

Equitably mirroring the nation: Black students' experiences in landscape architecture

by

Ayana Marie Belk

A REPORT

submitted in partial fulfillment of the requirements for the degree

MASTER OF LANDSCAPE ARCHITECTURE

Department of Landscape Architecture/ Regional & Community Planning
College of Architecture, Planning and Design

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2022

Approved by:

Major professor
Stephanie Rolley

ABSTRACT

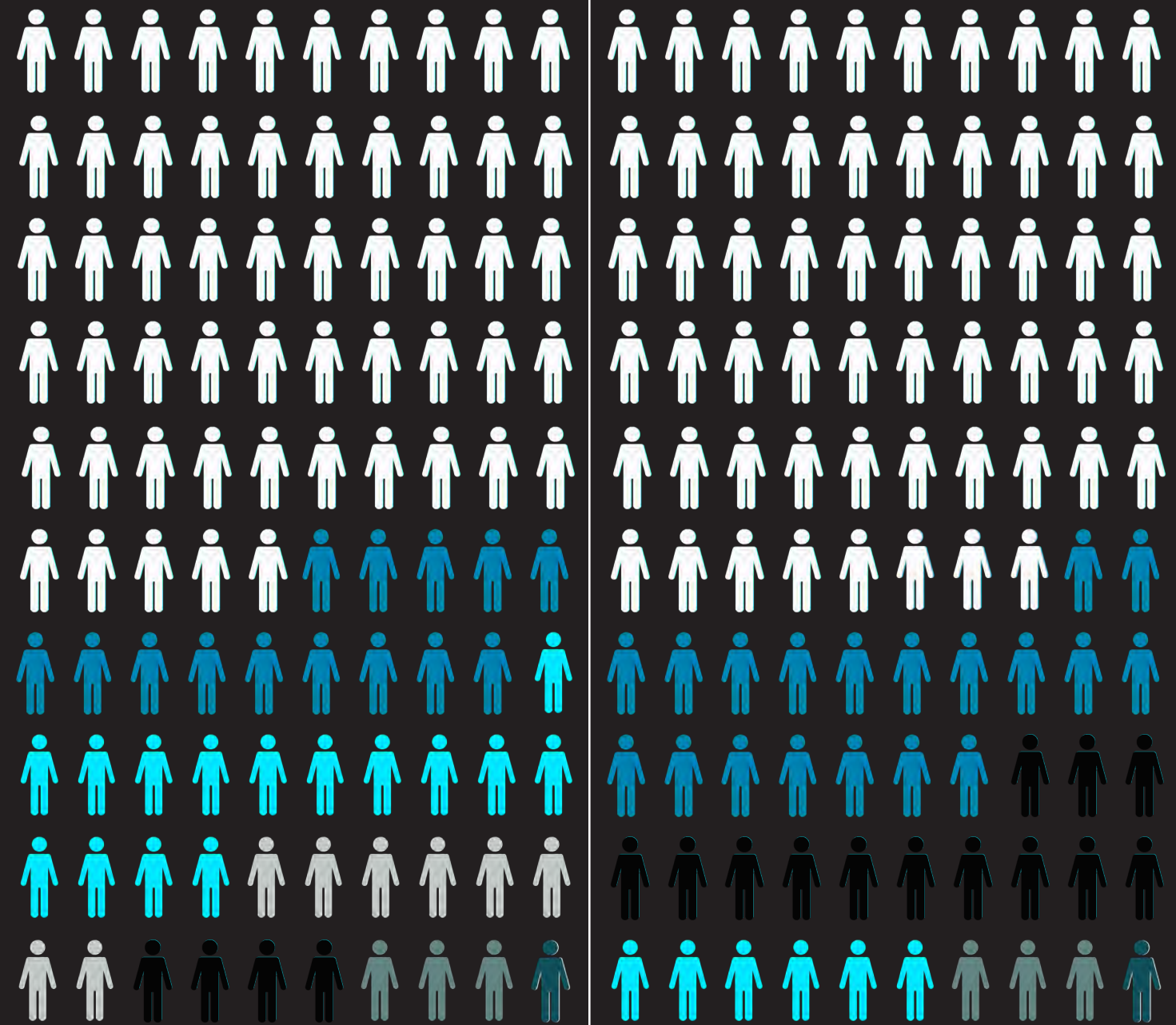
Black landscape architecture students are the most underrepresented race in landscape architecture programs (Pritchard and Martinez Gonzalez 2020, US Census Bureau 2019). Diversity in the profession begins with increasing the differences in race, gender, and social status of landscape architecture students. Equitably increasing diversity in the profession requires a commitment to actions focused on promoting justice and fairness within the procedures and distribution of resources by landscape architecture institutions (Extension Foundation 2021, 1). Landscape architecture professional organizations have the goal of diversifying the profession to correlate with the 2012 population-share estimates by 2025 “while working toward the longer-term goal of parity with 2060 population projections for the nation as a whole” because they want the profession to better represent the communities they serve (American Society of Landscape Architects, 2018). Without taking an equitable approach to reaching this diversity goal the professional organizations will be mimicking the United States’ population demographics without addressing the root causes of outcome disparities within our profession.

Understanding Black landscape architecture students’ backgrounds and experiences is key to equitably diversifying the landscape architecture profession. This critical narrative case study (Harper et al., 2016; Solorzano et al., 2000), grounded in Critical Race Theory (CRT), analyzes Black landscape architecture students’ backgrounds and the factors influencing their experiences in discovering, choosing, and navigating the profession and its academic programs. This study addresses: What are Black students’ experiences in discovering landscape architecture as a profession and navigating landscape architecture in academic institutions? Who are Black landscape architecture students? What factors contribute to a successful academic journey for a Black landscape architecture student? What factors make the journey difficult? What do Black landscape architecture students feel would make their journeys more successful?

After 47% of current Black landscape architecture students completed the online descriptive data survey, eight students were selected for in-depth one-on-one interviews based on factors such as gender, first-generation status, and their landscape architecture experience thus far. The eight students discussed their experience in discovering, choosing, and navigating their landscape architecture programs. Survey and interview data was coded and analyzed for barriers to equity and supports and then synthesized into barriers, supports, and recommendations represented in graphics and Typographic Narratives. Survey participants were given the option of their name, university, and anticipated graduation date being added to a database of current Black landscape architecture students.

The study provides previously unavailable descriptive data on Black landscape architecture students, allowing insights into their discovery and selection of landscape architecture as an academic path. Understanding of their academic experience is gained through students’ descriptions of their academic journey. The barriers, supports, and recommendations identified can inform action towards making landscape architecture an equitably diverse profession and program of study.

Keywords: Landscape Architecture, Black Students, Diversity, Equity, Institutionalized Racism, Higher Education



EQUITABLY MIRRORING THE NATION:

Black Students' Experiences in Landscape Architecture

Ayana Belk 2022

Cover description: The figures on the left side of the cover represent the racial demographics of all landscape architecture students in the 2020-2021 academic year (Pritchard and Martinez Gonzalez 2021). The figures on the right of the cover represent the United States population racial demographics in 2019 (US Census Bureau 2019). The figures are shown on either side of a white line to demonstrate the overrepresentation and underrepresentation of some races in accredited United States landscape architecture programs.

Copyright
© Ayana Belk 2022.

ABSTRACT

Black landscape architecture students are the most underrepresented race in landscape architecture programs (Pritchard and Martinez Gonzalez 2020, US Census Bureau 2019). Diversity in the profession begins with increasing the differences in race, gender, and social status of landscape architecture students. Equitably increasing diversity in the profession requires a commitment to actions focused on promoting justice and fairness within the procedures and distribution of resources by landscape architecture institutions (Extension Foundation 2021, 1). Landscape architecture professional organizations have the goal of diversifying the profession to correlate with the 2012 population-share estimates by 2025 “while working toward the longer-term goal of parity with 2060 population projections for the nation as a whole” because they want the profession to better represent the communities they serve (American Society of Landscape Architects, 2018). Without taking an equitable approach to reaching this diversity goal the professional organizations will be mimicking the United States’ population demographics without addressing the root causes of outcome disparities within our profession.

Understanding Black landscape architecture students’ backgrounds and experiences is key to equitably diversifying the landscape architecture profession. This critical narrative case study (Harper et al., 2016; Solorzano et al., 2000), grounded in Critical Race Theory (CRT), analyzes Black landscape architecture students’ backgrounds and the factors influencing their experiences in discovering, choosing, and navigating the profession and its academic programs. This study addresses: What are Black students’ experiences in

discovering landscape architecture as a profession and navigating landscape architecture in academic institutions? Who are Black landscape architecture students? What factors contribute to a successful academic journey for a Black landscape architecture student? What factors make the journey difficult? What do Black landscape architecture students feel would make their journeys more successful?

After 47% of current Black landscape architecture students completed the online descriptive data survey, eight students were selected for in-depth one-on-one interviews based on factors such as gender, first-generation status, and their landscape architecture experience thus far. The eight students discussed their experience in discovering, choosing, and navigating their landscape architecture programs. Survey and interview data was coded and analyzed for barriers to equity and supports and then synthesized into barriers, supports, and recommendations represented in graphics and Typographic Narratives. Survey participants were given the option of their name, university, and anticipated graduation date being added to a database of current Black landscape architecture students.

The study provides previously unavailable descriptive data on Black landscape architecture students, allowing insights into their discovery and selection of landscape architecture as an academic path. Understanding of their academic experience is gained through students’ descriptions of their academic journey. The barriers, supports, and recommendations identified can inform action towards making landscape architecture an equitably diverse profession and program of study.

Keywords: Landscape Architecture, Black Students, Diversity, Equity, Institutionalized Racism, Higher Education

CONTENTS

ABSTRACT IV

LIST OF FIGURES..... VI

ACKNOWLEDGMENTS VII

DEDICATION VIII

CHAPTER 1 | INTRODUCTION..... 13

CHAPTER 2 | BACKGROUND..... 23

CHAPTER 3 | RESEARCH DESIGN 33

CHAPTER 4 | SURVEY FINDINGS 45

CHAPTER 5 | INTERVIEW FINDINGS 79

CHAPTER 6 | CONCLUSIONS 133

REFERENCES 139

APPENDICES..... 145

Appendix A - Data Collection Part 1: Survey Questions. 146

Appendix B - Data Collection Part 2: Interview Questions 155

Appendix C - Data Collection Part 3: Typographic Narrative Review & Debrief . . 156

Appendix D - Student Interview Request Emails 157

Appendix E - Survey & Interview Coding Process 160

Appendix F - Survey & Interview Coding Results 167

LIST OF FIGURES

Chapter 1 | Introduction

Figure 1. Jacinda Walker’s Design Journey Map detailing the journey African Americans & Latinos take to become design professionals (Walker 2016).

Figure 2. Discover, Recruitment, Retention overlayed on Jacinda Walker’s Design Journey Map.

Figure 3. My design journey to landscape architecture.

Chapter 2 | Background

Figure 4. Growth of population of landscape architecture students of all races from 2017 to 2021 (Pritchard and Martinez Gonzalez 2021).

Figure 5. This study’s conceptual framework: Pre-college & College factors overlayed on Jacinda Walker’s Design Journey Map with Discovery, Recruitment, and Retention.

Chapter 3 | Research Design

Figure 6. Methodology.

Figure 7. Step one of the interview participants’ selection process: Ensure proportional program representation.

Figure 8. Step two of the participants’ selection process: Review their open-ended survey questions to determine interview worthiness based on a criterion rooted in the literature review.

Figure 9. Step three of the interview participants’ selection process: Filter responses by primary and secondary factors until nine students remain.

Figure 10. A priori coding themes discovered during the literature review and identified in the survey & interview responses.

Chapter 4 | Survey Findings

Figure 11. Study participants compared to LAAB-accredited programs by number and location.

Figure 12. Study participants’ descriptive findings.

Figure 13. Primary barrier to Black students discovering landscape architecture.

Figure 14. Factors that played a role in and support Black students discovering landscape architecture identified through surveys & interviews.

Figure 15. Supports for Black students discovering landscape architecture: Pursuing Interests through Pre-college Activities.

Figure 16. Supports for Black students discovering landscape architecture: Pursuing Interests through College Activities.

Figure 17. Factors that played a role in and support Black students selecting landscape architecture programs identified through surveys.

Figure 18. Supports for Black students selecting landscape architecture programs ranked by frequency of mention in survey & interviews then categorized.

Figure 19. Top ten supports for Black students selecting landscape architecture programs ranked by frequency of mention in survey and interviews.

Figure 20. Ten recommendations to help Black students discover and choose landscape architecture programs ranked by frequency of mention in survey & interviews.

