

# University of Washington

## Department of Landscape Architecture Justice + Equity Task Force Departmental Recommendations

Department Update | Autumn 2021

### Introduction

In Summer 2020, a group of students, alumni, and PAC members developed the [Justice + Equity Task Force Departmental Recommendations](#) to guide the department in our efforts to further center our work around justice, equity, diversity and inclusion (JEDI).

Through the 2020-21 academic year, department faculty, staff and student leaders engaged with this set of recommendations and moved forward several initiatives to support learning and practice that center JEDI values in the department. Much of this work was led and coordinated by the department JEDI committee and the department administrative group (department chair, staff and advisers), but important contributions were made by many individuals and groups in the department.

This report documents the JEDI activities in the department during the 2020-21 academic year. It includes completed actions and activities as well as future activities identified through conversation among faculty, staff and student leaders.

This report is intended as a reference point to guide work as we enter the 2021-22 academic year and to report discussions and progress to students, alumni, our PAC and the community. This report also provides a basis for JEDI work within the department as we engage in new initiatives and update the department's Diversity and Strategic Plans.

### ***Organization / Structure of Document***

This report has maintained the structure and content of the [Justice + Equity Task Force Departmental Recommendations](#), which divides recommendations into three areas: (1) Communications + Outreach; (2) Curriculum, and (3) Culture. For each section, specific recommendations have been numbered to help in reviewing and discussing the document. For each specific recommendation, we have provided three categories to articulate the recommendations the department has discussed and/or acted upon:

**ACTIONS TAKEN.** Specific Action Item identified and completed. Time frame is typically noted with the action item as well as links where appropriate.

**FURTHER ACTION IDENTIFIED.** Specific further actions are identified based on discussions among department, faculty, staff and student leaders. When possible, these actions provide a time frame and a specific responsible party for next steps.

**DISCUSSION:** Additional notes and discussion from faculty and staff meetings during the AY 2020-21. These notes summarize the discussions and provide additional context for next steps and specific further action items.

## Section 1

# Communications + Outreach

**1.1 Reframe JEDI-related goals on the departmental website as opportunities to grow rather than strengths.** This shift will improve transparency and demonstrate critical reflexive departmental awareness.

- The JEDI tab on the website should reflect the myriad of justice related efforts by the department.
- The website should list explicit goals and the steps being taken to achieve those goals.

### **ACTIONS TAKEN:**

- [UWASLA JEDI page](#). Sub-group of the student JEDI committee worked with the department website administrator to draft and launch a new webpage. This page highlights the student participants and initiatives of the student group. This page was launched in Winter/Spring 2021.
- **Resources** section of the department's [Justice, Equity, Diversity and Inclusion webpage](#) was updated and revamped in Winter/Spring 2021. New resources include UW//LA Professional Advisory Council's [Resources and Tools Regarding Racism and Anti/Blackness](#)
- **Scholarship Chart** updated in Summer 2021 to allow for easier searching of scholarships for students from underrepresented and minority groups. [Link](#) [need a better title...]

### **FURTHER ACTION IDENTIFIED:**

- Task as committee or ad hoc group to review the Department JEDI page and propose a new format highlighting a wider array of content (see following Discussion).

### **DISCUSSION:**

- Updating the Department's Commitment to Social Justice, Equity and Outreach is tied to revisiting and updating the [2010 Department Diversity Plan](#) (see section 1.2).
- See Graduate School's [Departmental Diversity and Inclusion Inventory Revisited](#) (10/16/2019) for suggestions for content to include on the updated webpage. This can include content that highlights research, coursework, events and other JEDI-related efforts in the department.

**1.2 Emphasize that urban ecological design has an explicit focus on social justice on the departmental website and future strategic plans.** Ecological health and social equity are inextricably linked. Our departmental identity and mission should reflect these connections rather than compartmentalize them.

- Departmental Strategic Plan should be aspirational, but not impossible with clear short-term and long-term strategies for accountability.
- Explicitly connect Urban Ecological Focus with social, spatial, and environmental justice.

### **ACTIONS TAKEN:**

- No specific action taken on this action item yet.

### **FURTHER ACTION IDENTIFIED:**

- The Department's Strategic Plan will be updated in the academic year 2022/23 as several core members of the faculty will be on leave for a portion or all of the academic year, and the department anticipates adding at least one additional faculty member to the department. During this strategic planning process, Department faculty and staff will be tasked with incorporating the explicit focus on social justice embedded within urban ecological design and the department's mission. As the new department strategic plan is updated, new language will be incorporated onto the department website.

- Update the Department Diversity Plan (created in 2010). To be led by the Department JEDI Committee. Updated plan should include an evaluation tool/rubric/schedule to measure outcomes. This document, once complete, will be made available on the Department website.

**DISCUSSION:**

- This Action Item includes revisiting [Urban Ecological Design](#) language to develop a shared sense of commitment of how social justice ties to Urban Ecological Design and the department mission

***1.3 Recruit and hire individuals for tenure track positions whose work focuses on community engagement and practice with underrepresented and BIPOC populations.*** We

understand this as an already stated goal of the department and that a main limitation is funding another faculty member position.

- This is a necessary aspect of making our department a safe and desirable place for potential students from historically underrepresented communities.
- Share explicit goals around diversifying faculty to meet demand for multiple perspectives and changing departmental demographics.

**ACTIONS TAKEN:**

- The Department is an active participant in a CBE-wide cohort hire for the coming academic year. With five (5) available positions across the CBE, it is anticipated the department will hire at least one Assistant Professor, tenure-track. Building from the directives established as part of the CBE Strategic Framework, a priority for this cohort hire centers on candidates who are prepared to engage and disrupt racial injustice and advance climate solutions.

**FURTHER ACTION IDENTIFIED:**

- Maintain a line of communication between the Department (chair + staff) and students on efforts outlined above (ongoing)

**DISCUSSION:**

- Critically consider use of "BIPOC"/language and terminology within job postings.
- Attract professional BIPOC faculty using lecturer and part-time roles as entry points.
- Provide new faculty with experienced teaching assistants who are better equipped to support them.
- Creating a formal mentorship program for new faculty, initiating and supporting best practices for retention
- Hiring should focus on skills for a professional degree as well and identifying needed areas for support in the department.

