"> <li>● More projects + interactions in minority communities and neighborhoods</li> </ul>
--	---

<ul style="list-style-type: none"> <li>● LA introductions to young students - let them know it's a career option + types of projects they can do</li> <li>● More collaborations among students in CBE (+3 bumps)</li> <li>● Community engagement earlier in program, being taught by community leaders (+2 bumps)</li> <li>● Clear pathways and curriculum for dual degrees/minors in other depts, i.e. labor studies, American Indian studies, political science, etc.</li> <li>● Service learning and practicum in community participatory design, community activism, and building political power (+2 bumps)</li> <li>● Department political organizing body</li> <li>● Funding for our supplies (+3 bumps) <ul style="list-style-type: none"> <li>○ Figuring out a way to continue using supplies initially bought throughout the program</li> </ul> </li> <li>● Advocate of younger generations (public schools) about potential career opportunities <ul style="list-style-type: none"> <li>○ Especially in minority + low income communities (+1 bump)</li> </ul> </li> <li>● Inviting members of the community to studio reviews instead of only alumni/practitioners</li> <li>● Engage non-design communities in studio, projects, and reviews</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing, evolving, growing network w/ community</li> <li>● More long-term (more than a quarter) community partnerships (+3 bumps)</li> <li>● Inviting members of the community to studio reviews instead of only alumni/practitioners</li> <li>● Engage non-design communities in studio, projects, and reviews</li> </ul> <p>ACCESS TO RESOURCES/PHYSICAL SPACES</p> <ul style="list-style-type: none"> <li>● Creativity forge (sp? - handwriting unclear)</li> <li>● Expand CBE library hours (+3 bumps)</li> <li>● Cover cost for materials as many have trouble purchasing (+1 bump)</li> <li>● Funding for our supplies (+3 bumps) <ul style="list-style-type: none"> <li>○ Figuring out a way to continue using supplies initially bought throughout the program</li> </ul> </li> <li>● Tuition refund for missing heating (+1 bump)</li> <li>● Access to buildings/study spaces outside of Gould</li> <li>● Thorough studio clean out</li> <li>● Comfortable seats in studio (“+1,000,000”, “+10,000”, +4 bumps) <ul style="list-style-type: none"> <li>○ Stools are painful</li> </ul> </li> </ul> <p>DEPT CULTURE</p> <ul style="list-style-type: none"> <li>● Fewer info platforms</li> <li>● Staying on topic (+2 bumps)</li> <li>● Training or discussion on how to collaborate with peers</li> <li>● Studio culture - mixing sitting area? (+1 bump)</li> <li>● Department political organizing body</li> <li>● Deconstructing the classroom (alternative learning environments)</li> <li>● Use art (+1 bump)</li> <li>● Game design</li> </ul>
---	---

## Appendix B - Breakout Group Discussion Feedback (flipchart notes)

### Community Engagement (Group 1)

- Internal community and external
- Neighborhood (UD)
- Uninvested citizens
- Engagement through studios
- Maintaining relationships
- Department community liaison (formally)
- Cross-collaboration between departments in CBE
- Engagement vs. building
- CBE 101 intro course - Foundation Studies
- Streamline course announcements
- More casual opportunities for interactions
- Engagement seminar - service learning volunteer grad requirement
- Engage with trades, unions, and trade schools
- Consolidated outreach
- Follow-up, listening sessions with community organizations we have worked with. What would *they* change?

### Community Engagement (Group 2)

- Collaborations with indigenous tribes
- Collaboration between cohorts
- There isn't much talk around what the next steps are for BLA (next degree?)
- Outreach to UW and Youth (public schools)
- Volunteering (short term/variety)
- Fundraisers (with students hands-on projects)
- Interactive/any kind of demos

### Curriculum (Group 1) (*nota bene: some of these are not related to SJEDI*)

- More classes focused on design
- Cross cultural design theory
- More digital media courses /software
- More bridges between studio work and software classes
- Conversations between instructors to make classes more interconnected
- Small student:teacher ratio
- Updated course catalog
- Students vote on a topic/seminar they are interested in
- Certificate in community engaged design
- More studios focuses on community, community-based studios focuses on culture
  - What are the ethics here?
  - Professionals coming in as a proxy
- Advances studios announced at the start of the year
- Studio focused on context, site research and analysis in order to engage more with surrounding communities w/our site
- International student prep course and context class in 1st quarter enrolled in the program



