

## What are the strengths of the department?

- Finding opportunities for students to support themselves academically and financially and connecting them
- Interest in interdisciplinary practice - nice intersection
- Rad + motivating students that challenge dept. (+1)
- Having a JEDI committee/council!
- Close faculty relationship
- Connecting to community orgs
- Sense of community!!! People care <3 (+<3)
- Variety and diversity of studio instructors (+1)
- Land acknowledgements + saying they are the beginning
- Interdisciplinary strength
  - Disagree(+1)
- Multiculture cooperation (+1)
- Flexibility in courses + forging your own path in the program (+1)
- Supportive staff + faculty
- Small class sizes, tight-knit cohort (+2)
- Strong alumni +professional network (+1)
- Really strong supportive, student community
- Very well qualified professors
- Happy hour!
- Participation of local LARCH professional community
- Knowledgeable staff + peers
- Optimistic attitudes : )
- Vanessa (+6)
- Collaborative spirit (+1)
- Accepting of non-matriculated students and non-majors
- The advisors (aka Julie P.) (+3)
- Respectful attitude (+1)
- Dual-degree opportunity + Interdisciplinary values
- Jennie (+5)
- Desire to improve/grow (+1)
- Positive attitude! (+1)
- (Facility + Library) Abundant resource + Learning opportunities (Diverse classes + projects)
- We tiny <3
  - But mighty!!: )
- Studio work fun! (+1)
- Really awesome community within cohorts
- Collaborative + inclusive culture - we support each other!
- Teaches a variety of skills & focuses
- Bringing in professionals to discuss real-world work
- Combining masters + bachelors students in same classes (+1)
- Location Diverse metropolis, Many challenges + opportunities to explore (+1)
- Teachers (+1)
- International students = multicultural environment
- Knowledgeable + helpful faculty that are very helpful
- Creating lots of opportunities for discussion

- People (+1)
- Diverse
- Great professional connections (+1)
- Tight-knit and supportive faculty
- Encouragement to push the boundaries of design through framework /lense that includes pro-JEDI ideas
- Multiple resources
- Problems solvers
- Department makes their/our values very clear
- The ability to be open and have people who are willing to go the distance to invite
- Diversity
- A wide range of people in major - so many new perspective (<3)
- Community building, communication, outreach, diverse curriculum
- Strong women/femme representation in faculty & staff (+2, <3)
- Collaborative instead of competitive
- Strong LGBTQ+ representation within faculty (+1, 2 <3)

#### **WHAT CHANGES DO WE WANT TO SEE?**

- ADA studio (+5 bumps)
  - With input from professional designers/folks in communities who use the amenities
  - Go beyond ADA - universal design + entire building
- More parties
- More department + college wide community building events
- More minority representation in student body (+1 bump)
- More social events across cohorts (+1 bump)
- More connection between BIPOC communities in other college departments
- How can we make more accessible landscapes?
- More field trips (+2 bumps)
- More productive use of class time. Be respectful of students' time - don't start class late, etc.
- 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)
- 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
- Start something small
- Community (building) work projects
- Internship placement program (+2 bumps)
  - Co-op program
- More 2 quarter studios (+2 bumps)

- Accessible spaces

## WHAT SUGGESTIONS DO YOU HAVE TO INITIATE THESE CHANGES?

- Focusing on more plant identification (+3 bumps)
- “Study abroad” with local indigenous groups - must be mutually beneficial
- Letting young people know LA is important and that it leads to real jobs
- 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
- More real-world document creation - construction docs, portfolio, etc.
- Creativity forge (sp? - handwriting unclear)
- Fewer info platforms
- Provide a list of firms and orgs that have a justice/equity lens so students can apply for internships/jobs with this focus
- Tuition refund for missing heating (+1 bump)
- Access to buildings/study spaces outside of Gould
- Why are ARCH students assigned/hooked up with internships?
- Staying on topic (+2 bumps)
- Internship placement (such as ARCH)
- Training or discussion on how to collaborate with peers
- Expand CBE library hours (+3 bumps)
- Making time for informal connection
- More discussions, even if not directly JEDI related
- Work with Design and B.E. more
- Minority student program (constitutional, of course!)
- Include this topic in studio projects - think and discuss more about this
- Studio culture - mixing sitting area? (+1 bump)
- Internship!!! Learn from real life
- 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)
- Curriculum on community org/engagement i.e. pome
- Thorough studio clean out
- I would love to take courses related to indigenous ecology/landscape architecture (+1 bump)
- Food
- More examples - people, orgs, sites - of alternative paths that combine landscape and justice
- \$ for recruitment, outreach to high schoolers and middle school students
- CRAFT workshop (+1 bump)
- Deconstructing the classroom (alternative learning environments)
- Comfortable seats in studio (“+1,000,000”, “+10,000”, +4 bumps)
  - Stools are painful
- Use art (+1 bump)
- More community events like this that get more specific/focused (+1 bump)
- Game design
- How to internships????? (+1 bump)
- More projects + interactions in minority communities and neighborhoods
- I’d love to get involved with a CBE student org for LGBTQ+ students
- Thanks for hosting these - more CBE collaborative events
- More in-person activities and communication opportunities
- Ongoing, evolving, growing network w/ community
- Dance