***1.4 Recruit and hire BIPOC professionals, designers, artists, and community members for non-tenure track positions as instructors, lecturers, and guest speakers.*** This is a short

term goal designed to support a long term goal of a more diverse faculty.

- Actively invite and collaborate with BIPOC instructors and engage BIPOC perspectives within the curriculum.
- Recruit professionals who are better positioned to help positively engage with communities of color and cultivate long-term relationships.
- Prioritize funding instructors and courses that center spatial justice.
- Provide direct mentorship for incoming BIPOC instructors.
- Foster a welcoming and safe climate for short term BIPOC instructors.
- As the discipline has been historically exclusive, hiring BIPOC instructors may include hiring people who are not licensed landscape architects but are engaged in designing the built environment (see "Black Landscapes Matter" by Kofi Boone).

**ACTIONS TAKEN:**

- In the 2021-22 academic year, the Department is piloting a program to support local BIPOC professionals interested in teaching. The program partners experienced faculty, both full and part time, with these professionals to provide mentorship and help build teaching experience. The program intends to provide opportunities for some who would not otherwise have the opportunity and further increases the diversity of

perspectives that our students learn from. The costs incurred from the added instruction are currently being covered by the department with the hope that if successful, it will be expanded to other departments and financially supported by the CBE. Four (4) individuals are being hired as temporary lecturers on a part-time basis for this academic year in the pilot program.

- Hired Jenn Low as a studio instructor for Spring 2021. Hired Jean Ni and Jescelle Major as instructors for Autumn 2021. Tim Lehman (Winter and Spring 2022) will be hired soon.
- Several courses noted inviting BIPOC folks as lecturers and guest speakers include LArch 212, 341, 403, 424, and 570.

#### **FURTHER ACTION IDENTIFIED:**

- Maintain a line of communication between the Department (chair + staff) and students on hiring efforts outlined above (ongoing).
- Develop a department-wide standard for compensation of guest speakers and reviewers for courses. Note: Many faculty now invite BIPOC professionals as guest speakers in their classes and reviewers in studios. We are now paying guest speakers from the pooled course fee budget. Currently, the amount, across the board, is \$75. While nominal, it is still helpful and people who don't need it can give back if they wish (a speaker inquired about that).

#### **DISCUSSION:**

- Critically consider use of "BIPOC"/language and terminology within job postings.
- Funding is critical to compensation for BIPOC guest speakers' time - can CBE provide resources?

***1.5 Seek expertise from other departments within and beyond the CBE to further educate our faculty, instructors and students.*** Our college and university have many opportunities for interdisciplinary learning and a vast array of resources on topics of justice and equity in higher education.

- Help to establish a college wide course of justice in the built environment or support the URBDP Race and Justice course to increase sections per quarter.
- Facilitate more direct access or mentorship with students to faculty in other departments. • Connect to other departments and colleges who are doing work viewed as aspirational.

#### **ACTIONS TAKEN:**

- In Winter/Spring 2021, added [Cleo Wölfle Hazard](#) (Assistant Professor, School of Marine & Environmental Affairs) as Adjunct Faculty member. Cleo's forthcoming monograph *Underflow: Queer Trans Ecologies and River Justice* (January 2022) explores how a queer-trans-feminist approach can ally with Indigenous praxis to renew human-water-fish relations.

#### **FURTHER ACTION IDENTIFIED:**

- More discussion needed around furthering current actions on this item at the Department level.
- Bring this recommendation to CBE level attention, especially CBE Commons Initiative (Dean's Office, Office of Dean of Academic Affairs, College Council).
- Include Adjuncts + Affiliates confirmation on the basis of commitment to department JEDI principles.

#### **DISCUSSION:**

- Cross-collaboration work is already being pursued (i.e. around well-being), but how does the department measure this work internally as related to justice/equity?

***1.6 Develop best practices for what to do when JEDI topics or concerns are brought up in class or about a course.***

- Train faculty and instructors on in-the-moment responses. For example, not centering the intentions of the person who caused harm, and not policing the tone of those who raised issues.
- Provide clear and accessible resources for faculty and instructors in seeking guidance. This includes professionals trained in facilitation and mediation.
- Offer a clear reporting mechanism for students to report inequitable or discriminatory actions. This includes

- options for managing the actions taken: a timeline of how an issue is handled, anonymity of the reporting, etc.
- Provide clear resources for students who've reported issues. This is not therapy, rather resources to help hold the department accountable.

#### **ACTIONS TAKEN:**

- **Grievance Reporting Protocol.** Department Staff and Faculty developed and implemented a new [Grievance Reporting Protocol](#) to establish acting principles and a clear reporting process for students and other members of our community to report grievances and concerns of stigma or discrimination. This was finalized in Spring 2021 and is available on the [Student Resources page](#) of the website. In Spring 2021, the Grievance Reporting Protocol was shared at the College level along with advocacy for a College-wide grievance reporting strategy
- **Faculty + Staff JEDI Training.** In Spring 2021, department faculty, staff and student leaders participated in a 3-part training series with JEDI facilitator, [Ariana Cantu](#). The training included conversation interrogating white supremacy culture in higher education and tactics for addressing microaggressions in the classroom. Department faculty and staff can access resources from these training on [Google Drive](#).

#### **FURTHER ACTION IDENTIFIED:**

- Revise Department Diversity Plan to better document the department's vision on EDI issues and communicate this with students (see section 1.2).
- Develop practices for communicating departmental work on EDI related issues with students.
- Bystander training for our community.

#### **DISCUSSION:**

- Making department JEDI practices and efforts transparent to students requires multiple avenues: department website, standard department language on syllabus, orientation, etc.

### ***1.7 Seek out and build relationships with private firms and non-profit organizations that are doing positive work related to design justice.***

- Foster these relationships to create a robust network of private firms for potential internships, job opportunities, and learning opportunities.
- Invite folks from these places for guest speaking engagements.

