

## **Diversity Appraisal 2004**

**College of Architecture and Urban Planning  
University of Washington**

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## Introduction

The College of Architecture and Urban Planning is positively committed to and actively engaged in promoting diversity across all the dimensions and activities of the College. The approach we have taken is to maximally **integrate** our efforts into our long term plans and into our daily projects. On the one hand, this means that diversity related activities are very visible and explicitly discussed-critiqued on a regular basis. On the other hand, it increasingly means that we do not call attention to the actions as a separate agenda—diversity straightforwardly is more and more a part of what we do. For example, when the Department of Architecture redid its entire strategic plan this last year, at first “Diversity Development” was one of 5 distinct projects identified; but, after further discussion and reflection, it was decided that “Diversity” was not a separate dimension, somehow to be added onto the rest of what we were going to do. Rather, diversity development was affirmed as a vital aspect of all the other activities, and permeating them.

Of course, this does not mean that we do not have explicit goals and measures in place, but only that these are not separate from the rest of what we do. We have goals that allow us to attend to the successes and failures of seeking more underrepresented students, faculty, and staff in our recruiting and retention efforts; of engaging in service, scholarship, and teaching in ways that increase the awareness of the internal and external communities to the problems of a lack of diversity and the potentials for excellence when it is increased. Our current mission statements, strategic plans and goals, our Capital Campaign goals, and our operating “manuals,” all increasingly integrate dedication to increased diversity. It also should be noted, since all our departments provide professional degrees, that all of our Accreditation Agencies require that our Accreditation Reports and Evaluations include a diversity component.

As but one example of how this internalization occurs, here is what our Community and Environment Program say about the matter:

### CEP and Diversity -- An Integrative Approach

CEP has opted to follow an integrative approach to issues of diversity.

As a value, it is highlighted in our mission statement, in the Plumb Manual  
(the guiding document of the program), and in our Strategic Plan.

As a goal, we emphasize it in our admissions policies and practices and in our outreach efforts. And as a subject in its own right we bring it in to our governance meetings, our sponsored events (movie nights, Housing and Homelessness Month, clothes and food drives),

our curriculum, and in many of the independent projects of our students.

## Student Access and Opportunities

The College of Architecture and Urban Planning, along with its many private and public sector partners, and its associated professional communities, realizes that the deficit of participation by members of historically underrepresented groups can not be remedied with the current numbers of these groups graduating from college, with either undergraduate or graduate degrees. To be able to increase the numbers of graduates entering the professions or society in general, to increase the numbers of those receiving the Ph.D., and thus becoming teachers and role models at the most advanced university level—and thereby also making the climate of the academic and professional

worlds better—we all need to increase the number of students aware of, interested in, and successful at our areas of architecture, construction management, landscape architecture and urban design and planning. Therefore, along with community groups we engage in programs and projects to increase awareness and interest among elementary school and high school students.

Often these outreach efforts are combined with community service. For example, Professor Roxanne Hamilton in Landscape Architecture and Professor Sharon Sutton regularly undertake community service projects that not only accomplish substantial good in planning a community center, school, civic space, and so on, but engage youngsters in participatory processes where they learn what the design professions do and how they contribute to social and environmental well-being. Some of these projects are described in this section, others in the section on engagement with the external community.

Recruitment efforts are handled by each of the four departments as well as through college-wide interdisciplinary activities.

On a **College-wide** basis we engage with many supportive community and professional groups. For example, while the AIA has long had a Diversity Council that interacts with our Department of Architecture, our other Professional Advisory Councils have only small minority membership and are not able to contribute specific expertise as a group (thought they do provide individual advice and generate diversity scholarship funds, and so on). Last year we arranged for the AIA group to meet on campus (for the first time) and in an expanded “membership” in which members from other professions joined in. The strong multi-cultural, multi-ethnic group of professionals met with the Dean, all the Department Heads, the Associate Deans, and the Director of Development, as well as the usual Architecture faculty. The result was substantial learning on all sides and arrangements for continued projects, such as diversity development-recruitment at future professional events.