Figure 21. Participants’ high school types and locations from survey data.

Figure 22. Positive & negative factors and negative experiences of Black students in landscape architecture from surveys.

Figure 23. Barriers to Black students matriculating through landscape architecture programs ranked by frequency of mention in surveys and interviews then sorted by societal, socioeconomic, and familial inequity.

Figure 24. Top ten barriers to Black students matriculating through landscape architecture programs ranked by frequency of mention in survey and interviews.

Figure 25. Findings on Black landscape architecture students’ mentorship from surveys.

Figure 26. Participants’ average level of preparedness to enter their current program.

Figure 27. Familial inequities identified from survey data.

Figure 28. Top ten supports for Black students matriculating through landscape architecture programs ranked by frequency of mention in survey and interviews.

Figure 29. Supports for Black students matriculating through landscape architecture programs ranked by frequency of mention in surveys and interviews then sorted by societal, socioeconomic, and familial inequity.

Figure 30. Average level of participants’ satisfaction with experience in current program.

Figure 31. Student organization findings identified from survey data.

Figure 32. Support to counter familial inequities identified from survey data.

Figure 33. Recommendations to help Black students matriculate through landscape architecture programs ranked by frequency of mention in surveys and interviews then sorted.

Chapter 5 | Interview Findings

Figure 34. How to read the Typographic Narratives.

Figures 35 – 37: Student 1 Typographic Narrative.

Figures 38 – 40: Student 2 Typographic Narrative.

Figures 41 – 43: Student 3 Typographic Narrative.

Figures 44 – 46: Student 4 Typographic Narrative.

Figures 47 – 49: Student 5 Typographic Narrative.

Figures 50 – 52: Student 6 Typographic Narrative.

Figures 53 – 55: Student 7 Typographic Narrative.

Figures 57 – 59: Student 8 Typographic Narrative.

Chapter 6 | Conclusions

Figure 60. Career paths and preparedness findings for participants from survey data.

ACKNOWLEDGMENTS

It takes a village to make a project like this work.
Thank you to my village:

- Stephanie Rolley, FASLA
- La Barbara James Wigfall
- Dr. Kerry Priest
- Dr. Anne Beamish
- Y’anita Crim
- Alex Harris
- Kat Jackson
- Anita Cortez
- Dr. Irma O’Dell
- Lisa Jennings
- Kris Pritchard
- Zeta Phi Beta Sorority, Incorporated, Epsilon Mu Chapter
- Edgerley-Franklin Urban Leadership Scholarship
- Developing Scholars Program
- Black Landscape Architects Network

DEDICATION

For every Black designer who came before me,
and every Black designer after.

CHAPTER 1 | INTRODUCTION

OVERVIEW

Landscape architects shape the world, communities, and neighborhoods through design. Black people tend to be negatively affected by landscape architects’ work when they are not involved in the design process. Unfortunately, the number of Black landscape architecture professionals does not reflect the U.S. Black population.

Landscape architects can make professional design decisions because they have professional degrees from accredited schools. White students make up 56% of all landscape architecture students in accredited programs, followed by Asian students at 14% and Hispanic/Latino students at 14% (Pritchard and Martinez Gonzalez 2021). Black landscape architecture students are the focus of this study as they compose only 4% of the current landscape architecture student population (Pritchard and Martinez Gonzalez 2021), making it the most underrepresented race in academic programs since Black people make up 13.4% of the United States’ population (US Census Bureau 2019). The driving train of thought behind this master’s thesis is that by improving the experiences of Black landscape architecture students in their programs they will graduate and become landscape architects thereby increasing Black voices, representation, and empathy for Black communities in landscape architects’ decisions. This will then change the way landscape architects work as well as the work they do and in turn, positively affect communities of color.

The objective of this study is to analyze who Black landscape architecture students are and the factors influencing their experiences in discovering, choosing, and navigating landscape architecture and landscape architecture programs, to inform the profession’s intent to attract and support Black students.

WHAT IS LANDSCAPE ARCHITECTURE?

Landscape architecture is the analysis, planning, design, management, and stewardship of built and natural environments (Hendricks et al. 2019).

History

Gardening started when ancient cultures moved from nomadic hunting and gathering to living in one place in groups (Holden and Liversedge 2014). Many groups of people contributed to gardening over centuries: Mesopotamians, the Chinese, and the Japanese developed the groundwork of the municipal park, imperial gardens, and temple gardens respectively (Holden and Liversedge 2014). These contributions to gardening and landscape architecture by people of color are documented in textbooks such as Robert Holden and Jamie Liversedge's *Landscape Architecture: An Introduction* (2014) but Black people's contributions are left out. When discussing the origins of landscape architecture, authors describe how the term "landscape architect" was not in use until Frederick Law Olmsted and Calvert Vaux, famed designers of New York's Central Park, coined the term in 1863 (Holden and Liversedge 2014) but leave out how Central Park was built over a middle-class Black town named Seneca Village that was established by free Black people in 1825 (National Park Service 2019). Sara Zewde, a Black landscape architecture professor at the Harvard Graduate School of Design (GSD), calls this omission of key destructive behaviors by white landscape architects in curricula "violent discourse" (Mortice 2020). When eleven landscape architects formed the American Society of Landscape Architecture (ASLA) cementing landscape architecture's status as a profession in 1899, only one woman and no Black people were present (Holden and Liversedge 2014). The "violent discourse" in curricula and the predominately white male founding of landscape architecture set the foundation for the demographics we see in landscape architecture today.

Overview of Demographics

In 2015, there were approximately 250 Black landscape architects (Boone 2015). Three percent of landscape architects identify as Black (American Society of Landscape Architects 2021b). Landscape Architecture Magazine reported that there are 19 Black landscape architecture faculty in accredited American schools (Mortice 2020). That number may have since grown to 23 or 24 but there is no official report from any of the landscape architecture professional organizations to confirm that number. Kristopher Pritchard, ASLA Accreditation and Education Director, believes that each Black landscape architecture faculty member is the only Black faculty in their landscape architecture program except for Dr. Diane Jones Allen, FASLA, and Dr. Austin Allen, ASLA at Texas Arlington (Pritchard 2020). These demographics reveal just how underrepresented Black people are in landscape architecture.

HOW DO YOU BECOME A LANDSCAPE ARCHITECT?

Based on my experience as a landscape architecture student and emerging professional, Walker's Design Journey Map (Walker 2016), and the Council of Landscape Architectural Registration Boards (CLARB) (Council of Landscape Architectural Registration Boards 2017), the journey to landscape architecture is composed of five parts: discovery, recruitment, retention & graduation, work, and licensure. Landscape architects discover the profession in various ways (American Society of Landscape Architects 2015). Landscape architecture experts know that people tend to choose landscape architecture once they are already in a peer field such as architecture or engineering (Hendricks et al. 2019). Landscape architects also discover the profession through college courses, literature, and gardening (Bhattacharya 2017). After discovering what landscape architecture is, a student must choose their program (recruitment), stay in school (retention), and graduate from an accredited landscape architecture program with either a Bachelor's or Master's degree. After graduating, an aspiring landscape architect should begin to gain work experience under a licensed landscape architect while pursuing licensure themselves.

Licensed professionals have the title "landscape architect;" the ability to practice within an organization or individually; access to more professional opportunities such as increased

salary; and, status equal to other licensed professionals such as architects and engineers (Council of Landscape Architectural Registration Boards 2017). To become a licensed landscape architect one must complete their landscape architecture degree at an accredited program and pass all four sections of the Landscape Architect Registration Examination (LARE) managed by CLARB before applying for licensure (Council of Landscape Architectural Registration Boards 2017). New licensure applicants pay approximately \$2,135 for licensure after accounting for the application, exam sections, and transmittal fees if they pass all exam sections on the first try (Council of Landscape Architectural Registration Boards 2017).

The journey to becoming a landscape architect is similar to that of a graphic designer. Jacinda Walker, MFA, is a nationally recognized expert in expanding the diversity in design disciplines. Her thesis, "Design Journeys: Strategies for Increasing Diversity in Design Disciplines," served as inspiration for this study. Walker's thesis explores diversity in design disciplines; investigates effective strategies to expose African-American and Latino youth to design careers; and, serves as the baseline for designExplorr, an organization Walker founded to provide "access to design education for youth and raise awareness for corporate organizations" (Walker 2021, 2).

Walker's visualization of the Graphic Design Journey, called the Design Journey Map, is based on stories of African American and Latino design professionals who had over 25 years of experience (Walker 2016). Walker's Design Journey Map, Figure 1, is divided into four stages of career development progression she calls "passages" (Walker 2016). The passages are Foundations, Proficiency, Workforce, and Influence (Walker 2016). Career competency components are also a part of the Design Journey Map as future designers need to develop soft skills along with their hard skills (Walker 2016).

Walker's Design Journey Map Foundation and Proficiency Passages (Walker 2016) and related career competency components provide detail about the three parts of a landscape architecture student's journey: Discovery, Recruitment, and Retention, Figure 2.

For this study, Discovery is defined as finding out about landscape architecture as a profession and discovering landscape



Figure 1. Jacinda Walker's Design Journey Map detailing the journey African Americans & Latinos take to become design professionals (Walker 2016).

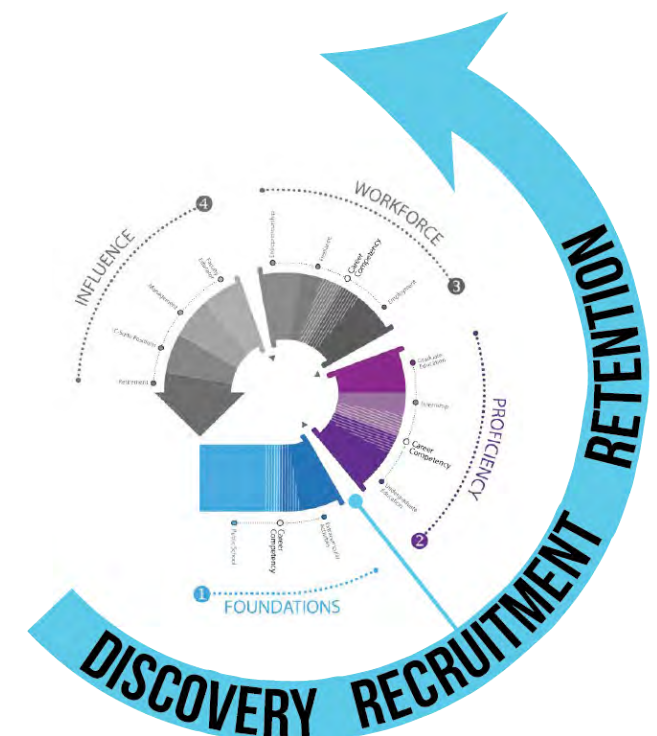


Figure 2. Discover, Recruitment, Retention overlay on Jacinda Walker's Design Journey Map.

architecture programs. Discovery includes the public school and extracurricular activities career competency components from Walker’s Foundations Passage.

Recruitment begins once a student interacts with landscape architecture programs’ recruitment materials such as brochures and websites or admissions representatives.

Retention is defined in this study as beginning and matriculating through a landscape architecture program until degree completion. For this study, matriculation does not have to be a linear process. Retention includes the undergraduate education, internship, and graduate education competencies included within Walker’s Proficiency Passage.

PROBLEM STATEMENT

The professional organizations for landscape architecture - American Society of Landscape Architects (ASLA), Council of Educators in Landscape Architecture (CELA), Council of Landscape Architectural Registration Boards (CLARB), Landscape Architectural Accreditation Board (LAAB), and Landscape Architecture Foundation (LAF) - have committed to a shared goal of increasing “resources and actions that recruit and retain underrepresented students to landscape architecture programs; help mentor graduates into professional life and leadership, and foster an inclusive and welcoming practice environment” in their published statement “Mirroring the Nation: Landscape Architecture and the Future of the Profession” (American Society of Landscape Architects 2018). The statement includes the goal of reflecting the 2012 population and the 2060 population projections of the United States (American Society of Landscape Architects 2018). However, without taking an equitable approach to reaching this goal by understanding and removing the barriers that prevent people of color from becoming landscape architects they will only achieve diversity.

Increasing diversity would mean increasing the “differences in race, ethnicity, gender, social status, and the like” of landscape architects (Page 2007) but to equitably increase diversity the profession and academia will require a commitment to actions focused on “promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by institutions or systems” (Extension Foundation 2021, 1). This means there is a lot of work to be done between addressing the lack of diversity in the profession and ensuring Black people can enter into an equitable profession. Without adding equity to the “Mirroring the Nation: Landscape Architecture and the Future of the Profession” goal, the profession would not be attempting to understand the root causes of outcome disparities within our profession and would be bringing Black and brown

students into a violent discourse in an attempt to mitigate the demographic disparities.