#### **ACTIONS TAKEN:**

- In AY 2020/21, the department supported initiative by UWASLA Youth Outreach Committee to build relationships with local non-profit organizations (more on this below in 1.8 Actions Taken)
- Several faculty continue to work with non-profit organizations that are BIPOC led and focused.
- The PAC has established a new working group to engage equity and justice related concerns in the relationship between the professions and the disciplines. This work is ongoing.

#### **FURTHER ACTION IDENTIFIED:**

- Create spaces to have conversations about workplace culture and embedded white racism

#### **DISCUSSION:**

- How are professional partnerships held accountable in their relationship to the department? There is a difference between doing justice work and justice within firm culture itself.
- Consider limitations of community resources/energy expended when asking for outside participation.

### ***1.8 Consistently integrate K-12 outreach programs into curriculum or extra-curricular activities.*** Practices related to youth outreach ebb and flow within our program. This is an essential aspect of equity within landscape architecture. It is important to build consistency and programmatic structure into youth outreach efforts.

- Connect to related efforts within the PAC, professional firms and other CBE departments.
- Incentivize student involvement in the design and implementation of youth outreach.

- Connect youth outreach programs to course credit or paid student positions.
- Create mentorship programs between landscape architecture students and middle/high school students.

#### **ACTIONS TAKEN:**

- In Summer 2021, department staff worked with members of the UWASLA Youth Outreach Committee to apply for a [UW Diversity Seed Grant](#) to pilot a project in partnership with [Duwamish Valley Sustainability Association](#). The proposed project, *Empowering BIPOC Youth: Pathways to Sustainable Design Futures*, would support a student-led youth outreach program to develop and run a sustainable design studio for youth at Jack Block Park on the Duwamish River.
- In AY 2020/21, CBE supported a student-run evaluation, with direct guidance from the Chair of Landscape Architecture, of undergraduate admissions practices and barriers in Autumn 2021 which identified a greater need for community college outreach. The CBE has followed up on the recommendations from this work and have developed a new position in the college, Associate Dean of Student Services, which was filled in Autumn 2021.

#### **FURTHER ACTION IDENTIFIED:**

- While not focused on K-12, expanding outreach to local 2-year colleges is an outreach priority for the Undergraduate Program Adviser. Potential program pathways relationships include: [Landscape Horticulture at South Seattle College](#); [Horticulture Program at Edmonds College](#); [Sustainable Urban Agriculture and Food Systems at Seattle Central College](#).

#### **DISCUSSION:**

- For sustainability of these efforts, must find ways to integrate them with other outreach initiatives through CBE, WASLA, PAC, etc.
- See possible model from Cornell landscape architecture program: [Landscape architecture program inspires local teens | Cornell Chronicle](#)
- Longer term goals include further outreach to rural areas outside of the Seattle metro area.

## Section 2

# Curriculum

### **2.1 Center social justice as the lens through which we approach curriculum and**

**pedagogy.** Anti-racism should not be incorporated into a few occasional courses but rather be conceptualized as a framework for the study of urban design and landscape architecture.

- All students should understand inequity in landscape architectural history as well as current conditions within the profession.
- Each course requires a prerequisite anti-racist reading or acknowledgement, think Land Acknowledgment but for racial justice, and is to be engaged throughout each course as well.

#### **ACTIONS TAKEN:**

- While no centralized actions have been taken here, many department faculty have revamped their syllabi to diversify the scholarship, lenses and readings for their courses. For example, this has happened for: 570-Theory, 572-Research Methods, 352-History of Landscape architecture, 423-Plant ID & Management, 590-Capstone Seminar). In addition, several elective classes have been designed around JEDI concerns, for example, The Anti-Displacement Research Studio (Spring 2020), the Design Justice seminar (Spring 2021), the BE Authenticity Studio in collaboration with Duwamish Tribal Services.

#### **FURTHER ACTION IDENTIFIED:**

- Further conversation is needed among the faculty around how to develop this cross curricular focus through the Department Diversity Plan and Strategic Plan.
- Consider developing a [Labor Acknowledgement](#) statement for the department.

#### **DISCUSSION:**

- Incorporate learning from [UW Well-Being for Life and Learning Guidebook](#) across curriculum and in faculty pedagogy discussions.
- Look to models at other local institutions: Western Washington University focus on land rights / indigenous perspective planning; Evans School of Public Affairs course Native Nations, Native Lands, Native Water
- Integrating cross-cultural competency as a skill/awareness across the curriculum to be developed in multiple courses

**2.2 Center social justice in advanced studio courses.** As the backbone of our design program, it is crucial our studio curriculum begins a process of shifting towards a more anti-racist and decolonial practice. Students should have more opportunities to engage with design as a tool of anti-racism and colonialism. We recognize this may be a lot to ask of first year students as they are introduced to the design process.

- Offer at least one social justice centered advanced studio every quarter (or at least two per year), and require students to take at least one social justice centered advanced studio in order to graduate.
- Encourage more precedent projects and design projects from outside of Eurocentric perspective. This includes a critical look at Eurocentric design, infrastructure, materials, aesthetics, spatial preferences, etc.

#### **ACTIONS TAKEN:**

- In studio planning, department faculty/staff have started working with instructors early in planning to ensure diversity in advanced studio options (scales, topics, etc.)
- Many advanced seminars and special topics courses have a focus on social justice as well . For example, the Politics of Public Space, Design Justice seminar, Anti-Displacement Research studio, and the BE Authenticity Studio. As the department continues to offer these and other opportunities, these courses should be documented/called out in some way as addressing JEDI concerns..
- Space is often reserved in studio courses for students to develop self-directed integration of intersectional themes within studio exercises and projects.

- The CBE has recently entered into an agreement with the City of Seattle's Office of Planning and Community Development to pursue collaborations in coursework and research that directly supports underserved and disadvantaged communities in the City.