The **Department of Architecture** participates in numerous activities to recruit women and ethnic minority students. For example, "Booths for Success" is a department/college fair organized by the Office of Minority Affairs and is directed towards the recruitment of Washington State African American high school students. The Department is regularly in contact with Mary Tillotson, our liaison academic counselor in the Office of Minority Affairs. Joint activities have included information sessions specifically for EOP students; one on one appointments with student referrals; arranged meetings with visiting Latin/Latina high school students from central Washington. The Department also has initiated discussions on how our program can better accommodate students with physical disabilities.

The Department has produced brochures and posters to promote the program that have been distributed to other institutions considered to be likely sources of underrepresented minority applicants. There has been an effort to recruit minority candidates by mailings to interested candidates identified by Minority Education. Other recruitment efforts include participation in career fairs etc. on this campus and through the Student Chapter of the American Institute of Architects. The Department also maintains listings in the *A.C.S.A. Guide to Architecture Schools in America* and *Peterson's Guides*. The Chairman and Graduate Advisors meet with prospective students who are considering architecture as a career, and make themselves available to architecture undergraduates

from other schools who visit the UW. Considerable effort is expended to see that these people receive whatever information they need to select a graduate program.

The congruent professional associations such as AIA (American Institute of Architects) and the

The AWA (Association of Women Architects) open meetings and memberships for our students and fund scholarships (more on that below).

In the current Architecture Accreditation review, we stated that in addition to standard admission procedures (consideration of GRE, GPA, etc.), other criteria also are used. Validity studies by the Educational Testing Service have shown that G.R.E. scores and G.P.A. in non-architectural subjects are poor predictors of success in the program. Because the program requires a minimum of 36 credits of design studio (54 credits for those from non-architectural backgrounds), emphasis is placed on the portfolio and other application materials. Evidence of scholarship becomes a determining factor for admission only when the scholastic record is very strong or very weak. As a policy, Members of the admissions committees take into consideration the degree to which the applicant's record may have resulted from biasing influences and is not reflective of the applicant's potential for success in the program. There is also an effort to recognize the addition that an applicant might bring to the class due to his or her unique background or experience.

There has been a continued effort not only to recruit women and ethnic minority students, both of which have been traditionally under-represented in the architectural profession. The greatest success has been experienced in the number of women students graduating with professional degrees. **Prior to 1980, less than 10% of graduates were women. This has increased to 37% over the past three years. Currently women constitute 42% of students in the program.**

The single most effective recruiting activity has been current students in the program personally contacting applicants considered to be top candidates by the Admissions Committee. Recruiting scholarships are offered to these candidates, particularly when it is determined through contact with the applicant that financial considerations will be the deciding factor in their selection of a school. Sources for the scholarships include the single tuition waiver granted by the Graduate School, typically 3-4 tuition waivers granted by Minority Education to attract minority applicants, and scholarship trusts controlled by the Department. This latter category has provided approximately \$40,000 in recruitment scholarships annually with the average award being \$2,000-3,000. Because of limited funds and the length of the program, the Department is cautious in attracting students through large scholarships who likely would require support throughout the program—a problem that is being addressed though efforts as part of the Capital Campaign.

The CEEDS program, directed by Professor Sharon Sutton, involves many departments in addition to architecture. She has successfully recruited an African American female into the M. Arch. Program, as well as administrating the Denice Johnson Hunt Internship which carries out a project each year to introduce architecture to students in underserved areas. The program has facilitated interactive participation in relation to Seattle waterfront development, involving youth visioning sessions. She also has hired a minority part-time staff person and a student assistant.

**Landscape Architecture** encourages minority students taking courses to apply to the program but the actual numbers of applicants remains very low, partly because of the limited candidate pool of UW undergraduate minorities and partly because the LA profession is relatively little known and rarely discussed in high school or undergraduate settings. The profession is typically not one that has many minorities as role models, although it is one of the most gender balanced professions. This is why the department emphasizes outreach efforts such Professor Hamilton's with Native Americans, or Professor Julie Johnson's, who works on outdoor learning environments, especially for young people.