The professional landscape architecture organizations have some idea of the barriers people of color face while studying or practicing landscape architecture but their understanding is based on limited and preliminary research and knowledge. This preliminary research and knowledge come from testimonies from professionals of color documented during ASLA’s annual Diversity Summit (American Society of Landscape Architects 2019) and from causal conversations between professionals or students of color.

To date, in-depth research has not been conducted to identify the specific barriers and effective supports impacting people of color in their study and graduation from landscape architecture programs. Without understanding what barriers people of color in landscape architecture are facing, ASLA, CELA, CLARB, LAAB, and LAF cannot expect to reach their goal of diversifying the landscape architecture profession in the time frame outlined in “Mirroring the Nation: Landscape Architecture and the Future of the Profession” (American Society of Landscape Architects 2018).

The landscape architecture profession must also confront the profession and the United States’ exclusionary histories. Historically, Black people have been excluded and erased from landscape architecture history and that may have led to the fact that there are only a few well-known Black landscape architects today.

Some of the historic ways Black people have been negatively affected Black people in America and, arguably, other countries are affected by the social construct of race created by “the movement of ideas, people, goods, and capital between Europe/ North America and the non-Western territories pulled into this orbit by the transatlantic slave trade, colonialism, imperialism, and capitalist globalization” (Cheng, Davis, and Wilson 2020, 4).

In Housing

Race and class disparages are exacerbated by housing segregation. Black poverty is linked to redlining, real estate steering, and Black people being denied home loans post World War II (Delgado and Stefancic 2012). Although redlining was made illegal by the

Federal Housing Act of 1968, city governments maintained discriminatory practices that provided housing subsidies and mortgage breaks to whites over Blacks which fueled white suburbs through the 1950s and 60s (Harper, Smith, and Davis 2016). These setbacks confined Black people to neighborhoods where their children’s education is limited by the fiscal condition of their communities (Harper, Smith, and Davis 2016, 16) which continues “the cycle of exclusion” from upward mobility (Delgado and Stefancic 2012, 120).

In Educational Institutions

The Glossary of Education Reform, a comprehensive online resource that describes widely used school-improvement terms, concepts, and strategies created by the Great Schools Partnership (2016), notes that inequity may affect public education in multiple ways including societal, socioeconomic, cultural, familial, programmatic, staffing, instruction, assessment, and linguistic inequities. Black landscape architecture students may be affected by all of these inequities but societal, socioeconomic, and familial inequity may be the most common.

As defined by the Great Schools Partnership:

- Societal inequity refers to minority students being disadvantaged in American society because of “both conscious and unconscious discrimination surfacing in public schools” which affects their academic achievement, educational goals, and career opportunities (Great Schools Partnership 2016, 2).
- Socioeconomic inequity says on average, students from low-income households underperform compared to their wealthier peers, attend schools with fewer resources and specialized courses, have lower educational goals, and have lower higher education enrollment rates.
- Familial inequity notes that students’ personal and familial circumstances may cause their education to be less than ideal. For example, low-income parents may work multiple jobs and not have the opportunity to heavily invest in their children’s education by paying attention to their academic progress or they may not be able to afford summer education programs for things like test preparation or design camps.

In Higher Education

Shaun Harper, Lori Patton, and Ontario Wooden (2009) analyzed how racist ideologies created and undermined policies for increasing access to higher education for Black people. They

provide the following historical perspective. Black people began to access higher education in the 1820s but only 28 of America’s formerly enslaved people held bachelor’s degrees from American colleges at that time. Over time historically black colleges or universities (HBCUs) were established mainly by white founders and teachers who did not want Black people in academia’s leadership positions and taught only through white, Western, and European lenses. The second Morrill Act of 1890 led to the establishment of 17 Black state-supported institutions, legalized segregation in education, and supported a model of vocational education for Black people which subliminally stated that Black people are less intelligent than whites and deserve a lower-quality education. Access to education continued to grow for Black people through desegregation (Brown v. Board of education,) funding (The Higher Education Act of 1965), and affirmative action such as President Lyndon B. Johnson’s Executive Order 11246. Today, Black people’s access to higher education is still haunted by racially biased college entry exams, forced desegregation and inequitable funding of HBCUs, and underrepresentation of Black people at predominantly white institutions (PWIIs) among other things.

These historical forces uphold European-American dominance or white supremacy in America as a whole which has, in turn, sculpted a perspective on architecture and other design disciplines that is predominantly white and male (Cheng, Davis, and Wilson 2020).

In Landscape Architecture Education

Black Landscape Architecture history is largely under-discussed in the profession and academia but Kofi Boone, FASLA, professor of landscape architecture at North Carolina State University asks “How can one credibly discuss the American landscape without including plantations and the legacy of slavery?” (Boone 2015, 6).

Boone says that the “high level of talent and ingenuity of the skilled African people” and other contributions of African and Black people are left out of the profession (Boone 2015, 5). For example, Wolof rice farmers were brought to America from Senegal by South Carolina slave owners to grow rice crops because of their farming knowledge and resilience to malaria due to their sickle cell traits (Boone 2015). These enslaved people shaped the landscape and grew the rice that created an economic boom that made what is now South Carolina the wealthiest colony in America yet are not recognized in modern landscape architecture curricula (Boone 2015). Boone considers the following groups to also be landscape architects: freed Black people who created their own communities such as Princeville, North Carolina; Black North Carolinians who raised funds for and built nearly

700 schools in Black communities; and, Black people who “designed, built, and sustained [HBCU] campuses during the days of Jim Crow” (Boone 2015, 7).

Another lesser-known story is that of David Williston, the first Black landscape architect to graduate from an accredited landscape architecture program (Boone 2015) and the first Black professionally trained landscape architect (Boone 2020). Williston was a faculty member at Tuskegee University (then Institute) who taught horticulture and designed “The Yard” at Howard University (Boone 2020; Green 2016) which is adjacent to the Founder’s Library where Thurgood Marshall formulated the legal strategy for Brown v. Board of Education of Topeka (Boone 2020). Williston may be largely unknown due to the dearth of diversity in landscape architecture textbooks as well as the lack of published books on African American cultural landscapes (Green 2016).

Boone states that in the past Black landscapes have been examined through archaeology, historical preservation, and cultural anthropology, but moving forward we should teach the next generation about the contributions of Black people to environmental justice, HBCU campuses, plantation landscapes, and “material wealth that supported the Confederacy” which is left out of textbooks (Boone 2020, Boone 2015). If the landscape architecture professional organizations are serious about improving the profession, they must invest in and teach curriculum content centering Black landscape architects’ contributions and experiences.

In Landscape Architecture Practice
The combined exclusionary laws, practices, and pedagogy may have led to the profession having few well-known Black landscape architects. Since there are so few Black landscape architects, many of them hold “First Black” titles.

Glenn La Rue Smith, ASLA became the first Black graduate of Mississippi State University’s landscape architecture program in 1974, was the first Black landscape architect to receive a Loeb Fellowship in advanced environmental studies from the Harvard GSD in 1997, and is the founder of the Black Landscape Architects Network (BlackLAN), a non-profit created with the intent to organize and establish a supportive community amongst Black landscape architects (Spranger 2020).

Other living Black landscape architecture historical figures include; Kona A. Gray, FASLA, PLA, a landscape architect of Liberian descent who became the first Black President of LAF (Gray 2021); Sara Zewde, the first tenure-track Black woman landscape architecture professor at the Harvard GSD; Walter Hood, ASLA, the first Black landscape architect to be a MacArthur Genius (Valentine 2019); and Elizabeth

Kennedy, FASLA, the owner of the United States’ oldest Black-owned and woman-led landscape architecture firm (The Architecture League of New York 2022).

IMPORTANCE

This study is both important and timely. The United States is seeing another wave of a civil rights movement focused on Black lives due to the police brutality witnessed by the nation in the spring and summer of 2020. This movement has opened the dialogue and forced the predominately white landscape architecture profession to ask itself how it can do more to support Black students, faculty, and professionals. LAF and ASLA released statements in solidarity with the Black Lives Matter movement but will need to undertake long-term, comprehensive work to ensure Black students and professionals are heard, supported, and engaged across the profession. For this study, “diversity” refers to identity diversity which is “differences in race, ethnicity, gender, social status, and the like” (Page 2007, 13) as defined by Scott Page, author of The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies. Page states that companies, universities, and organizations tend to taut the diversity mantra “diverse identities bring diverse perspectives” which links identity diversity to cognitive diversity (Page 2007). Cognitive diversity is difference in thought and experience, which means that people who share the same identity may think alike or differently (Page 2007). So while how we identify externally is important, so are our experiences.

If the professional landscape architecture organizations want to equitably increase diversity of race and ethnicity in landscape architecture by increasing the number of Black landscape architecture students, they must eliminate barriers specific to Black students. We know that micro-aggressions in the studio and classroom, tokenism, and the lack of role models and mentors impact the Black landscape architects’ academic development (American Society of Landscape Architects 2019; Murdock 2009; Russell 2020). The high cost of higher education and limited time available to work while studying can prevent Black students from pursuing a landscape architecture degree (American Society of Landscape Architects 2019; Murdock 2009; Russell 2020). We need to understand and remove these and other barriers for Black people pursuing landscape architecture to create a more equitable profession.

PERSONAL STATEMENT

As depicted in Figure 3, my journey to discovering, choosing, and navigating landscape architecture was riddled with both barriers and supports. I was curious to see if other Black students have had similar or different experiences in finding and navigating the landscape architecture field.

Discovery
I discovered landscape architecture through a series of events during my junior and senior years of high school. My American History teacher showed my class a YouTube video about the effects of redlining in my hometown Kansas City, Missouri called “Building the Troost Wall: Structural Racism in Kansas City.” This video, created by Kansas State University Professor of Cultural Anthropology Michael Wesch, detailed how discriminatory practices led to Troost Avenue becoming the racial and economic dividing line of Kansas City which is already divided by the Kansas/Missouri border. After watching this video, I began to assess how redlining affected me personally. My eyes were opened to the fact that the east side of Troost (where my home, my historically Black high school, and my church were located) was

a food desert. All my white classmates’ homes on the west side of Troost were in neighborhoods with elaborately designed front yards near parks, grocery stores, and entertainment districts. I wanted to see a more equitable Kansas City but I had no idea of how to undo the effects of years of environmental racism.

Next, I visited Chicago to audition for The Voice with my best friend where I was exposed to the architecture and landscape architecture of a major city for the first time. Millennium Park and Lurie Garden captured my imagination and helped me understand that cities were designed places and Kansas City did not have the same level of design. I thought someone could fix Kansas City’s redlining issue by adding more parks like the ones in Downtown Chicago to east Troost but I had no idea of what profession would give someone the skills to do that.

Finally, in my senior year of high school, I was unsure of whether or not I wanted to go to college. My parents had gone to college, met, and had me there but neither of them used their degrees directly in their employment. At the time, my view of career options was very limited since I did not aspire to be the typical doctor, teacher, or lawyer. For a while, being a farmer was my top career choice so I could avoid long nights studying or working in a stuffy office and could do something meaningful like providing food to others.