**FURTHER ACTION IDENTIFIED:**

- Develop a process for communicating potential studio options for the full academic year to students early to aid their course planning.
- Advocate for regularly offered social-justice-centered studios through CBE (BE Studios and BE Commons Curriculum)

**DISCUSSION:**

- Acknowledge the challenge of forecasting future advanced studios with complete accuracy
- History of doing one-off studios with particular communities is not as helpful as longer term commitment to a group, where studios build on one another. On the other hand, we acknowledge that extended community involvement in studios can lead to burnout and/or limited bandwidth from community members who have other commitments. Lastly, there is a noted challenge of managing expectations in studios where proposals and community responses are counter to larger ongoing processes.
- Consideration of social justice or JEDI work and perspectives should not be restricted to studios

***2.3 Position 300 level courses, and also pre-program, 100- and 200-level courses to focus on spatial justice.***

The emphasis of these introductory courses as courses about justice will both provide an ethical foundation for students beginning their study of landscape architecture as well as a recruitment tool aimed at the wider audience of the UW community.

- Potentially draw undergraduate students from departments across the university: CBE students, Social Sciences, Public Health students, Social Work students, etc.
- Leverage adjunct faculty positions for recruitment to attract a wider range of potential undergraduate students for the BLA program.
- Students can begin their exploration into landscape architecture thinking about social/spatial justice in the built environment.

**ACTIONS TAKEN:**

- Since 2020, L ARCH 361 Human Experience of Place has fulfilled the UW Diversity Requirement. This designation acknowledges the course has a specific focus on the sociocultural, political, and/or economic diversity of the human experience at local, regional, or global levels. To date, this is the one L ARCH course with this designation.

**FURTHER ACTION IDENTIFIED:**

- Existing course descriptions in the Time Schedule / Course Catalog are often outdated and do not always reflect the incorporation of JEDI issues and critical approaches in more recent versions of the course. Department Curriculum Committee to audit and update course descriptions in UW Course Catalog to reflect current focus of the course.

**DISCUSSION:**

- Currently instructors for 200-level and 300-level courses have significant freedom to shape their course syllabus. Implementing this recommendation would require providing more scaffolding of these courses for these faculty.

***2.4 Develop a required course on spatial justice in landscape architecture in the first year of the program.***

This course could take many forms and include a long list of topics related to design justice. See potential topics in recommendation below.

**ACTIONS TAKEN:**



- Winter 402 studio collaborated with Mithun building on their community process and participated in the GND Superstudio. The studio took on a design justice / workforce development focus relative to social and environmental infrastructure with stormwater management. These are themes 402 will continue to explore as a Foundation Studio.

**FURTHER ACTION IDENTIFIED:**

- Faculty offering a social justice perspective or module should consider recording and reporting on this for accumulated dept information on these strategies. Explore other possibilities for a course focused on JEDI that is not necessarily restricted to the first year or to studios only.

**DISCUSSION:**

- Limitations around incorporating a class within the first year have to do with the already existing/very full course load required. Additionally, department history/pedagogy has made past commitments not to work with a client in the first year of studios, so can this be addressed with a theoretical studio? LArch 302 might be an ideal context. A student noted feeling underprepared in advanced studios for this and would have appreciated working with a community the first year. It would be helpful to decide as a faculty whether a community engagement component / client / service-learning should be included in 402.
- Course options: potential for colloquia, which could be open to the entire department, or a seminar that grounds and prepares for community engagement in more advanced studios/courses. Studios could include an advanced history/theory studio in a community (relate to UMichigan studio with Joan Nassauer), or a speculative histories studio opportunity (e.g. Kristi Cheramie).
- Contradictions are inherent in community processes and the length of an academic term as this takes a lot of energy, and there is a need for compensation. This requires a careful approach balancing community and learning benefits. Perhaps this can happen through the capstone studio, as the 2 quarters would allow for a reasonable timeline for implementation.
- Working with different communities was a strong part of the BLA curriculum. There seems to always be reticence in doing this, confidence is gained with continued practice.

**2.5 Develop a Design Justice concentration, certificate, or minor.** This will attract students interested in design justice, and create spaces for Black students, Indigenous students and Students of Color to learn how to use design to unmake systems of oppression in the built environment. It is also important to acknowledge the limitations of our field in unmaking these systems. Below are a list of topics that could be their own courses or studio focus, or combined into a spatial justice course.

- Develop a course on community engagement that explores the nuances of successful, non-extractive participatory practices that empower communities over long term connections and compensate for community members' time.
- Develop a course on accessible landscapes and the history or accessibility.
- Design-build studios working with local underserved communities.
  - Consider [this model](#) of local community engagement from the Rural Studio as a precedent.

**ACTIONS TAKEN:**

None taken at this moment.

**FURTHER ACTION IDENTIFIED:**

- Advisors can informally support students seeking to study design justice by identifying relevant courses that meet selective requirements each quarter.
- Create a plan to trial work around developing this certificate/concentration/minor. Incorporate this planning / discussion into the Department Strategic Planning process.

**DISCUSSION:**

What is the potential for Design Justice Certificate/Concentration with a series of courses that comprise this? Could/should DJ Concentration include other relevant, interdisciplinary courses, such as Social Work? Consider a rotating series of seminars to allow for inclusion of students of different cultural competencies across UW.

#### *COLLEGE-WIDE CERTIFICATE*

- Relates to CBE Strategic Plan, consider for recruitment. Consider connecting with Public Health, Social Work.
- Certificates need a College/Dept "home" and therefore can't be jointly administered across colleges. If hosted within our department, there is no ability to control what courses are offered in other departments.
- There are no surface requirements for a certificate, since courses that are offered throughout the year are negotiated. However, the department must balance a menu of offerings to fulfill different accreditation requirements, such as a "methods" course.
- Funding considerations for a certificate comes primarily from staff support necessary for advising of and advertising for the certificate, amongst other administrative needs.