**Construction Management**'s undergraduate construction management program is an upper-division program. Applicants are recruited from among the lower division students at the University of Washington and students enrolled in community colleges. The pool of applicants received each year lacks both the ethnic and gender diversity that the department would like. Women and minority graduates of the program make presentations to high school and community college students in an attempt to attract a more diverse pool of applicants. The graduate student population is more diverse in gender than is the undergraduate student population, but minority students are still significantly underrepresented, primarily due to a lack of interest in construction management. The department conducts three public information meetings each year that are advertised in local newspapers in an effort to attract a more diverse pool of applicants.

**Urban Design and Planning** has a strong commitment to a diverse student body. We offer admissions, on average, to about half of the minority applicants. The actual enrollment figures, however, have fluctuated from 1/12 to 3/5 of those offered admissions. Of the students enrolled in the program, we are less able to attract Hispanic and African Americans, although this past year, we had 3 Hispanic Americans and 1 American Indian enrolled in the program. Both UD&PI faculty and students are concerned about the situation and actively engaged in ways to improve participation by underrepresented groups.

Though this Assessment does not focus on statistics, one set is worth considering to see the drop-off between applications and offers and "conversion" into actual enrollment and attendance. Even before we get to retention, there is a major problem.

Master's in Urban Planning Minorities Information			
<i>Admissions</i>	<i>Applicants</i>	<i>Offers</i>	<i>Enrolled</i>
Autumn 03	22	10	2
Autumn 02	18	11	6
Autumn 01	17	12	1
Autumn 00	10	5	3
Autumn 99	17	9	4

Total Enrollment	
Autumn 03	10
Autumn 02	11
Autumn 01	7
Autumn 00	12
Autumn 99	8

In order to expand enrollment of underrepresented minorities in the department's program, we have undertaken a number of steps this year:

- we prepared a Diversity Plan for the program, and applied for a GOMAP fellowship, which we obtained. As a result, we were able to recruit a Mexican American student, who will be entering the program in the Fall.
- we are negotiating an exchange program with Jackson State University's Department of Urban and Regional Planning. The Chairs of both programs met in Jackson, MS in June of 2004 to explore the program, and Dean Johnnella Butler will assist us in this effort.
- we are exploring an outreach program with the University of Arizona to increase our applicant pool of Hispanic American students.
- finally, since most students learn about our program from our web site, we will be revising our web page this summer to ensure that it projects an image of our program as welcoming of a diverse student body.

The **Community and Environment Program** (part of the Department of Urban Design and Planning) is especially active in minority recruitment and outreach. In accordance with CEP's Strategic Plan's Goals and Objectives the CEP students, faculty and staff have significantly increased our efforts and focus toward the outreach and recruitment of a more diverse student population, as well as integrating ideas into the CEP curriculum (see CEP Strategic Plan: Goal 1, objective 3; Goal 2, objectives 1 and 4; Goal 4, objective 4; Goal 7, objective 1). Some of these efforts include attending events that draw minority and multicultural students: Philippine community event, pista sa nayon, and Gay Pride Weekend among others. This summer our students are tabling at events with CANDO. **One of the most significant quantitative results of these efforts is the increase in minority and multicultural incoming juniors from 5% to 25% ( 2003 to 2004.)**

Obviously, in addition to developing a greater number of interested and eligible students from elementary--school and high-school and in addition to providing a more welcoming climate at the College and University, lack of supportive resources remains a major barrier to increasing attendance by members of underrepresented communities. To continue to try to remedy this situation, all the departments and the college as whole have made the generation of student scholarships and fellowships a major goal in the Capital Campaign. Here are some of the major aspects of that thrust: to improve Diverse Student Access and Opportunities.

#### **Denice Johnson Hunt Endowed Fund**

Established in 2001, this fund, whose current market value is approximately \$30,000, provides support to a deserving graduate and undergraduate student to carry out an independent learning plan that increases awareness of architecture and urban design among children attending the public school system.

A native of Jamaica, Denice Johnson Hunt, AIA, practiced architecture and urban design in both the private and public sectors. She was deputy chief of staff to Seattle Mayor Norman Rice and served as the 1995 President of the Seattle chapter of the American Institute of Architects (AIA Seattle), becoming the first woman of African descent in the nation to hold this position. Denice particularly enjoyed working with young people and sharing her story as a woman of color who brought a rich cultural expression to her practice of architecture and urban design. Whether working for private firms or as a public official, Denice always drew young citizens into a discussion of major city proposals, thus enlarging the pool of minority and disadvantaged persons who were able to access the planning and design professions.