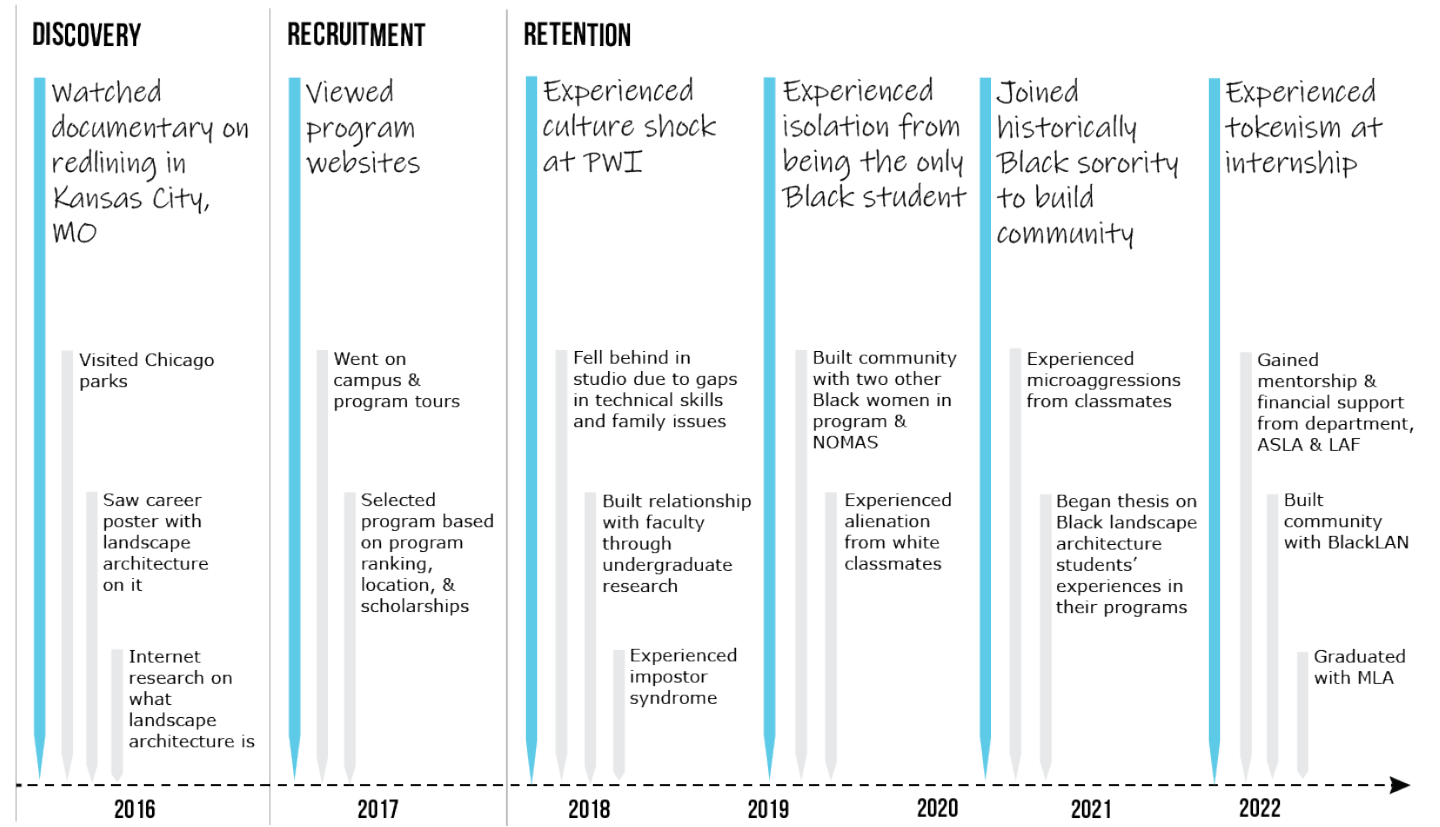


Figure 3. My design journey to landscape architecture.

My desire to be a farmer attracted me to a poster near my guidance counselor’s office with a green plant on it. Under the plant, it said “Landscape Architect.” From there I researched what landscape architects do and it was kismet. I decided landscape architects had the knowledge and skills to mitigate the effects of redlining because they were responsible for creating the beautiful Chicago parks. Thus began my journey to landscape architecture.

Recruitment

The biggest driving factor in choosing my landscape architecture program was the price. Missouri did not have an affordable and accredited landscape architecture program accessible to undergraduate students, so I had to go out of state. That immediately meant higher tuition. My decision was also influenced by my mom wanting me to stay close to home as I was barely seventeen years old when I graduated high school. I decided to join Kansas State University’s College of Architecture, Planning, and Design’s five-year master of landscape architecture program as they offered me in-state tuition, a degree that typically takes six or seven years to earn, and a two-hour drive home. My decision was sealed when I became an Edgerley-Franklin Urban Scholar which came with a \$20,000 scholarship dispersed over 4 years, a community of like-minded Black and brown students, and paid undergraduate research opportunities.

Retention

I had not considered the demographics of my landscape architecture program or the profession until the start of my program. I experienced culture shock and isolation after consistently finding myself being the only Black person in my classrooms during my first year on campus. Going from Kansas City’s first Black high school to a land-grant university in a majority white college town was a big adjustment. I was quickly falling behind in drawing skills and tried to supplement that by staying in studio all day hoping I would soak in skills through osmosis (but not practice). Soon I had Cs on all my projects and my confidence was at an all-time low. Finally, my academic advisor introduced me to another Black female landscape architecture student a year above me. We quickly became friends by bonding over our isolation and alienation from our white classmates as well as being Black women from Kansas City, Missouri. She later introduced me to another Black female landscape architecture student who was in my class and from Missouri as well.

The three of us remained close as the only Black students we identified in our landscape architecture program at the time. We supported each other through multiple situations such as my older peer being told her color palettes for her design projects were too bold to me and my Black classmate being

purposefully excluded from a visit to the Continental Divide with our white classmates during a free day during a mandatory field trip. I also experienced microaggressions such as my name being misspelled in emails and group chats, a white classmate touching my hair twice without my permission, and being called unprofessional by my equally inexperienced white classmate. The list goes on and on for me and my Black peers.

Through these microaggressions, we supported each other by venting and encouraging each other to use mental health practices such as meditating in times of frustration. We also frequently gave each other tips on various design software, did portfolio and scholarship application reviews together, and conducted internship searches together. We built a strong friendship and community between the three of us. I had additional support from my Edgerly-Franklin Urban Scholars group and advisor, my undergraduate research mentor, my ASLA appointed mentor, my National Organization for Minority Architecture Students (NOMAS) advisor, the associate dean of my college, and my department head but my Black peers had different types of support as they were not involved in as many extracurricular activities.

When my Black peers and I looked through landscape architecture firms’ websites we could not find any Black female representation. If we ever saw a Black woman in a landscape architecture firm she was an administrative assistant. If we ever saw a Black man on a firm’s website, he was an architect at a multidisciplinary firm. We quickly realized the community we built in our college skewed our perception of the profession: There may not be three Black female landscape architects in one working space again. But why is that? And what could I do about it?

GOALS

This study fulfills my desire to get to the bottom of why there are so few Black landscape architects. To have more Black landscape architects we need to have more Black landscape architecture students so this study is focused on Black landscape architecture students’ experiences.

The overarching goal of this thesis is to contribute to making landscape architecture equitably accessible to Black students by showing landscape architecture programs and the profession barriers and supports

Black landscape architecture students are encountering while discovering, choosing, and navigating landscape architecture. This thesis has two primary objectives.

1. To uncover the factors influencing Black landscape architecture students’ journeys to discovering landscape architecture, choosing their landscape architecture program, and their experiences in their landscape architecture programs
2. To provide descriptive data on the approximately 205 Black students currently studying landscape architecture (Pritchard and Martinez Gonzalez 2021).

My research intent is to provide this information to help the landscape architecture professional organizations meet their diversity goal. This study is not meant to delegate tasks, but to spur action.

RESEARCH QUESTIONS

This study aims to answer:

- What are Black students’ experiences in discovering landscape architecture as a profession and navigating landscape architecture in academic institutions?
- Who are Black landscape architecture students?
- What factors contribute to a successful academic journey for a Black landscape architecture student?
- What factors make the journey difficult?
- What do Black landscape architecture students feel would make their journeys more successful?

CHAPTER 2 | BACKGROUND

OVERVIEW

Landscape architecture education and practice share many similarities with architecture and graphic design: all three professions are predominantly white and are accessed through intensive studio-based education. The architecture profession had the opportunity to address its diversity issue after the executive director of the National Urban League, Whitney M. Young Jr.’s famous speech at the National Convention of the American Institute of Architects (AIA) in 1968, where he said:

“He did want you to become more relevant; he did want you to begin to speak out as a profession, he did want in his own classroom to see more Negroes, he wanted to see more Negro teachers. He wanted while his classwork was going on for you somehow as educators to get involved in the community around you” about what a Black recent graduate of Yale wanted from architectural educators.

Young Jr went on to say “...if you don’t speak out for some kind of scholarship program that will enable you to consciously and deliberately seek to bring in minority people who have been discriminated against in many cases, either kept out because of your indifference or couldn’t make it—it takes seven to ten years to become an architect— then you will have done a disservice to the memory of John Kennedy, Martin Luther King, Bob Kennedy and most of all, to yourselves”

- American Institute of Architects 1968, 8

Despite this direct call to action for architects, graphic design is the profession that took the most effective action toward diversity. Actions taken by that profession over the last thirty years have resulted in a more comprehensive understanding of diversity in the graphic design industry than in architecture and landscape architecture.

FRAMING THE CONTEXT

Research to date on Graphic Design

The graphic design profession recognized and discussed its diversity issue years before landscape architecture and other design professions did. Cheryl D. Miller’s *PrintMag* article “Black Designers: Missing in Action” originally printed in 1989 spurred the American Institute of Graphic Arts (AIGA) Minority Task Force and set the tone for the 1991 AIGA conference (Mitchell-Powell 1991). Attendees of the 1991 AIGA conference identified the following issues graphic designers face: cultural exploitation, lack of representation, conflicts between assimilation and integration, stereotyping, corporate and societal assumptions of inferiority, and ignorance toward cultural diversity (Mitchell-Powell 1991). Jacinda Walker (2016) identified a cascade of impacts created by the lack of access and exposure to formative educational programs and mentorship opportunities which cause fewer youth of color to choose design careers. This results in fewer students of color entering the workforce where job opportunities are and value is determined. Since there are fewer people of color in design careers there is a perception in communities, families, and students of color that design is an unstable career choice (Walker 2016).

Miller’s article identified the following key factors impacting diversity in graphic design. Graphic design is a highly selective profession because of its high education cost and competition in the marketplace. Graphic designers face financial barriers to paying for their graphic design education, prejudice, a lack of mentors to guide designers post-graduation, and the risk of their families disapproving of their career choice. Black parents see education as a key to success but think that studying art is a luxury and prefer their students to study something with a clear and steady financial payout since sending a student to college is expensive and taxing.

Black students face the same challenges as white students such as competition, lack of confidence, and daring to stand out but Black students must also deal with the isolation and possibly rejection that comes with being a Black student in a predominantly white school (Miller 2016). Black graphic designers may be discriminated against because they use more vibrant color palettes, have a looser approach to design, and speak with a non-standard dialect (Miller 2016; Walker 2016). Intolerance of these differences makes it harder for Black designers to pursue and succeed in education and the profession (Miller 2016).

Discriminatory hiring practices lead to fewer professionals of color and therefore fewer role models for students of color (Walker 2016). This also means there are fewer people of color who could change the very policies that allow discriminatory hiring practices creating a vicious cycle of low diversity (Walker 2016).

Existing Research in Landscape Architecture

Quantitative Research

There has been limited quantitative research on the demographics of landscape architecture. Although there is some self-reported data on gender in landscape architecture, there is a lack of statistical data on race and ethnicity.

Data from William H. Frey’s Brookings Institution analysis of the U.S. Census Bureau population projections as used in ASLA’s “Mirroring the Nation: Landscape Architecture and the Future of the Profession” shows that the United States is on track to become more racially diverse (American Society of Landscape Architects 2018). The analysis shows that the total U.S. Black population will increase from 12% in 2012 to 13% in 2060 while the white population will decrease from 63% in 2012 to 43% in 2060 (American Society of Landscape Architects 2018). It is difficult to determine whether or not these statistics parallel current demographic trends for the landscape architecture profession and academia because data has not been consistently nor comprehensively gathered, analyzed, and shared by landscape architecture organizations such as ASLA, CLARB, or CELA who have access to landscape architecture professionals, licensed landscape architects, and landscape architecture faculty respectively.

However, quantitative data on Black landscape architecture students in accredited programs have been documented and released in recent years by LAAB (Landscape Architectural Accreditation Board 2021a; Pritchard and Martinez Gonzalez 2020; Pritchard and Martinez Gonzalez 2021). Data collected from LAAB show underrepresentation in undergraduate and graduate landscape architecture programs.

In 2017 there were 191 Black landscape architecture students; that number grew to 205 by 2021 (Landscape Architectural Accreditation Board 2021a). LAAB’s “Summary of 2021 Annual Reports” compiled 2020-2021 information on the student body of

the 100 accredited landscape architecture programs in the United States (Pritchard and Martinez Gonzalez 2021). There were 58 Black and 1,019 white students enrolled in graduate landscape architecture programs and 147 Black and 2,145 white students enrolled in undergraduate programs in the 2020-2021 academic year (Pritchard and Martinez Gonzalez 2021). A total of 58 Black students graduated from undergraduate and graduate programs at the end of the 2021 academic year compared to 969 white students (Pritchard and Martinez Gonzalez 2021). While this is progress, white students are still overwhelmingly represented in landscape architecture programs as seen in Figure 4 and this will immensely affect the demographics of the profession for years to come.