#### *DEPARTMENT BASED CONCENTRATION*

- Precedents: UDP has a series of formal concentrations which then inform course sequencing. There is an option to trial this informally and evolve into something more formal later.
- Formal Concentrations require more staff support, which is not tenable at the moment given staffing limitations. New ways of effective management are needed with regards to staffing infrastructure, since this requires keeping up with changes in course offerings across UW each year.

#### *INFORMAL MODELS*

- How is the Dept. going to incorporate these desires if we don't offer a Certificate? When teaching individual studios and seminars, can we allow students to define the lens through which they approach their project? While there is noted support for this method, students are also looking for courses where this is centered in particular.
- We can start with an informal, but department-supported model where we identify available and relevant courses across UW. Currently there are courses identified each quarter for particular areas of study that are "Selectives" and reflect issues around/relevant to design justice.
- An even more informal pathway is to allow students to develop this individually and represent it in their portfolio.

### ***2.6 Connect the department's ecological focus and plant curriculum to Indigenous landscape management and plant practices.***

In order to decolonize our curriculum we must incorporate ethnobotanical content into studios, planting design courses, and plant related seminars. It is important to interrogate how we as spatial designers and landscape architects relate to the land and non-human life.

- Seek mutually enriching collaboration with Indigenous communities to gain knowledge about landscape design and management. These relationships must be reciprocal and non-extractive. ○ Refer to this program at the University of British Columbia, on Indigenous Community Planning.
- Invite Indigenous guest lecturers and Indigenous instructors regularly for various learning opportunities.
- Compensate Indigenous practitioners and guest lecturers for their time.
- Incorporate local Indigenous plant names into our Plants curriculum.
- Introduce plant relationship webs into Plants curriculum - not just plants as isolated objects. • Professor Peña from the anthropology department (teaches about agroecology, food sovereignty and related topics) would be a good resource for having conversations about Indigenous land management and plant relationships.

#### **ACTIONS TAKEN:**

- Brooke Sullivan had conversations with UBC around meaningfully supporting indigenous knowledge without falling into practices that continue predatory extraction, especially with regards to conservation and restoration broadly.
- Ken Yocom is also working directly with Duwamish Tribal Services on several community-based projects that include student involvement in designing and developing a curriculum at the arboretum and botanic gardens that articulate Indigenous perspectives and use of endemic species in their collection.
- Indigenous speakers are regularly invited to and compensated for their time in studio and lecture courses (L ARCH 403 and L ARCH 424).
- In Spring 2021, L ARCH 423 Plant ID included indigenous names + 'plant relationships/webs'.

- In Spring 2021, L ARCH 403 Studio included collaborations with Tim Lehman, Seattle Parks and [Na'ah Illahee](#) on cultivating wild indigenous foods in the context of urban landscapes.

**FURTHER ACTION IDENTIFIED:**

- A Salish language expert would be invaluable to ensure the use of names and relationships are meaningfully integrated and applied in this context.

**DISCUSSION:**

- Being written by a non-native author, there is the potential for this to be considered as predatory of indigenous knowledge - how do we ensure that there is continued, meaningful support of indigenous peoples?
- Curriculum wise, how do we balance the 'rigor' of intellectual demands between plant ID and ethnobotany and maintenance in one course, as each is a full course of their own? This may necessitate further/broader discussion of curriculum and department foci.
- There is an opportunity to collaborate with faculty in UW Dept of American Indian Studies.
- There is a book forthcoming exploring these topics by localish naturalists/writers authors including Elizabeth Bradfield.

**2.7 Update Research Methods course.** Colonialism, patriarchy, white supremacy, and other forms of oppression were integral to the development of academic research, and any attempt to engage in equitable research practices must start with a recognition and analysis of the historic and ongoing impacts of the research community.

- The course should include an initial overview of the historically harmful aspects of academic research, multiple epistemologies, a recognition of power relations inherent in much research, and provide avenues for a respectful co-production of knowledge for positive change.
- Offer an anti-racist, anti-oppressive and decolonial approach to research methods in contemporary social sciences and landscape architecture specifically.
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**ACTIONS TAKEN:**

- Lynne Manzo reached out to students to advise on concerns about the course. She revised the syllabus and reading. She taught the revision in Spring 2021 with an integration of literature and approaches that examine the role of power in research, different ways of knowing, and community engagement methods that are more socially responsible and not extractive.

**FURTHER ACTION IDENTIFIED:**

- If the instructor continues to change in future years, there needs to be some continuity and oversight so that these issues of power and oppression in research continue to get addressed in future classes.

**DISCUSSION:**

- Part of the challenge in ensuring justice and ethics around research is addressed consistently is that this course has been taught by different faculty, adjuncts and visiting scholars over the years. In recent years, more concerns about the need for the class to address colonialism, patriarchy and other systems of oppression have arisen. Lynne was asked to take on the class in the AY 20-21 to substantially revise it. Course evaluations do not indicate continuing concerns with the revised class, but there is a need to stay vigilant for these issues when teaching a research methods course.

**2.8 Update History curriculum and related Theory courses.** It is important to acknowledge the Eurocentric whiteness of the landscape architectural historical canon. Colonial and racist systemic structures have influenced cultural biases in the way landscape architectural history is taught and framed. It is important to have multiple voices designing our history curriculum.

- All students should understand historical inequities and injustices in landscape architectural history and the history of the built environment.
- Seek opportunities to support research and writing on landscape outside of traditional Eurocentric and colonial based systems and voices.

- Understand the significance of non-Eurocentric content being deprioritized in curriculum. • Collaborate with voices beyond the department who occupy different cultural, ethnic, and racial perspectives on landscape history and theory.
- Incorporate land use history and consider the political/social ramifications of colonial narratives. • Consider the creation of a global landscape history course.
- Consider the creation of a local landscape history course which focuses on our ecoregion and the North American west coast.
- Incorporate interrogation of aesthetics as deeply cultural ideas, often rooted in whiteness. • Integrate the theory and history curriculums so that theory is situated within its historical context, and history is contextualized by theoretical critiques. This may look like blending the departmental offerings so that there is a 2 quarter continuous sequence of an integrated course telling the history of theory and its contemporaneous impact on the built environment.