Immediately following Denice's death on December 25, 1997 at age 49, the Hunt family and the AIA Seattle Diversity Committee established the nucleus of a fund to honor her memory. The fund's location in the University of Washington's College of Architecture and Urban Planning is propitious as the College is one of a handful of planning and design schools in the country that has made a serious commitment to export its knowledge to the public schools. By creating a fund that advances the College's groundbreaking work in elementary and secondary education, the Hunt family and AIA Seattle have helped assure a progressive academic context for continuing Denice's legacy.

Annual distributions from this endowment are approximately \$1,400, which is awarded to a single student in the form of a nine-month internship. In the fall of 2003, the AIA Seattle Diversity Roundtable selected Yamani Hernandez, a first-year Master of Architecture student, as the 2003-2004 Denice Johnson Hunt K-12 intern. She carried out her project, "In a Girl's World," with seventh- and eighth-grade girls attending an after-school program at Madrona K-8 School in the Central District.

#### **AIA Seattle Student Support Fund for Diversity**

Established in 2004 with a gift of \$25,000, the purpose of this fund is to provide financial awards to graduate students in the Department of Architecture with a preference for students who are underrepresented minorities.

Since 1986, the AIA Seattle Diversity Roundtable has given an annual scholarship award to one or more architecture students at the University of Washington. With the creation of this endowment, AIA Seattle has made it possible for this award of financial support to continue on a permanent basis. The Diversity Roundtable has also developed the Summer Solstice program as an annual social event and forum for addressing current issues relevant to women and minorities in the profession, with all proceeds from generous participants and sponsors dedicated to advancement of the Roundtable's goals, including the continued growth of this endowment.

Because of this background, the donor has a strong interest in providing financial assistance to graduate students from underrepresented minority groups at the University. Given this interest, the donor recognizes that this fund will help support the University's commitment to a diverse student population, one that includes individuals of varying ages, genders, races, national origins, talents, etc., and those from underrepresented populations and/or economically disadvantaged backgrounds.

The funds for this endowment were invested in the Consolidated Endowment Fund (CEF) on July 1, 2004. The endowment has not yet produced any distributions.

### **Unico Properties Endowed Fellowship for Diversity**

Established in 2003 with a pledge of \$125,000, the purpose of this fellowship is to provide assistance to graduate students studying real estate at the Runstad Center for Real Estate Studies in the College of Architecture and Urban Planning who are members of underrepresented minority groups as defined by the University.

Unico Properties, Inc., which is headquartered in Seattle, is one of the largest fully integrated commercial real estate firms in the Northwest. In addition, Unico has a longstanding and valued relationship with the University, having served as manager of the majority of the University's Metropolitan tract properties since 1954. Because of Unico's desire to strengthen the real estate profession by facilitating the education of creative and promising young people who might otherwise face difficulties in accessing the University's real estate program, Unico has chosen to establish an endowment that will provide financial assistance to graduate students from underrepresented minority populations who wish to study real estate at the University.

The first pledge payment of \$25,000 for this endowment was made in May 2003. The funds will be invested in the CEF when they reach the endowment minimum of \$100,000 in 2006.

### **Mulvanny G2 Endowment in Memory of Gerald Vammen**

Established in July 2003 with a gift of \$25,000, this endowment provides support to the Department of Architecture at the discretion of the dean or his designees. In creating this endowment, the donor wished to promote cultural diversity within Architecture profession through the support of studios, workshops, charrettes, international visitors, and faculty/student travel outside the United States. MulvannyG2 pledged an additional \$25,000 to the endowment in December 2003 and also made a current use gift of \$5,000 to support the purposes of the endowment at that time.

The funds for this endowment were invested in the Consolidated Endowment Fund (CEF) on July 1, 2003. FY2004 distributions were approximately \$700.

### **Association for Women in Architecture Scholarship (not endowed)**

The Association for Women in Architecture (AWA) awards several current-use scholarships to the departments of Architecture and Landscape Architecture on an annual basis. In FY2004, the AWA awarded two scholarships of \$1,000 each and two scholarships of \$500 each to deserving undergraduate and graduate students in the two departments. The stated criteria for the scholarships are academic merit, financial need, and demonstrated community participation or a general interest in social responsibility, with a preference for female students.