## Curriculum (Group 2)

- 2 quarter studio
- concurrent/supportive purses with studios (linking theory 7 practice)
- More group facilitation trainings - on conflict, privilege, & right relationships as leaders, designers
- Wildcard/Open topic seminars
  - Student driven!
- More accessible theory and all year?
  - Maybe later in coursework?
  - Additive theory w/Intro studios
- MLA II / Two-year track restricts ability to take Equity/Justice classes
  - Packed curriculum
- Guidelines (? - *this word was at the bottom of the page by itself, it may be conceptually connected to the above*)
- JEDI criteria “stamp” for courses until universally embedded
- Courseload in 1st year makes it difficult to work, support family, balance, etc
  - Better overlap can help (supporting classes, i.e. studio + media)
- More peer-to-peer crits, informal, at mid-review stage
  - Across cohorts, disciplines?
  - More department-wide vs. up to individual instructors
- More non-design community members / professionals to final reviews, in courses
  - Maybe design @ mid-review, shift for final review, or mix\
  - More user experience perspective
- Thoughtful preparation for reviewers
  - Justice focused
- More and better cross department studio + seminar offerings, for example studios with
  - Social Work
  - Human Centered Design/user experience
  - Public health

## Open Topic - Professional Development/Expectations

- Studio Expectations
  - Interdisciplinary opportunity without restrictions
  - Alternatives for dual degree
  - Student studio site selection process
  - Consistent options for studio every quarter
  - Professional credibility
  - Creativity vs Feasibility
  - Practical logistics of landscape architecture
- Development
  - Internship placement for LARCH students
  - Firm Exposure/Job Shadow
  - Design, Build, Maintain!
  - Department accountability for placement -> Nobody left out!

## Open Topic - Travel, Knowledge, Barriers

- Opportunities and barriers to site visits and travel as part of studios

- Too focused on W. Wash/Seattle
- Too focused on “fancy” sites
- More Eastern Washington and/or global sites
- Social travel/site visit opportunities
- Data collection protocols training
  - Sensitivity to cultural practices and vulnerable communities
  - Photos, drone, interviews
- Language and cultural practices barriers
  - Plant names, pronunciation
- More interdisciplinary expertise on field trips from CBE + UW, soils
- Accessibility for travel
  - Language
  - Culture
  - ADA
  - Financial
  - Guides to indigenous and other cultural naming of plants, places

### Department Culture (Group 1)

- More community building events - like this one!
  - Sketching groups!
  - Happy hours
  - CBE collaboration/joint events (collab with studios, interdisciplinary studios)
  - Gallery walk of what other studios are doing
    - Event focused on the work rather than happy hour
  - Queer community in other departments, colleges on campus, etc.
  - Cohorts are kind of silo-ed - hard to tell who is in what cohort
  - Mentor program is great! Let’s do more to build this!
  - Difficult to connect when we all are so busy - blinders are often on just to manage workload
    - Should culture of business change? Short answer - YES
  - Energy + time saving tech doesn’t make more free time, we just have more time to work on more things
  - Schedule in community building
  - Really easy to miss some of these events
  - More career fairs/interaction with local firms without having to come prepared to sell ourselves  
-> just talk!
- What is it exactly you can do with an LA degree?
  - What are the options beyond the firm? Can this be celebrated more?
  - More of an answer beyond “there are different types of firms”
- Connections with cohort during covid
  - In person is huge for connecting/relationship building/support/collaboration
  - Social anxiety - variety of activities to allow people to be social in different ways they are comfortable
  - No place just to sit in Gould (lawn, garden, A chair here or there, chairs by bathroom)
- Studio stools are super uncomfortable! (+6 bumps)
  - Design studios should be designed for comfort!
  - And for different abilities and bodies

- Going beyond land acknowledgements
  - Incorporate more indigenous knowledge in curriculum
  - This is mentioned so much more here than other places we've been - it could go so much further (prerequisite indigenous land class?)
  - Reciprocity between school and tribes? What is the connection now? How can this be expanded? How does this look within the larger university (UW) - is this already being built successfully elsewhere? How?

### **Department Culture (Group 2)**

What comes to mind?

- Studio culture
  - Late nights
  - Collaboration
  - Support systems
    - Culture, yes. Supplies? Meh...
  - Depends on which studio you are in....
    - Which depends on faculty...more time = more community
  - Quarter system limitations...time is precious!
- Faculty
  - Accessibility?
  - Opportunities to COLLAB! Research transparently with students
  - Professional/program guidance
    - What to expect in professional realm
    - Make productive use of summer months
  - First year roadmap for success!
- Curriculum topic diversity
  - More technical applications - design, build, drainage, ecological, grading
- Concluding thoughts?
  - Connection -> Action
  - Action backing intent