#### **ACTIONS TAKEN:**

- Several instructors for these courses in the past two years have revised the syllabus to reflect these concerns. In particular, Elizabeth Umbanhowar and Maria Taylor have made significant changes to the readings, topics and assignments for these courses.
- Collaboration outside of the department have helped these endeavors. For example, Maria Taylor served on the CBE History-Theory-Futures working group, a college-wide advisory group for the CBE Strategic Plan. Efforts made to engage more student participation in this group.

#### **FURTHER ACTION IDENTIFIED:**

- Identify UW//LA faculty member to participate in the History-Theory-Futures working group to champion these recommendations.
- Identify more guest speakers and recorded lectures to watch, particularly those with Seattle or PNW expertise and "occupy different cultural, ethnic, and racial perspectives on landscape history and theory."
- Conversation is needed among all faculty about what the expectations are for students knowing the history of the profession (recognizing good/bad/indifferent aspects) versus learning about historical land- and place-engagement outside the profession.

#### **DISCUSSION:**

- Although changes can be made within a course to include/update material, there are limitations to deep engagement constrained by competing functions of these classes, particularly LA352/353. As is, these are large lecture courses that satisfy UW I&S, VLPA and Writing Credit requirements, enroll from all-campus and pre-major students, and are some students' first encounter with the field of landscape architecture.
- Adding additional course options would increase flexibility and breadth of curriculum, making it easier to incorporate/respond to these requests. If the objective is to incorporate/respond within the existing curriculum, then more 'canonical' material will get dropped.
- With the return of Thaisa Way in AY2022/23 we anticipate a significant overhaul of the curriculum in the History courses to more adequately address these concerns.

**2.9 Update Professional Practice course.** The Professional Practice curriculum provides a platform to begin to dissect problematic and racist features of our design practice post graduation.

- Demonstrate models on non-traditional practice and non-traditional career paths in landscape architecture, including non-profit work, and design activism routes.
- Interrogate traditional models and provide examples of new types of firms doing "traditional" practice in new ways, examples of groups like NAMLA, NOMA, Design As Protest, and other design justice collectives.
- Contextualize professionalisation within structures of racial and class hierarchies and exclusion.

#### **ACTIONS TAKEN:**

The following content was incorporated into L ARCH 473 Professional Practice beginning in Winter 2021.

- Lecture, readings and discussion to contextualize professionalism in general and landscape architecture in particular within racist, gender and classist structures; how landscape architecture supported systemic racist policies, etc. (Thaisa Way, *Unbounded Practice*; Kofi Boone, *Black Landscapes Matter*)

- Discussed impacts of "pluck (hard work) versus luck (birth/family advantages)" (David Labaree, *Pluck versus Luck*)

Discussed alternative paths in landscape architecture, hosted multiple panels of professionals who are actively engaged in alternative practices/paths (addressed the first and second points).

**FURTHER ACTION IDENTIFIED:**

- Consider how Professional Practice might address harassment and prepare students around their legal rights specific to the workplace. CM + Architecture have legal considerations in their curriculum and could be a resource.

**DISCUSSION:**

- Potential to bring in an HR person as a guest lecture. However, HR's role depends on firm culture (protecting the firm v. protecting the individual). HR can also be oppressive and used as a way to cover up harmful firm practices within the limits of legality.

**2.10 Adapt relevant Design Justice Demands set forth by the Design as Protest Collective.**

- Discontinue and prohibit studio courses related to supporting the carceral state, including designing for prisons and police stations.
- Reject CPTED tactics as an element of design education and take critical stance against tactics.
- Replace the use of Area Median Income (AMI) in discourse around affordability with more equitable metrics.

**ACTIONS TAKEN:**

- Faculty agreed that CPTED is something that students should be aware of but from a critical perspective. For example, this is covered in the Human Experience of Place class through a critical lens with room to discuss what is problematic and racist about it. Given that CPTED is popular in practice and one can get certified as a CPTED specialist, students should be educated about what it is and what is problematic about it from a JEDI perspective. Other classes that might address CPTED should also make room for criticism of it.

**FURTHER ACTION IDENTIFIED:**

- Staff and/or faculty need to review Design Justice Demands.
- Faculty should also consider the various Design Justice principles that are online. There are a number of them that are compelling and available online

**DISCUSSION:**

- What are specific equitable metrics?

## Section 3

# Departmental Culture

**3.1 Consider and address the ways white supremacy is embedded in the culture of the department and design education as a whole.** Design fields and design education are largely based on tenets of white supremacy and are exclusive to those with divergent learning styles or those who practice alternative cultural expressions of professionalism. As a world-class program that has the potential to truly reflect and be created by its diverse voices, UW landscape architecture has the resilience and strength to adapt to the needs of today and create a just and equitable future. Anti-racist work comes not only from our outward actions, but from our inner culture. A deep and thoughtful exploration of how white supremacy is embedded in the department's cultural norms will take time and patience, and is necessary for meaningful change.

- Features of white supremacy include intense course loads, rapid and frequent deadlines, and vague assignments.
- Consider the department's position in a lineage of Eurocentric education and ways of thinking.
- Consider the ways in which academic and professional standards can reflect white supremacist thinking.
- Consider Tema Okun's article "White Supremacy Culture"

### **ACTIONS TAKEN:**

- Since its release faculty and staff have met to review and address the concerns outline in the Task Force Recommendations
- The JEDI Committee created this report in response to these Task Force Recommendations, affirming a commitment to on-going reevaluation and challenging of white supremacy culture in the department.
- See Section 1.6 Actions Taken on Faculty Training in Spring 2021.
- Faculty regularly discuss student workloads in faculty meetings and other conversations. This also comes out in exit interviews between graduating students and department chairs

### **FURTHER ACTION IDENTIFIED:**

- The Department can develop a set of best practices for faculty to bring JEDI issues into the classroom.
- Make available a list of people as resources. Have faculty + staff self-identify for ways they can offer support to students (crucial for new students).Need to build this into Orientations and Open House events
- Map out Section 3 as a part of a network of goals and actions across the entire document within a smaller group that includes decision makers.
- Effectively engage with International students to make sure their needs and concerns are being addressed.
- The Department Diversity Statement should explicitly address and reflect on this recommendation (see section 1.2 for more on the Department Diversity Statement).
- Faculty do try to manage student workloads but ongoing vigilance to this concern is vital.