## Student Development and Retention

The **College and the Department of Architecture** both sponsor scholarships for all students in architecture, who apply for these at the end of Winter Quarter, and are selected in Spring Quarter for the following academic year. Many of these are specifically for encouraging diversity in the program. The AIA Seattle has recently established an endowment, to provide financial awards to graduate students in the Department of Architecture with a preference for students who are underrepresented minorities. The Jay Bee fund was established to assist a female architecture student. The Chinn Memorial scholarship, Cultural Diversity Scholarship, Association of Women Architect's Scholarship are more examples.

The Department also awards annually: Alpha Rho Chi Bronze Medal, in recognition of leadership ability, willing service and promise of professional merit. The Henry Adams Medal and Certificate, by the AIA , for top-ranking students, Architecture Faculty Medal, and Architecture Thesis Awards. Undergraduate awards include: the Undergraduate Architecture Certificate for High scholarship, the Faculty Certificate in Recognition of Outstanding Leadership; and Architecture Faculty Certificate. Women and minority students are often recipients of these awards.

**Since not only recruitment, but graduation matters,** the Department expends considerable effort on continuing success. It has awarded an average of 45 Master of Architecture degrees per year from an average new student enrollment of 50 students per year, resulting in an overall attrition rate of 10% for the program. The primary attrition occurs during the first year of the program among students from non-architectural backgrounds. These students make up approximately one half of the class at year two when they are combined at the same level with new students entering from pre-professional backgrounds. Of the students who enter year two, 5.8% do not complete years two and three, and an additional 2.1% fail to complete the thesis within the six-year time limit. Very few students (less than 1%) are dropped from the program for low scholarship. Most students who leave the program elect to do so for personal or financial reasons.

Student attrition is not a problem in **Construction Management** programs. Each student is assigned an advisor who acts as a mentor to the student throughout her or his course of study. Few students drop out after being admitted to either the undergraduate or graduate programs.

Once students are enrolled in the **Urban Design and Planning** Program, the chair and faculty endeavor to place them in internships and as research assistants. We have been successful in securing assistantships and internships for **all** of our minority students over the past few years. This means that student success is integrally bound up with engagement with the External Community—though this is a separate section below, since the dimensions are not really separable, this example is provided here and will not be repeated in the “proper” section. The Department has a Professionals Council, which is made up of over 30 engaged and dedicated senior professionals, many of them alumni of the program. This Council develops an annual program of events for our

students and faculty, which includes mentorship and career development and networking. The Council members serve as good will ambassadors of our program to the professional community. Past presidents of the Council have also served as the state's President of the American Planning Association, and the chair of UDP is an ex-officio member of the Executive Board of the Washington chapter of the American Planning Association.

This past year, the Professionals Council successfully recruited two underrepresented minority members for the Council, and formed a committee to work with the chair to raise funds from the APA state chapter for a Diversity Fellowship.

### Engagement with External Community

**Landscape Architecture's** Lecturer Hamilton and Professor Winterbottom participated in the

IslandWood Artist in Residence program this spring. This exposed minority and other children from Seattle Schools to landscape architecture through engaging field activities that combine art and science. Professor Johnson has worked with several schools and supervised a graduate student's work at T. T. Minor school and his thesis for the New School Foundation's school at Rainier Beach. These efforts have exposed school children to the profession of LA. Professors Hou and Manzo are participants in the HUD grant in the Yakima Valley, a three-year, multi-disciplinary project with architecture aimed to develop self-sustaining capacity in the largely ex-migrant farm worker community.

**Construction Management's** Chair serves on the advisory boards for the construction management programs at Edmonds Community College and Renton Technical College and the construction career academy at Franklin High School in the Seattle School District. He also serves as a member of the Construction Careers Committee of the Associated General Contractors of Washington Education Foundation. In each position, he helps to shape educational programs and to attract young men and women to careers in the construction industry.