The majority of Black students studying landscape architecture are enrolled in PWIs as only two programs of one hundred landscape architecture programs are at HBCUs (American Society of Landscape Architects 2021a): Morgan State University and North Carolina A&T. In general, HBCUs produce more Black undergraduates than PWIs due to their ability to “overtly promote their awareness and connection to Black culture” and most of the approximately 250 Black landscape architects

with undergraduate degrees attended an HBCU at some point in their academic journey (Boone 2015, 15). Florida A&M (an HBCU) produced the most Black landscape architecture graduates in the country but their landscape architecture program was shut down by the University of Florida system with little aid from the profession (Boone 2015).

Qualitative Research

There has been limited qualitative research addressing the lived experiences of Black landscape architects and students. Qualitative research may be useful in improving the number and experiences of Black students in landscape architecture programs. Qualitative data has been used to understand “the social, interpersonal, and intrapersonal experiences of Black males” in college (Lewis 2016, 3). The bulk of qualitative research includes interviews as interviews allow researchers to “identify and understand the experiences of [a] group on the basis of race, academics, and social experiences” (Lewis 2016, 4). Researchers can use qualitative methods to better understand the experiences of Black landscape architecture students and use quantitative research to support qualitative results as Lewis suggests (2016).

ASLA conducted a small qualitative project called “ASLA Your Path to Landscape Architecture.” This project is a video of landscape architects of color describing their design journeys recorded by ASLA.

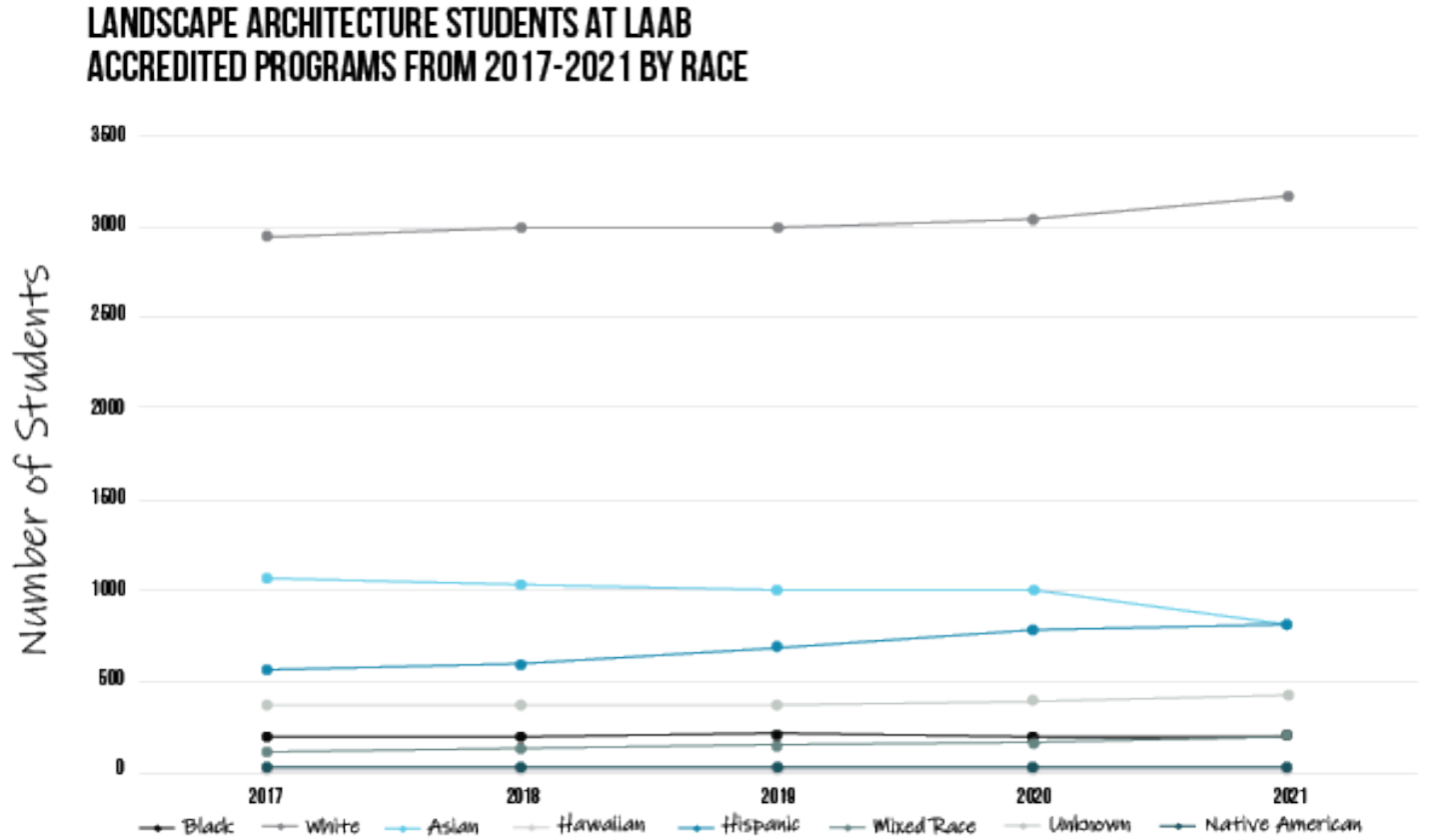


Figure 4. Growth of population of landscape architecture students of all races from 2017 to 2021 (Pritchard and Martinez Gonzalez 2021).

These interviews give insight into why Black landscape architects and Black landscape architecture students compose a small percentage of the profession. Participants discussed a lack of faculty that looked like them; their desires to be role models for students of color; finding out about landscape architecture while studying in another program; discovering landscape architecture from books; being inspired by their neighborhood gardeners to pursue landscape architecture; as well as having interests in the general design field before choosing landscape architecture (American Society of Landscape Architects 2015).

Some of these ideas show up in another qualitative project backed by the profession. ASLA, CELA, CLARB, LAAB, and LAF sponsored a study by FrameWorks, “Map the Gap”, to help the discipline devise new ways to frame landscape architecture for the public (Hendricks et al. 2019). The study conducted 12 one-hour interviews with experts in landscape architecture from public and private sectors and interviewed non-landscape architects (Hendricks et al. 2019). The study revealed a major gap in understanding of landscape architecture between experts and non-experts. Experts define landscape architecture as “the aesthetic and functional design of outdoor space to maximize its social, environmental, and economic value” (Hendricks et al. 2019, 4). When asked, “Have you ever heard of the profession landscape architecture?” a participant replied, “Not really. I know about landscapers that go around and trim your lawns, and bushes, and stuff, but I’ve never heard the architecture part” (Hendricks et al. 2019,12). This misunderstanding may contribute to the profession’s small numbers. The study also showed that landscape architecture experts are aware that the diversity in the discipline does not reflect the diversity in the communities they design for and that people tend to choose landscape architecture once they are already in a peer field such as architecture or engineering (Hendricks et al. 2019). Experts indicated that the lack of diversity stems from the cost of higher education, the lengths of landscape architecture programs, and the lack of access to internships and scholarships which complements the testimonies from “ASLA Your Path to Landscape Architecture” (American Society of Landscape Architects 2015; Hendricks et al. 2019).

Unfortunately, the limited existing quantitative and qualitative data on landscape architects is not specific to Black landscape architecture students. Since Black students are a minority in America overall, they may be faced with more barriers than other groups which contribute to a gap in equity. So while research from the Frameworks Study is useful, research that shows how Black people, in particular, discover landscape architecture, choose their landscape architecture programs, and the barriers and supports they navigate during their programs is needed to allow

the profession and academia insight on how to equitably increase the number of Black landscape architecture students.

We do not know much about “what enables Black students to experience personal and academic success” because there has been little systematic, quantitative, or analytic research on the topic (Allen 1992, 27). But we do know students do not enter education at any level as blank slates; they are shaped by their families’ culture, origin, and political affiliations, as well as their social interactions and previous education environments (Kuh et al. 2006). The ever-evolving higher education research gives some insight into what affects Black students’ success in college. Researchers George Kuh, Jillian Kinzie, Jennifer Buckley, Brian Bridges, and John Hayek synthesized relevant literature on student success in an attempt to develop an informed perspective on how “policies, programs, and practices can make a difference to satisfactory student performance in postsecondary education” (Kuh et al. 2006, 3). They separated their findings into multiple categories including student background characteristics (Pre-College Factors) and student behaviors, activities, and experiences in college (College Factors) (Kuh et al. 2006). Pre-college and College Factors influence Black students’ experiences in discovering, choosing,

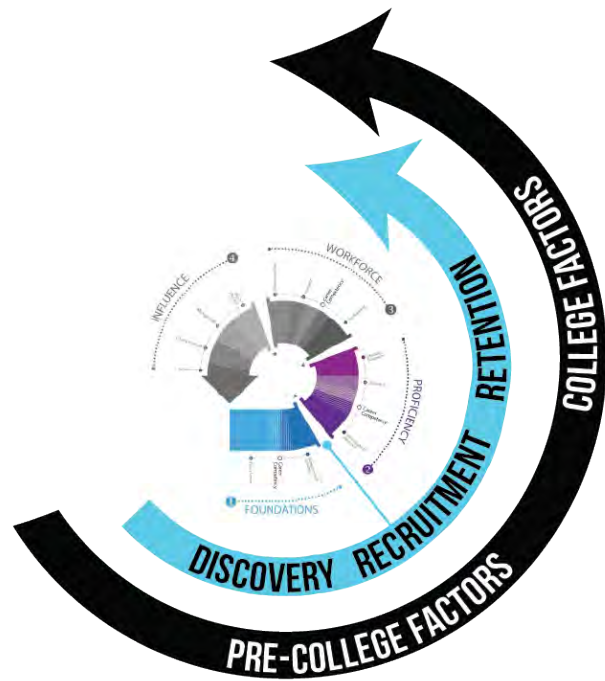


Figure 5. This study’s conceptual framework: Pre-college & College factors overlayed on Jacinda Walker’s Design Journey Map with Discovery, Recruitment, and Retention.

and navigating landscape architecture during the Foundations and Proficiency phase of Walker’s Design Journey Map (Figure 5) and form this study’s conceptual framework.

PRE-COLLEGE FACTORS INFLUENCING BLACK STUDENTS’ EXPERIENCES

Black people have shaped the landscape of America long before now, so why are there so few Black landscape architects? The answer may be found by analyzing Black students’ experiences through the lens of Critical Race Theory or by analyzing Black students’ pre-college factors. Pre-college factors include gender, race and ethnicity, persistence (continuous enrollment), educational aspirations and family support, financial aid, and pre-college encouragement programs. Some of these pre-college factors are supported by other studies.

Discovery & Recruitment Race

The Critical Race Theory (CRT) movement is a collection of scholars and activists who want to study and transform “the relationship among race, racism, and power” (Delgado and Stefancic 2012, 3). CRT examines issues of civil rights and ethnic studies through the broader perspective of “history, context, group- and self-interest, and even feelings and the unconscious” (Delgado and Stefancic 2012, 3).

CRT began in the 1970s as an “interrogation of the legal basis of white supremacy in the United States” (Cheng, Davis, and Wilson 2020) after early CRT writers such as Derrick Bell and Richard Delgado realized the subtler forms of racism that were gaining ground after the 1960s civil rights required the development of new combative theories and strategies (Delgado and Stefancic 2012). CRT has since evolved into a model of analysis used for higher education (Amrhein et al. 2020; Bell 2019; Cheng, Davis, and Wilson 2020; Fernández 2002; Harper, Patton, and Wooden 2009; Harper, Smith, and Davis 2016; Kuh et al. 2006; Solorzano, Ceja, and Yosso 2000) and other disciplines (Delgado and Stefancic 2012).

Delgado and Stefancic (2012) state most critical race theorists believe in the following tenets:

1. Racism is ordinary;
2. White supremacy serves important physical and material purposes for white people;

3. Race is a social construct;
4. The dominant society racializes different groups of minorities to fit shifting needs which is known as “differential racialization”. For example, Black people were stereotyped to be submissive and unintelligent when fulfilling labor needs during slavery but began to be stereotyped as criminals to fit the need of the beginning of the prison industrial complex after slavery ended;
5. Each person’s identity is an intersection of “multiple overlapping identities, loyalties and allegiances” (Delgado and Stefancic 2012, 10); and
6. People of color can use their voices and lived experiences with oppression to communicate to whites what they may not already know.

Since CRT posits that racism is normal and affects everything (Delgado and Stefancic 2012), this means that a student’s race will affect the way they are perceived and treated in higher education (Amrhein et al. 2020; Bell 2019; Harper, Smith, and Davis 2016). Critical Race Theory literature can give historical context to students’ experiences in higher education (Solorzano, Ceja, and Yosso 2000).