### **DISCUSSION:**

- Faculty can make statements within the classroom on commitment towards JEDI issues to students.
- Consider using the Undocumented student training model for allyship - UndocuAlly - once you are trained, you begin developing a good basis for allyship and can self-identify as such. Other examples: queer faculty might identify as resources for queer students, first-gens might self-identify to offer support for first-gen students, etc.
- Further exploration and work on allyship would be useful. Students are considering a survey or some way of opening conversation among the students to inquire about needs and concerns of international students

### **3.2 All faculty, instructors, lecturers, and staff must partake in equity and anti-racist trainings.**

We propose two types of training at different depths. One that is required for everyone to be repeated at regular intervals. A second is opt-in and facilitates individuals doing a deeper dive into anti-racist pedagogy that requires a sincere and long-term commitment.

- All instructors should understand the difference between equality, equity, and justice. • Visiting lecturers should be aware of basic anti-racist practices taken up by the department and be held accountable to those standards.
- Departmental budgets should reflect an investment in faculty and staff training.

#### **ACTIONS TAKEN:**

- See Section 1.6 Actions Taken on Faculty Training in Spring 2021.
- Faculty formed an "Anti-Oppression Reading Group" in August 2020 which is on-going (met every other week through June 2021, took summer break, and relaunched in October 2021. Working reading/resource list can be found [here](#).

#### **FURTHER ACTION IDENTIFIED:**

- Retain a department document tracking faculty/staff training for accountability to students.
- Provide continued training opportunities for faculty/staff outside of IDI
- Compile free trainings/videos as a resource for faculty/staff ex. UW: <https://hr.uw.edu/diversity/dei-related-trainings/pod-trainings/>
- Have an orientation for new faculty/lecturers at the start of the year/quarter to ensure some preparedness around JEDI concerns in the department.

#### **DISCUSSION:**

- Funding/access as limitations - are there funds available from the Dean's office for live trainings with experienced facilitators outside of IDI?
- Could be useful to have an organized mentorship for lecturers and new faculty, not just on a 1-on-1 basis but a kick-off/preparedness session at the start of the AY or quarter with all newer hires. This would establish a cohort of peers to share resources and experiences

### **3.3 Support BIPOC students.** It is essential to work to create a safe, welcoming, and supportive climate for BIPOC students within the department.

- Consider differing financial needs and different financial futures that students are faced with.
- Better integrate international students within our community.
- Do not require "perfect academic English" from students.
- Create a more robust TAs program to leverage work study opportunities for Black students, Indigenous students, International students, and Students of Color.
- Quality check course deadlines and pedagogical practices that could be harmful to non-white students.
- Consider student sensitivities to various places to be studied or visited. This can include rural places, explicitly racist or otherwise exclusive places.
- Develop stronger mentorship opportunities between faculty, staff and students of color.
- Strengthen mentorships of first-generation students.
- Create spaces for BIPOC students, faculty, and staff to meet and connect without white colleagues and peers.
- Create safe and secure channels for BIPOC students to report issues to faculty and staff.
- Consider separate, opt-in training / education sessions for white students, on how they can better create a supportive environment for their non-white peers.

#### **ACTIONS TAKEN:**

- Relayed to the Dean's Office that BIPOC students are interested in their own CBE-wide organization or affinity group. The Dean's Office is aware and working to support this effort. The CBE Diversity Council will help launch student-focused and student-led affinity groups.
- Staff have reviewed and changed processes around assigning TAs to include a more open application process with specific attention to creating equitable opportunities for BIPOC and international students.
- See Section 2 Curriculum for course related/pedagogical practices being enacted/discussed.

- Grievance Protocol policy developed to address reporting issues, with an option for anonymity to retain security around identity. See Section 1.6 for additional information.
- In collaboration with CBE Advancement, the Chair is working closely with several firms in the region to establish current-use and endowed support for BIPOC students.
- Nominate BIPOC students for CBE-wide work-study and research opportunities, including the ARC Fellowship (Seyyada Burney ('21-22) and Leila Jackson ('22-23)).

**FURTHER ACTION IDENTIFIED:**

- Create an evaluation tool/rubric/schedule to measure outcomes. This could be developed as part of the Department Diversity Plan (see Section 1.2).

**DISCUSSION:**

- Consider how mentorship and advising for BIPOC students can be shared and not just the work of formal Program Advisors. How do we make mentorship and advising for BIPOC students outreach systemic - how can all faculty participate in check-ins? Also need to recognize that BIPOC students might need/want BIPOC mentors.
- How do we consider and support the cultural needs of international students so that they feel comfortable engaging in these dialogues?
- Crossovers with other sections are critical. What are the challenges involved in measuring this/creating a rubric?

**3.4 Attract and recruit BIPOC Students.** The demographics of our department (and college) do not reflect the demographics of the larger University, the City of Seattle, or our country. Nor do our demographics represent the communities we strive to work with. This is an essential problem. Attracting and recruiting more racially and ethnically diverse cohorts of students follows supporting students because our departmental culture must begin to shift before we ask students of color to either do the work of shifting culture or assimilate to standards of whiteness.

- Learn from design programs adeptly attracting more diverse student cohorts.
- Energetically recruit Black students, Indigenous students and Students of Color.
- Actively attract BIPOC visiting scholars.
- Make connections with more undergraduate programs (including within UW) or high schools.
- Establish relationships with applicants from Historically Black Colleges and Universities and Black Student Union from UW and other similar regional BIPOC student groups.
- Establish relationships with local technical schools and community colleges. For example, students graduating from the Horticulture program at South Seattle College can enter our program with the ability to skip certain required courses.
  - Refer to City College of San Francisco's architecture program which frequently prepares students to transfer into UC Berkeley's undergraduate program.
- Connect to service programs such as DirtCorps, EarthCorps, TerraCorps, and AmeriCorps for recruitment.
- Clarify Western Regional Graduate Exchange Program for removing financial barriers in recruitment material. Better publicizing this opportunity may encourage more applicants overall. • Increased portfolio reviews for applicants and potential applicants.