The Department of Architecture offers courses accessible by the professional community and citizens of the area, through the extension program. One example is the Design Firm Leadership and Management Certificate Program, which is entering into its third successful year. Also, there are several programs in the Graduate offerings that provide the students an opportunity to experience other cultures and areas of the world: the Rome Program, which takes

graduate and undergraduate students to that city each year, the Design/Build program in Mexico, the Strawbale Housing program in Montana, Migrant housing program in Eastern Washington - Yakima Valley, Toppenish, Wapato, WA. The Chair and faculty have an active interaction with the professional architecture community in Seattle and surrounding area, with the Advisory

Council, hiring professionals each quarter to teach courses in the regular curriculum, and invite professionals as jurors and reviewers for studio midterms, finals and thesis presentations.

Spring quarter the Department invited Glenn Murcutt, Callison Distinguished Visiting Professor, and winner of the 2002 Pritzker Architecture Prize, to conduct a studio with the graduate students, though the difficulties in our hiring and paying international faculty

may have resulted in a step backward for promoting geographical and cultural diversity. See also the section on CEEDS above.

The **CEP Program** conducts Housing, Homelessness, and Hunger Month: "Triple H" month has become an annual tradition in CEP. Started three years ago by CEP students to bring these issues to the attention of the university community through lectures, panel discussions, and demonstrations, Triple H month continues to grow. This year a "hunger dinner" was added to the agenda that illustrated global food disparities.

### Staff and Administrative Diversity

The Dean's Office has 3 Associate Deans; up to just now, when two positions are turning over, 2 of whom were women; 2 of whom (1 male, 1 female), Jewish—this Assessment does not generally include an inventory on religious diversity, but we include it here as an indication of concern for all dimensions of diversity, including those of administrative leadership. The College's senior staff administrator is a Woman. In the departments: the Chair of Urban Design and Planning is a Cuban-American woman; the Chair of Architecture is an Indian male.

Staff in the College are amazingly patient, remaining with us for an unusually long time. When I first came I found out that over half of staff had been here for 20 years or more. One consequence of this positive loyalty is that there is little turnover and few new hires. The Department of Construction Management has only two administrative staff members; one is Caucasian, and the other is African-American. One of the 2 Landscape Architecture staff is a Native American. Urban Design and Planning has not had a staff vacancy in the last 10 years. The Department of Architecture has a support staff of eight classified and professional, of whom one is Asian and one is Native American (both professional staff).

### Faculty Diversity

The College's and Departments' major effort in this area has been to develop a consistently more diverse set of highly-qualified applicants for our positions. We have been successful in this regard, in recent years drawing more women and racially-ethnically diverse applicants. The effort has paid off not only at the level of those who are finalists and visit campus, but gradually in hires.

The Department of **Construction Management** has attempted to achieve greater diversity with each new faculty hire. In its last search in 2002, we offered a position to an African-American applicant who was exceptionally well qualified for the position. Unfortunately, he accepted an offer from another outstanding University. In the second to the last search, we were able to hire a Hispanic faculty member. We were able to hire a female adjunct faculty member last year, and have hired a Hispanic adjunct faculty member for this autumn. We anticipate another search in the coming year, and we hope to attract qualified female and minority applicants.

**Urban Design and Planning** faculty include 5 tenured women, including one Asian American and one Hispanic American. Three of these women have full professor rank, and the other two are associate professors. In addition, this past year, we had a male acting assistant professor who was Indian. When we recruit for faculty, we give every

consideration to minority candidates. Unfortunately, the areas of specialization in which we have conducted searches over the past few years do not attract many underrepresented minorities. Many African American and Hispanic American Ph.D.s concentrate in areas of community development or housing, areas in which we have not had openings. We are seeking the resources in the Capital Campaign to hire distinguished African-American graduates as part-time faculty. We have cooperated with the College of Arts and Sciences to provide a part-time position for a diversity partner hire.

In 2003-4, The **Architecture** department faculty members included 25 FTE plus 50 part time lecturers throughout the academic year. Of these, there is one tenured female African American, three full time and one part time Asian/Pacific Island (two tenured), one Hispanic tenured. Women faculty include two full time, five part time, plus 15 lecturers part time. During the 2003-4 academic year, a faculty search for Assistant Professor, Architecture and Urban Design, generated a final pool to be interviewed that consisted of 2 women, 1 African-American, and 1 White male, with the final result of hiring of an international woman candidate, with specialization in international programs. As well, with the support of the Provost, the Department added a woman spousal appointment, to begin teaching 2004.