The Relationships of Black People to Vocational Education

Black people may be hesitant to study landscape architecture because it appears as a vocation. If the general public confuses landscape architects with landscapers (Hendricks et al. 2019), they may believe one must get a vocational education to enter the profession. Vocational education is education designed to make students ready to work in manual labor jobs such as plumbing right after graduation (Meylan 2020).

Professor Carla Jackson Bell’s research showed that the debate between Booker T. Washington and W.E.B. De Bois’ education practices “was the first historical and philosophical perspective to dispute African American education and training in modern American history” (Bell 2015, 3). Booker T. Washington believed that African Americans must learn practical skills that would allow them to become economically independent (Bell 2015). Du Bois believed that Washington’s education perspective limited African Americans to service jobs and trapped them in a lower economic and social class (Bell 2015). This debate may have influenced how Black people viewed vocational education well into the 1970s.

According to Joe King Jr., “many sociologists agree that the primary influence on the high school student’s attitudes and values come from the family” (King Jr. 1977). This is proven by King Jr.’s dissertation “The Perceptions of Black High School Students Toward Vocational and Technical Education Programs” in which

he discovered that “the non-vocational students have a strong feeling that [their] parents want them to attend college. The vocational students also feel that their parents want them to attend college but not to the same degree” (King Jr. 1977). King found that students’ strongest objections to vocational education were that it is used to prevent Black students from getting a better education; it does not have the “right teachers;” it does not have enough Black students enrolled; there are no jobs available after finishing; and, it prepares you for only one job (King Jr. 1973). Landscape architect students may see these same issues today: lack of role models, lack of Black student representation, and lack of job security tied to licensure issues.

Family & Financial Support

Family expectations influence student enrollment and persistence as students’ families can encourage students to pursue higher education or may not have the know-how and time to guide their child towards it (Kuh et al. 2006). African-American students who come from urban, low-income, low education families with divorced or separated families do not do as well as white students in “persistence rates, academic achievement, postgraduate study, and overall psychosocial adjustments” (Allen 1992). Students from first-generation families may also struggle with family and financial support (Kuh et al. 2006).

Financial Aid

Debt-free financial aid is necessary for low-income students to remove the burden of paying off of their families (Kuh et al. 2006). Gift aid, such as work-study, scholarships, and grants, in particular, are associated with higher retention and graduate rates (Kuh et al. 2006). Unmet financial aid may lead to students overworking to pay for college out of pocket (Kuh et al. 2006). Access to financial aid can be exacerbated by gender. Black males at HBCUs are also struggling with a lack of motivation and a lack of defined goals which in turn affects students’ ability to apply for and receive financial aid (Palmer 2013).

Pre-College Encouragement Programs and Access to College Prep Materials

Students from underserved backgrounds may not be prepared for college as they may lack an understanding of college expectations and post-

graduation options (Kuh et al. 2006). Researchers encourage colleges to leverage pre-college bridge programs such as TRIO, Upward Bound, McNair, and other programs funded under Title IV of the Higher Education Act to help students of color remain in college (Kuh et al. 2006; Strayhorn 2008). Students could also prepare for college by taking dual enrollment or International Baccalaureate courses (Kuh et al. 2006).

General College Approach

Burrell, Fleming, Fredericks, and Moore recommend HBCUs partner with “elementary and secondary schools and PreK–12 informal education programs that seek to broaden the participation of young Black men in STEM and optimize similar partnerships that already exist” (Burrell et al. 2015, 51). Lexi Amrhein, Melany Del Carpio, Cassie Garcia, and Hermes

We recommend that Financial Aid, Registrar & Residential Life develop an assessment process to identify potential and existing gaps in services and communication that pertain to low-income students & students of color.

Enact a policy of transparency to ensure that students are aware of “hidden” costs and barriers such as annual tuition increases and FAFSA verification selection.

Engage families in conversations about scholarships, grants, and other financial support to assuage any fears or concerns they may have regarding cost. Develop programming specifically geared toward including family networks in the processes.

Improve interactions during recruitment supporting the growth of peer networks by working with returning students in Black Student Union (BSU) to create robust programs that allow prospective students to connect with current students with shared identities in meaningful ways.

- Amrhein et al. 2020, 25

Membreno (2020) examined the enrollment decisions of Black/African American students at Dominican University of California to evaluate the effectiveness of the recruitment strategies of the Office of Admissions. They made recommendations around four key areas of student college choice: price, the perception of place, interactions during recruitment, and the navigation of systems.

Graphic Design Approach

1991 AIGA conference participants also discussed implementing joint recruitment at the high school and college level, fostering talent in young people with financial and demonstrative means, and showing high school art teachers what is happening in top design firms as a solution to the lack of access to resources (Mitchell-Powell 1991). Participants suggested career days/fairs in schools, mentor programs, field trips to minority businesses, scholarship programs through competitions and/or corporate sponsorships, and brochures about graphic design careers to increase role models in the profession (Mitchell-Powell 1991). AIGA conference participants also suggested that AIGA get funding for programs where students can learn about graphic design, give students training in networking, AIGA could set up a committee to establish guidelines for students (and their parents) who want to go into design, and AIGA and other organizations could lobby Washington D.C. for more funding for the arts programs in schools (Mitchell-Powell 1991).

Architecture

To attract more women and minorities to the field, architects recommend “exposing more students in middle and high school to architecture—what it means to be an architect and how to launch a career” (Shugoll Research 2015, 9). The American Institute of Architects’ “Diversity in the Profession of Architecture” report (2015) says that many current architects gained interest in architecture while in school from classes or realizing that they had the skills to be an architect (Shugoll Research 2015).

In 2009, there were only seven design-focused high schools in America and at the time these schools were too young to have contributed to broadening architecture’s reach (Murdock 2009). Since 2009, those seven design schools might have had 84 graduating classes combined. The design schools’ philosophies are a great start but there is more work to do once

students enter the profession: “We can put as many kids in the pipeline as we want, but unless we solve what happens at the end of the pipeline, it’s going to be a funnel” said Marshall Purnell, FAIA Former President of AIA (Murdock 2009).

COLLEGE FACTORS INFLUENCING BLACK STUDENTS’ EXPERIENCES

Many factors affect a college student’s success such as shadowing and internship opportunities, Grade Point Average (GPA), being active in student organizations, standardized test preparedness, and mentorships (Bridges 2011; Goode and Landefeld 2018; Kaplan 2006; Miller 2016; Palmer 2013; Walker 2016). Kuh, Kinzie, Buckley, Bridges, and Hayek also synthesized factors that affect student behaviors once they are in college (Kuh et al. 2006). These factors are expectations for college, faculty-student contact, peer interactions, cocurricular activities, students’ satisfaction, first-generation status, and fraternity or sorority membership (Kuh et al. 2006) and relate to a student’s ability to remain in their program.

Retention

Expectations for College & Student Satisfaction

Student satisfaction refers to a student’s sense of belonging in their learning environment but student satisfaction is frequently overlooked in studies on student success in institutions (Kuh et al. 2006). If students’ expectations and lived experiences of college are not aligned they are less likely to persist and graduate (Kuh et al. 2006).

Faculty-Student Contact

Studies found that having supportive relationships with faculty and peers is associated with higher satisfaction levels for college students (Kuh et al. 2006; Strayhorn 2008) but the quality and frequency of positive faculty-student interactions matters (Kuh et al. 2006). Strayhorn states “diversity workshops, faculty diversity training, cross-race interactions, and self-reflexive activities” can help faculty overcome assumptions they make about Black men (Strayhorn 2008, 38).

Peer interactions

Students are most likely to persist through their programs when they feel connected to their peers through social interaction (Kuh et al. 2006). Students can benefit from interacting with those similar to themselves (Kuh et al. 2006) and different from themselves (Strayhorn 2009). Strayhorn (2009) found that socializing with peers of a different race or who hold different interests was the most powerful predictor of Black males’ sense of belonging in college (Strayhorn 2009).

Co-curricular Activities Including Fraternity or Sorority Membership

Participation in co-curricular activities or student organizations helps students develop interpersonal skills and reinforces the desire to graduate among college students (Kuh et al 2006). Fraternity and sororities allow students to be more engaged in the classroom and around campus (Kuh et al. 2006). Burrell, Fleming, Fredericks, and Moore found that peer-peer relationships and student organizations such as the National Society of Black Engineers (NSBE) are critical to helping underrepresented students succeed in school and students value peer support more than faculty support because they find it hard to build relationships with faculty (Burrell et al. 2015).

Palmer recommends that academic affairs and student affairs collaborate to help Black males build relationships with peers, faculty, and administrators such as through the Male Initiative on Leadership and Excellence (MILE) program at one HBCU (Palmer 2013).

First-Generation Status

As previously mentioned, first-generation students may not be as prepared for college as second-generation students. First-generation students are likely to be less familiar with the benefits of engaging on campus, how to find mentors, or typical college behaviors (Kuh et al. 2006).

Experience at PWIs

Studies on Black males at HBCUs and PWIs give insight into success factors for Black students. Black students attending predominately white institutions reported lower social involvement than Black students at Black colleges (Allen 1992). “[Black] students who get along well with faculty and who sense greater unity among Black students on campus also are more involved socially” (Allen 1992, 37).

Black students may experience some psychosocial effects as a result of attending a PWI while unprepared: alienation, isolation, imposter syndrome, implicit bias, microaggressions, PTSD, and racial discrimination (Allen 1992; Goode and Landefeld 2018). Black men in college attempt to cope with their negative experiences without assistance as they are too prideful to use campus resources to improve their chances of success (Palmer 2013). Black men attending white universities used three methods to cope with the stresses of experiencing racism at their PWI: withdrawal, assertion, psychological distancing, and creating their own social and cultural networks (Allen 1992; Bridges 2011).

Mentorship/Networking

Eric Bridges (2011) conducted a study to understand how Black men cope with stress while attending PWIs. Bridges concluded that universities should not only aggressively recruit Black students but that they implement programs to support them once they arrive on campus. He also recommends that universities have mentorship programs and Black student organizations that can provide psychosocial support for Black students as well as tenured Black professors who can serve as role models and mentors to Black men (Bridges 2011). Palmer seconds this and suggests that HBCUs create mentorship opportunities between Black upperclassmen and incoming students to share how they overcame hardships while emphasizing non-cognitive variables to success, such as motivation, to incoming freshmen (Palmer 2013).

Miller emphasizes the need for Black mentors for emerging professionals (Miller 2016). Without Black mentors and experienced Black graphic designers, there is no Black graphic designer network (Miller 2016). Without a network of Black graphic designers, it is hard to place Black graphic designers in job positions (Miller 2016). Black architects need to be encouraged to join academia and engage with the Black youth so they may learn about architecture early (Kaplan 2006). The message is clear: role models and mentorships are essential for recruiting and retaining Black students in architecture and design professions (Walker 2016; Kaplan 2006).

SUMMARY

Black students’ experiences in higher education are influenced by Pre-college and College factors. Existing research about Black students in higher education indicates that they are likely to encounter alienation, isolation, microaggressions, a lack of mentors, and high costs of education. Black faculty, summer bridge programs, and scholarships may help recruit and retain Black students in higher education programs including graphic design and architecture programs. Research focused on all Black college students and those in disciplines related to landscape architecture provide direction for the survey questions used in this study.

RESEARCH INTENT AND METHODOLOGY

This study uses survey and interview questions shaped by Critical Race Theory; equitable practices; and academic discovery, recruitment, and retention literature to examine Black students’ experiences in discovering, choosing, and navigating their landscape architecture programs (Figure 6). It also provides descriptive data on Black students currently studying landscape architecture in accredited U.S. programs. The methodological framework of this study is informed by an integration of case study, narrative inquiry, and Critical Race Theory.

Narrative Case Study

Case studies related to the research of people are an examination of “what already has been encountered and how difficult situations were handled” (Brandell and Varkas 2001, 2). This case study is idiographic, which means it explores only one group or unit, describes multiple variables influencing the unit and concludes with analytic and impressionistic generalizations that can be used to identify cause and effect (Brandell and Varkas 2001).

Narrative case studies combine narrative inquiry and case study. Narrative inquiry is an approach to research that emphasizes storied lives (Bhattacharya 2017). The telling and retelling of stories in a narrative case study help the researcher make meaning of participants’ experiences (Bhattacharya 2017). A narrative case study uses stories to study social problems and understand a phenomenon and its context with the result of useful generalizations that serve as the baseline for additional research (Brandell and Varkas 2001). In this study, narrative case study was used to examine the experiences of Black landscape architecture students.