**ACTIONS TAKEN:**

- Department staff are seeking ways to encourage/support the hiring of BIPOC instructors, as one way of providing a more supportive environment/culture for BIPOC students. Planning efforts to support BIPOC instructors include mentorship for new faculty, as well as peer mentorship. See section 1.4 Actions Taken for more detail.
- In Winter 2020 and 2021, UWASLA hosted a portfolio review to help support the BLA application process. The portfolio review is supported by the undergraduate program adviser and financially supported by the department.
- MLA admissions have and continue to use GO-MAP funding to attract and recruit BIPOC students to the graduate program.
- [UW Landscape Architecture Fund for Equity, Diversity, & Inclusion](#) was launched with one potential use being to "support students, staff, and faculty from minority groups currently underrepresented in the UW//LA



department, with an emphasis on developing strategies to recruit, admit, and support more Black students, Indigenous students, and students of color to the UW//LA program."

- [BIPOC landscape architecture scholarship](#). In April 2021, the department announced that the College of Built Environments and WSU's School of Design and Construction were working together with Site Workshop, Gustafson Guthrie Nichol (GGN), and Berger Partnership to create an endowed scholarship in their respective landscape architecture programs to support students who identify as Black, Indigenous, and People of Color (BIPOC).

#### **FURTHER ACTION IDENTIFIED:**

- Explore programs that have successfully recruited a more diverse student and faculty population.
- Develop an evaluation tool/rubric/schedule for recruiting strategies suggested.
- Better promote the JEDI scholarship fund, with a bigger effort through CBE Advancement and including it in outreach.
- Designate a specific point-person for accountability.

#### **DISCUSSION:**

- Consider a variety of kinds of support including recruitment and retention funding as well as resources beyond funding: physical and digital tools
- Crossovers with other sections are critical. What are the challenges involved in measuring this/creating a rubric?

### ***3.5 Invite BIPOC professionals, designers, artists and community members to participate in reviews, social events, the PAC, and other relationship building opportunities.***

We acknowledge the complexity involved in seeking out BIPOC folks for crucial, multiple perspectives while not tokenizing or further burdening individuals.

- Pay individuals for their time.
- Foster these relationships to create a robust network of private firms for potential internships, job opportunities, mentorships and learning opportunities.
- Consider how virtual events greatly increase the number of potential BIPOC reviewers and speakers.

#### **ACTIONS TAKEN:**

- Many faculty now invite BIPOC professionals as guest speakers in their classes and reviewers in studios. We are now paying guest speakers from the pooled course fee budget. Currently, the amount, across the board, is \$75. While nominal, it is still helpful and people who don't need it can give back if they wish (a speaker inquired about that).
- See Section 1.4 Actions Taken.

#### **FURTHER ACTION IDENTIFIED:**

- Seek funding streams for guest speakers & reviewers. There are DEI grants, such as the [Andrew Family Foundation Proposal](#) with a total of \$600,000 funds to be distributed over 3 years. Could also be used for scholarships for students, etc. Another possible source may be the US Dept of Education. UWASLA & JEDI have been looking at the GPSS budget for support speakers/guests.
- Standardize a formal process for paying and working with guest speakers. See Section 1.4 Actions Taken. This can be done by proactively making expectations explicit, including how they are contributing to department culture. Retroactive support may include use of Grievance Reporting Protocols.

#### **DISCUSSION:**

- How do we hold accountable professional reviewers and guests who have problematic dynamics in their workplace they bring to the review or make in their comments? How can we implement Grievance Reporting Protocols as part of our professional community's acting norms?

**3.6 Students should graduate from the program with cultural competency.** This broadly refers to a set of professional skills and cultural competencies that are beneficial for graduating a largely anti-racist workforce engaged in design justice. These lists are non-exhaustive.

**Professional Skills:**

- Conversation facilitation + managing interpersonal power and privilege
- Grant writing
- Audience sensitivity, including around graphics and communication
- Accessible representation
- Active listening skills
- Critical cartography

**Cultural Competencies:**

- History of racist urban design and environmental injustice
- History of racist and colonial environmentalism and conservation science • Inequities in the contemporary architecture, building, and construction industry • Landscape architecture's complicity in inequities in the built environment
- The nuances of successful, non-extractive community engagement
- The nuances of successful, non-extractive research
- Empathizing with how people historically and currently experience places differently • Seeing ADA guidelines not as a constraint to be worked around • Understanding demographics/socioeconomics of space and land use

**ACTIONS TAKEN:**

- The interdisciplinary BE 405/505 Cultural Placekeeping Studio taught by faculty members in the department has altered the cultural competency of students by centering core commitments to ongoing and lasting relationship building.
- A number of different classes in the department involved a wide range of BIPOC professionals to participate through guest lectures and as reviewers (see section 1.4 for additional details).
- L Arch 561 has centered JEDI issues even more than before.
- Professional Practice updated its curriculum this year (see section 2.9 for additional details).
- During Winter 2021 discussions, student leaders mentioned that students are noting shifts in a lot of class reading.

**FURTHER ACTION IDENTIFIED:**

- More training especially around managing the classroom (see section 3.1).
- Cultural competency growth metrics are needed that include action items/timelines. This could be integrated with the curriculum committee and possibly with the anti-oppression reading group as well.

**DISCUSSION:**

- How does time and money affect implementation, especially given the intensity of the quarter system?
- How will we be measuring people gaining cultural competency?
- Is there a way we can designate or find a set of learning goals that address cultural competency, then have a minimum number of those for each course to target?
- We also need to recognize the limitations of a cultural competency framework, which some have critiqued as using a white lens to approach diversity.