**Landscape Architecture** had its last hires in one burst, all 3 in 2001: 2 of the new faculty were women and 1 an Asian male.

### Curriculum and Research

#### **The Proof is in the Practice-Projects**

The **Architecture** curriculum has considerably broadened opportunities for encouraging diversity in recent years. The Universal Design (Arch 447) course includes accommodation for cultural diversity as a major consideration. Studios offered during 2003-4 include: A Landmark for a Culturally Diverse Neighborhood, Arab-American Cultural Center of Seattle, Storefront Studio 1.0 White Center, Architecture and Children: A House and Garden for Learning, Indigenous Architecture Informs Sustainable Housing, Community Leadership Practices - including diversity as a goal, Delridge Neighborhood Development Corporation, Design/Build Studio in the Danny Wood International District Community Garden. Other courses including diversity include: Urban Design/Historic Preservation, Greenspaces (interdisciplinary taught by Landscape Arch), Health Care Planning and Design, Sustainable Practices in the Built Environment, Sustainable Practices for Rural Housing (American Indian Housing Initiative).

The thesis students researched and presented the following topics including issues of diversity: Little Green Houses: Territorial Cultivation in the Rainier Valley; A Center of Vitality: Medical Dental Clinic & Outreach, Tiwi, Philippines; Revitalization of the Ninilchik Spit, Ninilchik, Alaska; Design for a Shifting Landscape: The Nisqually Public House and Fish Camp; Skid Road Homeless Help Center; Fremont Community Center on BF Day School Grounds; Yakima Senior: An Independent and Assisted Living Community for the Elderly; At the

Water's Edge: A Design for the Seward Park Women's Mikvah; Hinge: Low Income Housing for Ballard; Plays Well with Others: A Child Care Center in Downtown Seattle.

Research Grants include:

- a major Ford Foundation grant, specifically focusing on diversity -- CEEDS for Change: Constructing a Social Justice Framework for Youth Service
- a substantial HUD grant for work with Farm worker community in Spanish Speaking neighborhoods in Yakima: Community Futures.

The **Community and Environment Program** curriculum includes Junior Year Projects in which all students engage in a year-long community-based project developed in partnership with a community organization. This past year, two of the three projects dealt explicitly with issues of economic, cultural, and racial diversity.

- Environmental Needs Assessment: This project measured in three of Seattle's most diverse neighborhoods: Rainier Valley, the Central District, and South Park. Students began by conducting neighborhood studies of the areas, then developed and administered a survey, analyzed the resulting data, and presented their findings to the City of Seattle and several community groups interested in environmental justice issues. Faculty Lead: Christopher Campbell. Community Partner: Richard Gelb of the Seattle Office of Sustainability and Environment.
- Benson East Community Space: This design/build project created a new community gathering space and "tot lot" for a low income housing project in South Kent. Residents are predominantly Eastern European and Latin American immigrants, and African Americans. Students met with members of the community to discuss their needs and visions, and worked with them to build the final structures. Faculty Lead: Christopher Campbell. Community Partner: Milenko Matanvoic of Pomegranate Center

Other CEP courses also embrace diversity. CEP 302: Environmental Response: This required course taken the winter quarter of the junior year focused this year on the Duwamish waterway and its relationship to the communities that live around it. The curriculum included readings on environmental justice, a neighborhood study, and a guided visit to South Park to study the community and environmental issues it faces around the Duwamish.

CEP 460: Planning in Context: This required course taken at the beginning of the senior year gives students an opportunity to do planning-based work in a local context. This year a group of students elected to work with a advocacy organization working on low income housing issues in Seattle. Faculty Lead: Dennis Ryan

In addition, in 2002, a group of CEP students, under the direction of Betty Schmitz, Director of Minority Affairs, researched, prepared and presented a report on integrating diversity into University Undergraduate curriculum.