Nearly every case study referenced in this study’s literature review was a narrative case study as they used qualitative methods to study the lived experiences of a single unit through narratives (Allen 1992; American Society of Landscape Architects 2015;

Amrhein et al. 2020; Bell 2019; Bridges 2011; Burrell et al. 2015; Fernández 2002; Harper, Smith, and Davis 2016; Kaplan 2006; King Jr. 1973; King Jr. 1977; Lewis 2016; Palmer 2013; Solorzano, Ceja, and Yosso 2000; Strayhorn 2008; Walker 2016).

The narrative case studies focused on Black students in PWIs (Bridges 2011; Solorzano, Ceja, and Yosso 2000) and Walker’s study on African American and Latino graphic design professionals (Walker 2016) are most relevant to this study. They give insight into Black experiences at PWIs (Bridges 2011; Solorzano, Ceja, and Yosso 2000) and in a rigorous design profession (Walker 2016); two conditions faced by Black landscape architecture students.

Critical Race Theory

Critical Race Theory’s tenets are: racism is ordinary; white supremacy serves important physic and material purposes for white people; race is a social construct; the dominant society racializes different groups of minorities to fit shifting needs which is known as differential racialization; each person’s identity is an intersection of overlapping identities; and people of color can use their voices and lived experiences with oppression to communicate to whites what they may not already know (Delgado and Stefancic 2012).

CRT and its tenets have been used by many in the field of education to understand issues of education such as hierarchy and curriculum (Delgado and Stefancic 2012). Sana Bell used CRT in higher education as a methodological and theoretical framework to review scholarship from multiple disciplines that “address the intersection of white supremacy ideology and curriculum; and the intersection’s influence on African American students’ psyche and experience with and within US K-12 Eurocentric education and society” (Bell 2019,

8). Amrhein, Del Carpio, Garcia, and Membreno (2020) used CRT to “center race and racism and their intersectionality with other forms of subordination” (Amrhein et al. 2020, 5) in their analysis of Black students’ program selection process. By applying CRT, they were able to identify how students were marginalized through bureaucratic barriers such as price, a lack of communication, knowledge, and understanding among the staff at Dominican University, and the lack of diversity on campus (Amrhein et al. 2020).

Race and Modern Architecture: A Critical History from the Enlightenment to the Present used Critical Race Theory to analyze how race influenced modern architectural discourse and practice (Cheng, Davis, and Wilson 2020). The book has the goal of showing that race can no longer be left out of modern architectural history and evolved from interdisciplinary research on race and modern architecture which resulted in a collection of scholarship that “exemplify how modern architecture has been intimately shaped by the histories of slavery, colonialism, and racial inequality” (Cheng, Davis, and Wilson 2020,4). Kuh, Kinzie, Buckley, Bridges, and Hayek used CRT to synthesize education literature into factors that affect students’ performance in college (Kuh et al. 2006).

Informed by CRT tenets, this study centered the voices and experiences of people of color to communicate to white colleagues in the field what may not be known. This use of marginalized stories to inform the majority is the counternarrative method (Bell 2019; Delgado and Stefancic 2012).

CRT Combined with Narrative Inquiry Produces Counternarratives
Counternarratives, or counterstories, are stories that critical storytellers and writers use to challenge the “embedded preconceptions” some people hold that lead to stereotyping of a group of marginalized people (Delgado and Stefancic 2012, 48). As Bell put it, “through narratives and counter-storytelling, CRT scholars present their or other people of color’s experience with racism to legitimate their knowledge base of racism and acknowledge the reality of racial oppression overlooked by whites” (Bell 2019, 7).

Amrhein, Del Carpio, Garcia, and Membreno (2020) used counternarratives to analyze Black/African American student experiences

at a private California college. Sana Bell (2019) used counternarratives to analyze her own experience as an African-American student in U.S. public institutions from kindergarten through undergraduate studies. Lilia Fernandez (2002) combined CRT and Latino Critical Theory (LatCrit) with counternarratives to understand the experience of a Latino student in a public high school.

The combination of CRT and counternarratives benefit the study participants and researchers in multiple ways. This approach allows the student to reflect on and make public their lived experience and can empower them (Fernández 2002). The simple act of telling a story that counters the stereotypes uplifted by racism and ignorance places the objectivity of the white perspective in question (Fernández 2002). Lastly, researchers can gain an understanding of the sociocultural practices of marginalized groups and how they resist marginalization (Fernández 2002).

Critical Narrative Case Study

Drawing from the previously described methodologies, a critical narrative case study uses tenets of Critical Race Theory to analyze lived experiences of a single group of people to create generalizations that can be built upon to combat racism.

Solorzano, Ceja, and Yosso (2000) interviewed Black students at three PWIs who shared their experiences with microaggressions on campus. The students in the study spoke of feeling invisible in classrooms, having negative encounters with faculty, feeling isolated from their peers because their peers doubt Black students’ intelligence, being doubted by their peers due to their peer’s feelings about affirmative action, and a negative, racist campus climate in general (Solorzano, Ceja, and Yosso 2000). The authors used Critical Race Theory literature to give historical context to the student’s stories (Solorzano, Ceja, and Yosso 2000).

Harper, Smith, and Davis (2016) conducted a case study of Black students at an urban commuter college in a large racially segregated U.S. city. They used CRT tenets to analyze existing quantitative data and qualitative data from student interviews to understand Black students’ “enrollment, persistence, and graduation” (Harper, Smith, and Davis 2016, 3). The juxtaposed quantitative data with qualitative insights from Black students viewed through the selected tenets of CRT allowed the researchers to discover the undercurrents of Black students’ “stagnant enrollment patterns, academic underperformance, and high attrition rates” (Harper, Smith, and Davis 2016, 6).

This study will closely follow the methodological framework precedent Harper, Smith, and Davis set and what Brandell and Varkas describe as a “somewhat more complex sequence for the structure of

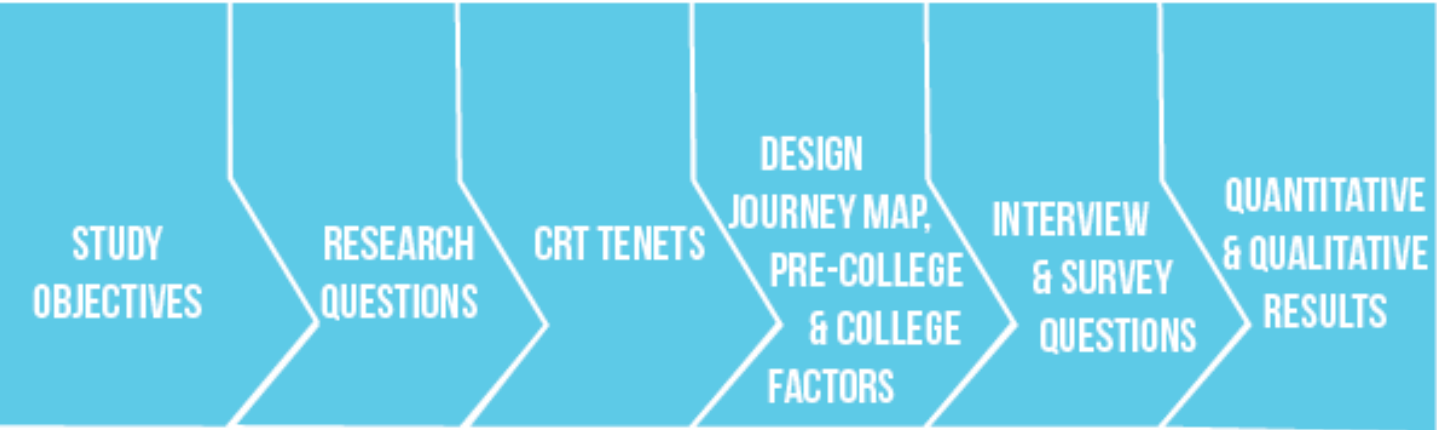


Figure 6. Methodology.

the narrative case study”: identification of the issue or problem being studied; review of relevant literature; identification of methods; description of findings from data that has been collected and analyzed; and development of conclusions and implications for future research (Brandell and Varkas 2001, 6).

METHODS

The conceptual framework of this study combined with the methodological framework of Critical Narrative Case studies to inform this study’s methods.

Survey Process

Selecting Participants

This study included current students in LAAB accredited undergraduate and graduate landscape architecture programs in higher education institutes across the United States who identify as Black or African American.

Participants were invited to participate from the BlackLAN membership lists, Linkedin, or Facebook groups. Students were also invited to participate by landscape architecture program department heads or professors, landscape architecture professionals, or other landscape architecture students.

Participants were recruited through social media posts, emails, and GroupMe messages that included a survey link. The survey link was shared on BlackLAN’s LinkedIn & Facebook pages; my personal LinkedIn, Twitter, Instagram & Facebook pages; landscape architecture administrators’ communication platforms such as the CELA Basecamp; GroupMe group chat for former Design Workshop Dr. Charles Fountain Interns; LARCH-L listserv which is an unedited electronic forum dedicated to the academic needs of landscape architecture; and emailed directly to BlackLAN student members and Black students identified by landscape architecture professors or department heads. Subjects were enrolled in the study once they marked “Yes” on the consent form at the front of the online survey and submitted their survey, which is described further in the next section. The survey (see Appendix A), was created and distributed using Qualtrics, an online survey platform.

Survey Design

Findings from the literature review resulted in the survey and interview questions being designed based on career competency components identified by Walker (2016), Pre-College and College Factors identified by Kuh et. al (2006), questions on Predisposition, Search, and Choice created by Amrhein et. al (2020), and CRT tenets.

The survey asked fifty-one questions separated into four areas: Consent & Eligibility, Demographics, Student Activities, and Your Academic Program Experience. Questions in the Consent & Eligibility section of the survey collected basic information such as consent to participate in the survey, consent to have their information appear in an online database of current Black landscape architecture students, and whether or not they identify as Black. Questions in the Demographics, Student Activities, and Your Academic Program Experience sections filled in missing information on the background of current Black landscape architecture students, what barriers they experience, what supports they rely on to complete their programs, how prepared they feel for the next step in their career journey, as well as what recommendations they have to improve their landscape architecture programs and the profession. Survey data was analyzed in Qualtrics and downloaded then analyzed in other programs.

Interview Process

Selecting Interview Participants

Once the survey was closed after 10 weeks, the data were filtered to select students to interview as shown in Figures 7-9. Since there were 188 Black landscape architecture students during the 2019-2020 academic year (Pritchard and Martinez Gonzalez 2020), selecting a sample size of 5% gives nine students to interview based on the data available at the beginning of this study. The nine students were chosen according to the following criteria:

- They identify as Black
- They are willing to participate in the interview process
- They are in an accredited undergraduate or graduate program
- They attend a PWI or HBCU
- Factors in their story that warrant an in-depth interview, such as factors from the literature review or new factors
- Gender
- First-generation status
- Their typical method of paying for college

Figure 7 shows the interview participants selection process began by setting the goal of proportionally representing LAAB accredited undergraduate and graduate programs as well as reserving two participant spots for students from HBCUs to ensure their stories are shared in this study. There were 51 accredited landscape architecture programs at PWI grad

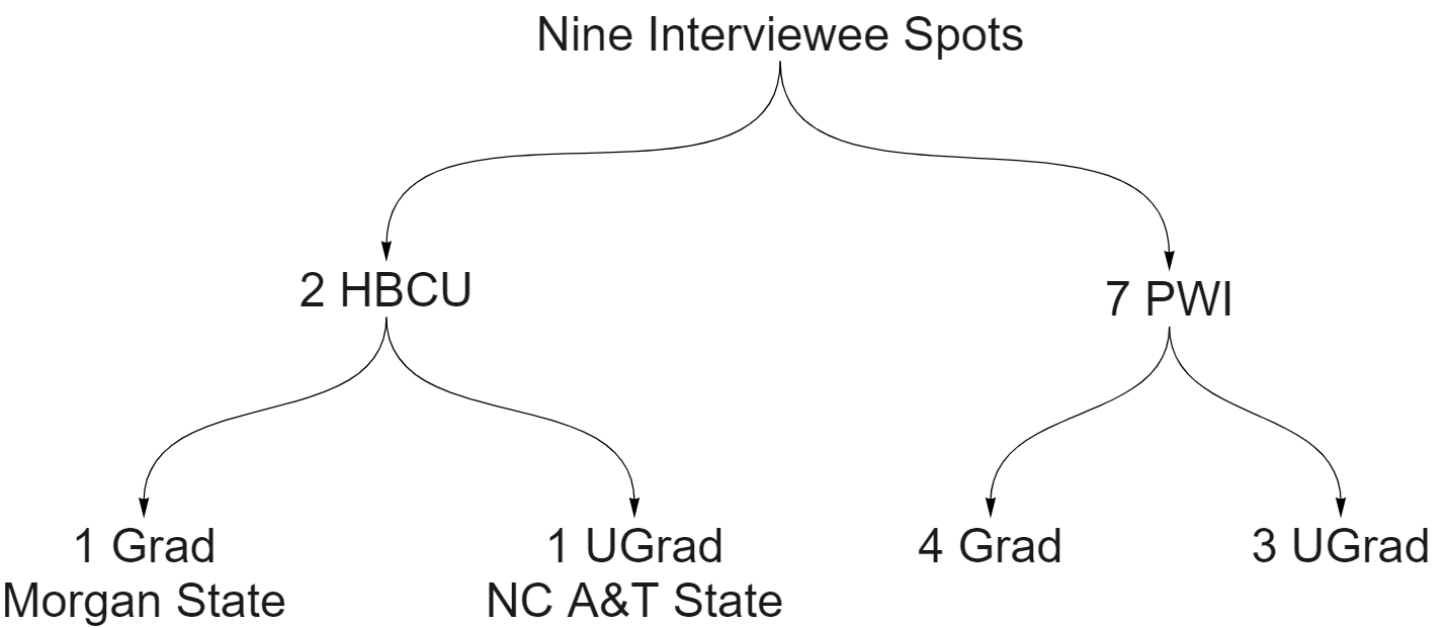


Figure 7. Step one of the interview participants’ selection process: Ensure proportional program representation.