- We talk about community engagement & the theories behind it, but I don't think there's much implementation of this. A course like URBDP neighborhood planning
- Music (+2 bumps)
- Cover cost for materials as many have trouble purchasing (+1 bump)
- More long-term (more than a quarter) community partnerships (+3 bumps)
- LA introductions to young students - let them know it's a career option + types of projects they can do
- More collaborations among students in CBE (+3 bumps)
- Community engagement earlier in program, being taught by community leaders (+2 bumps)
- Clear pathways and curriculum for dual degrees/minors in other depts, i.e. labor studies, American Indian studies, political science, etc.
- Service learning and practicum in community participatory design, community activism, and building political power (+2 bumps)
- Department political organizing body
- Funding for our supplies (+3 bumps)
  - Figuring out a way to continue using supplies initially bought throughout the program
- Advocate of younger generations (public schools) about potential career opportunities
  - Especially in minority + low income communities (+1 bump)
- Inviting members of the community to studio reviews instead of only alumni/practitioners
- Engage non-design communities in studio, projects, and reviews

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

- More advocacy/organizing experience. Lobby day?
- Addresses it through tangible learning and relationships to soil, hydrology, people, and place.
- Reduce financial strain from gray infrastructure. → diverts public funds toward housing affordability.
- Focus climate change adaptation in BIPOC communities
- Connective cities and green energy
- Expanding our understanding of equity in ecological design across cultures
- Don't say a land acknowledgement without any actionable plans attached. "We recognize... therefore CBE donates to [realrentduwamish.org](http://realrentduwamish.org)." (+1)
- Hot to holistically imagine our discipline as a broader coalition of trades: carpenters, masons, landscapers (+1)
- More public space for people to enjoy to increase communications, solve conflicts
- Use social media to amplify voices
- Better: teach the community for whom we are designing about the ecological impact
- Explore/push for equitable distribution of green space (+1); need to consider anti-gentrification (+1)
- Seek out more intersections with urban food systems
- Collaboration with UW Farm could be fruitful (+1)
- 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?
- Work with underserved communities (+1)
- Increased connections and resources

- More integrated studios and courses across CBE. As a dual degree i noticed arch students know very little about ecology and the environment
- 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)
- Address better: Thinking about the urban-rural connection, landscape does not end at chosen urban boundaries. (+2)
- Diversify storytelling methodologies (+2)
- Address better: Intersection with public health
- Collaborating with tribes and community partners to support their urban projects
- Work with other UW programs with a justice focus (+1)
- Collaboration with native tribes for eco education (+2)
  - Compensate them as much as (if not more than) industry “experts” (+2)
- Coming up with other ways of serving the houseless community (+4)
  - Seriously in need of creative solutions
- Ability to help historically neglected communities (+1)
- Making people a factor in design considerations
- Incorporating indigenous ecology into our studios and design (+4)
- More voices! Non Colonial maps.
- Design for all ages and demographics (+2)
- Opportunity to include more voices in our curriculum and invest in community projects long-term
- Not enough activism, Guerilla activism. More focus on informal efforts. (+2)
- Are there professional organizers we can connect with?
- Being more in tune with supporting local efforts/actions/mutual aid, etc. that exist outside UW (+2)
- More easy interaction like having sticky notes
- Including urban allows for greater focus on cultural and demographic influences, which more directly relate to justice and equity
- More community build/volunteer projects (+1)
- Program wide volunteer opportunities (+1)
- **ADDED - Just gimme a house for a dollar**

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

- Consistent funding (+1)
- Siloed in higher education bubble
- Culture infused activity
- Research and grads not compensated well enough
- Few RA/TA positions available (+1)
- Barrier for international students to engage with non-international (+2)
- Professional requirements
- Developing concrete, doable, and impactful actions
- Moving from theory to practice (+6)
- Money? (+1)
- Understanding and respect
- Design of the building inside and outside (+1)
- Extra one on one support for digital programs that goes beyond the TA or reader/grader
- Language barrier (+1)
- People often don't know about this
- Minimal capacity to accommodate personal issues that challenge pace(? Can't read handwriting) of work in quarter/studio setting

- Lack of scholarships for underrepresented students (+2)
- Too much debt (+1)
- Recruiting diverse applicants
- Everyone is overworked and tired (+2)
- Moral superiority and posturing
- 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)
- Diversify does not equal productivity gains
- No curricula focused on embodied experience of racial/gender based challenges (+1)
- Unrealistic/exploitative work hours, in the classroom and the field (+1)
- Retention of students with non-dominant identities (+1)
  - Stress of/struggling with funding to continue
- We tiny
- Creating a program that is authentically inviting and supportive
- Low capacity of staff: underfunded, understaffed, under resourced (+2)
- Transparency around TA process
- Limited scope of communities and neighborhoods to represent “Seattle” (+1)
- High cost school, low paying jobs
- Lack of connections to other UW departments and faculty focused on justice and equity (+1)
- Lack of cohesion between departments in CBE. Not enough collaboration and opportunities to connect. (+1)
- Lack, of representation in students and faculty
- Meaningful community outreach
- Inability to disagree → lack dialects
- Funding for supplies/availability of resources (+3)
- Lack of representation of BIPOC student body (+2)
- Spending too much time in studio (+3)
- More representation for queer student body (+1)
- Lack of funding for TA positions for grad students (+3)
- Resources for courses
- 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
- Curriculum based on universal assumptions

### **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