In **Urban Design and Planning**, all students are required to complete a pre-requisite course to satisfy our cultural diversity requirement which is focused on American racial

minorities. Several courses in our program address issues of diversity: Neighborhood Planning and Community Development (URBDP 562) focuses on the African American urban experience; American Urban History deals with issues of gender; Urban Design studios in the International District explore issues of immigrant communities.

Several strands of research deal directly with these issues: environmental justice research focused on air pollution and their effects on minority neighborhoods (Bae); participatory processes in design in ethnic communities (Abramson); historic preservation in ethnic/immigrant communities (Dubrow).

The **Construction Management** curriculum is a fairly rigid professional program that focuses on being successful in the construction industry. The students learn of the need to be able to interact with a diverse group of people in managing successful projects. Two of the faculty are pursuing research projects relating to the recruitment of people into the construction industry. One faculty member is developing construction management literature in Spanish for the benefit of Hispanic people working in construction.

**Landscape Architecture** has a number of projects and studios with Native American tribes in Puget Sound and with diverse communities in Alaska. This effort began with Professor Koepke, a Native American member of the faculty 10 years ago, and has been carried forward and enriched by Lecturer Roxanne Hamilton who has offered a course that works with a different tribe each year--one of a total of 9 studios required for the BLA program. No native American Cultural Landscape studio was offered this year, due to lecturer budget cuts. This is unfortunate as a deep well of goodwill and trust has been developed by Lecturer Hamilton for the UW and this department with many local tribes. Thus far, we have been unsuccessful in finding replacement funding. Particularly effective in making Native Americans aware of opportunities at UW was a studio offered 2 years ago which worked with the Tulalip Tribe reservation's high school. Students from the school visited UW on two occasions and participated in the design process of a recreation area at Ross Lake on the reservation. This introduced tribal and other students to UW. Most had not visited UW before. In addition, Professor Hou's work centers around participatory design processes for democratic design in Pacific Rim countries.

### Climate

**Urban Design and Planning** and **CEP** are very welcoming of a diverse student, staff and faculty.

The current chair is a member of an underrepresented minority, and as a principal student advisor, ensures that the atmosphere is positive and welcoming. CEP's student Committees serve as a significant arm of both the day-to-day and longer-term operations of the Major. One of those committees is called "Students for Social Change" formally named "The Diversity Committee" (see Plumb Manual pg. 15). The basis for the name change was to expand the function of the committee to one that actively lives the ideals of diversity, multiculturalism and political activism. Much of their work in the past couple of years has been focused on increasing the awareness and understanding of racial/gender/cultural diversity. This committee has invited speakers to our weekly "town

meetings"-- governance sessions and, at our Spring Retreat they planned and held a Diversity Workshop for staff, faculty and the junior and senior classes.

The climate within the Department of **Construction Management** is supportive of students, staff and faculty. New students, staff, and faculty are helped to understand how the department and university function and where they can obtain help if needed.

**Landscape Architecture** is strongly dedicated to the goals of diversity and sustainability, and conveys a positive, caring, and inclusive atmosphere.

**Architecture** has recently reorganized its administrative operations, creating an area for Student Services. This is underway, and the intention is to enhance the feelings of welcome to all who seek to study Architecture in the Department, and serve the current students in both the graduate and undergraduate areas. The mission and values statements of the Strategic Plan adopted by the faculty in 2003, addresses the goal of cultivating the ideal of social responsibility, to respond to changes in the profession and practice of architecture in ways congruent with our values, and serve increasingly diverse communities.

### Gaps and Future Directions

More of everything is needed: more time and energy and resources for developing connections in minority communities, with students before they graduate from high-school, with supportive professional and industry groups. Attention needs to continue in regard to providing support for the students who do enroll—ranging from mentoring to financial assistance, to overall College and University climate.

Effort during the Capital Campaign, especially for student scholarships and fellowships must continue to be directed to fill the gap in resources, both to compete with other universities for outstanding applicants and to support the students who do enroll in the College and University.

I believe a greater effort needs to be made to view all UW students as University-wide students, maximizing the resources available to have students graduate from some unit—rather than, for instance, losing a scholarship because they transfer from one UW department to another. Combining resources of all kinds—staff, ideas, money, .... – across the University is a good next project.