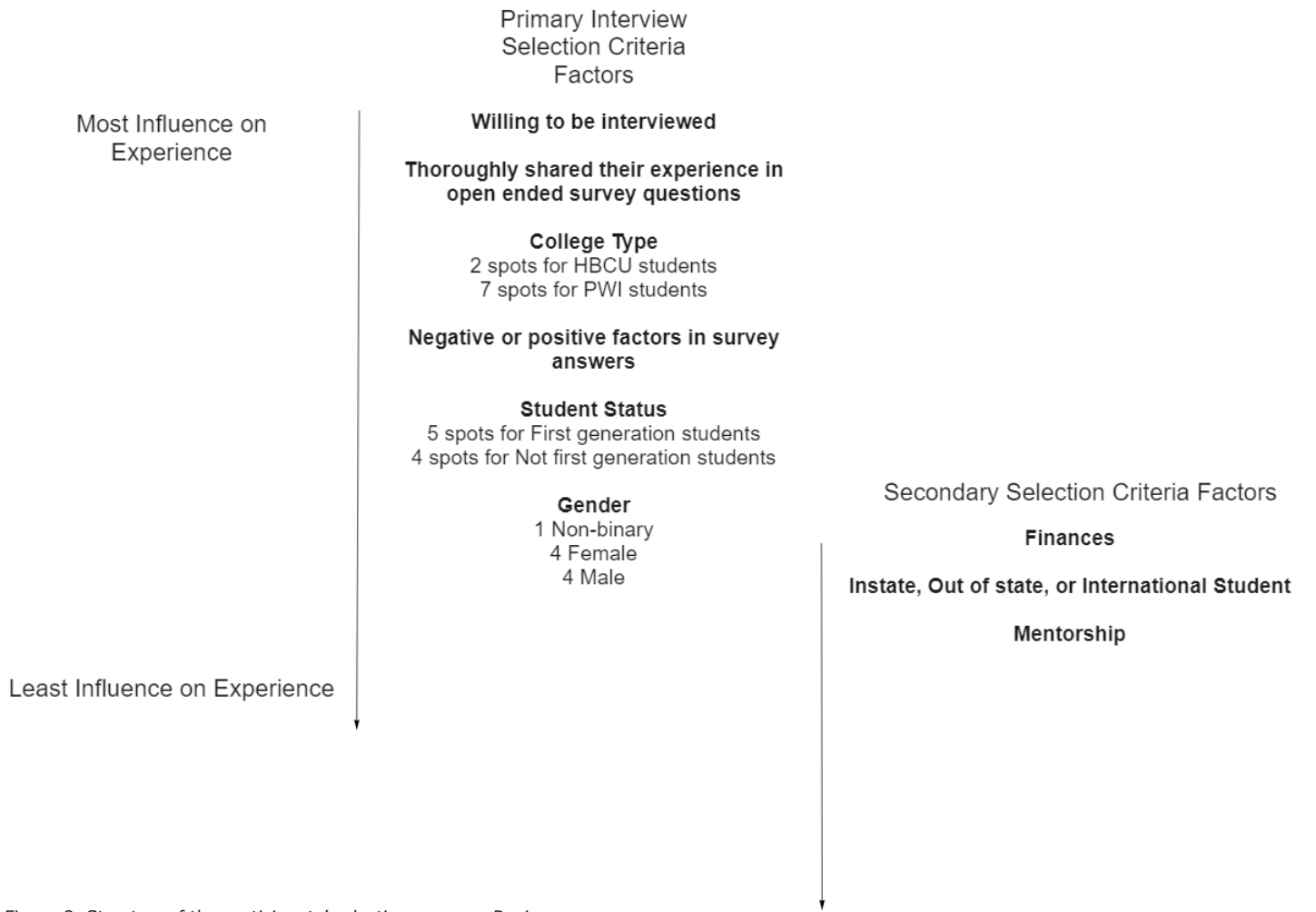
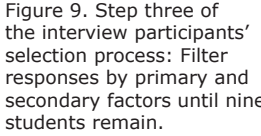


Figure 8. Step two of the participants’ selection process: Review their open-ended survey questions to determine interview worthiness based on a criterion rooted in the literature review.



schools, 46 programs at PWI undergrad programs, 1 undergraduate program at an HBCU, and one graduate program at an HBCU in the 2019-2020 academic year (Pritchard and Martinez Gonzalez 2020) which influenced the selection of interview participants.

After the survey participants were sorted by undergrad and graduate programs and then separated by HBCU or PWI, their answers to open-ended survey questions inquiring about their experience discovering, choosing, navigating, and recommendations for improving the landscape architecture field were filtered through several criteria elaborated in Figure 8.

The participants’ survey data must have shown they consented to be interviewed and put forth effort in sharing their experience in landscape architecture to be selected for an interview. The data was filtered further as shown in Figure 9. After a quick review of participants’ answers to open-ended questions, it became clear that there were more negative experiences documented in PWI undergraduate programs than in PWI graduate programs and the opposite was true for HBCU responses. From there, the students were sorted by which students had the most negative and most positive experiences in their program (PWI/HBCU) and undergrad/grad category. The students who were on the most extreme ends of the spectrum were filtered further by student first-generation status and gender and then selected for the interview process. In the case of two similar candidates meet ign the criteria, candidates were compared by secondary factors to ensure the study included interviews with a variety of students per their financial status; instate, out of state, or international student status; and whether or not they have had a mentor at this point in their design journey.

Pilot Interview

Nine survey participants were initially selected to be interviewed to gain a deeper understanding of their experiences in discovering, choosing, and navigating landscape architecture. I conducted a pilot interview with one student. Through the pilot interview, it became clear that the student was not currently enrolled in landscape architecture courses and therefore did not meet the criteria for this study. However, the pilot interview did help to clarify the interview protocol and process. Descriptive data from the pilot interviewee is included in Chapter 4 as their data in terms of discovering, choosing, and navigating landscape architecture is relevant & informative.

Interview Procedure

Next, I interviewed the remaining students who met the study criteria via Zoom. After multiple communication attempts, I was only able to confirm participation from eight current Black landscape architecture students, some of whom were not

originally selected. Seven of the interviewees represented PWIs and one was from an HBCU. This falls short of the original sample size intended for proportional program representation. It must be noted that only two students from each HBCU with an accredited landscape architecture program consented to be interviewed in the survey. During the interview, I asked each participant follow-up questions based on their survey responses to get a deeper understanding of their experience. The interview questions were categorized by my conceptual framework of Discovery, Recruitment, and Retention. Interview data were collected via Zoom recording and automatic transcription. (See the full list of interview questions in Appendices A & B).

Data Analysis Procedures

The survey data produced both quantitative data (reported as descriptive statistics such as frequency) and qualitative data from multiple-choice and open-ended questions. These multiple-choice and open-ended question answers were evaluated the same as qualitative data from student interviews: by using deductive coding with a priori (predetermined) codes (Saldaña 2021). The a priori codes were determined from the literature review: Pre-College & College factors identified by Kuh et al.; career competency components identified by Walker; inequities identified by Great Schools Partnerships; as well as factors identified from multiple sources in the literature review shown in Figure 10.

Once the interview transcripts were downloaded from Zoom, errors in the transcripts were corrected by reading the transcripts in Microsoft Word while the Zoom recording played. After the transcripts were vetted for errors and answers from open-ended survey questions directly related to students’ experiences in discovering, choosing, and navigating landscape architecture were identified in Qualtrics, the transcripts and text survey responses were coded for themes that affect a college student’s experience.

Emergent themes were identified during the deductive coding process. These new themes were noted using the descriptive coding method: generating a list of what is talked about (Saldaña 2021) in the participants’ answers. Both coding methods resulted in a list of themes affecting Black landscape architecture students’ experiences. Each theme, predetermined or emerging, was written down with its frequency of mention in both the

A PRIORI CODING THEMES	PRE-COLLEGE FACTORS	COLLEGE FACTORS
Micro-aggressions		X
Tokenism		X
Lack of Role Models and Mentors		X
Finances	X	X
Working While Studying		X
Lack of Representation	X	X
Lack of Access to Formative Educational Programs	X	
Prejudice or Implicit Bias	X	X
Family	X	X
Lack of Confidence or Impostor Syndrome		X
Alienation, Invisibility, and Isolation		X
Racism or Racial Discrimination		X
First Generation Student Status	X	
Co-curricular Activities	X	X
Student-Faculty Relationships		X
Fraternity or Sorority Membership		X
Pre-college Encouragement Programs	X	X
Expectations for College	X	
Internship Experience		X
Student-Student Relationships		X

Figure 10. A priori coding themes discovered during the literature review and identified in the survey & interview responses.

survey and interviews noted in Appendix E. Key points in interviewees’ stories related to the discovery, recruitment, and retention portions of their design journey were identified and then retold through constructing visual counternarratives. This process is described further in the next section.

Data Representation

Visualizing Quantitative Data

Quantitative survey data was represented as graphics. The survey findings presented in Chapter 4 are categorized into descriptive, Pre-college, and College findings. The graphics visually present findings around survey response rate and participants’ program locations & background characteristics.

Typographic Narratives

Juxtaposing quantitative and qualitative data through the lens of the counternarrative tenet of CRT creates a fuller and more truthful understanding of Black students’ experiences (Harper, Smith, and Davis 2016) in landscape architecture. The students’ counternarratives were summarized by using paraphrasing, direct quotation, and descriptive data from their survey results and presented as what I call “Typographic Narratives”. Typographic Narratives are a form of visual communication that uses hierarchy and color of text to emphasize and synthesize key points and quotes from a student’s experience. Any information that is too easily identifiable such as the name of the participant and their university was intentionally omitted from their Typographic Narrative. The Typographic Narratives were reviewed with each student to ensure they accurately captured their experience.

Findings from students’ narratives and surveys culminate in lists of supports and barriers students experienced during their landscape architecture programs and recommendations broken down by the Pre-college and College portions of their design journeys.

EVALUATION CRITERIA

This study ensures standards of practice for good research by following Sarah Tracy’s (2010) “Big-Tent” criteria for excellent qualitative research: Worthy Topic, Rich Rigor, Sincerity, Credibility, Resonance, Significant Contribution, Ethics, and Meaningful Coherence.

Worthy Topic

A worthy topic can emerge from discipline priorities or from timely social or personal events (Tracy 2010). This study has a worthy topic because it focuses on achieving equitable diversity by removing barriers for Black people which is of interest to the landscape architecture field (American Society of Landscape Architects, 2018).

Rich Rigor

Rigor is determined by data collection and analysis processes (Tracy 2010). The research should be able to prove there is enough data to support significant claims, the sample is appropriate given the goals of the study, they’ve gathered interesting and significant data, and they used appropriate interviewing practices and analysis procedures. This study has enough interesting and significant data from the literature review, survey, and interviews to support significant claims. It also discusses data insufficiencies in the Limitations section of the study. This study’s sample size is appropriate given the number of Black landscape architecture students and the goals of the study. This study uses Institutional Review Board (IRB) -approved survey and interview questions and processes to ensure rigor and confidentiality.

Sincerity

A good qualitative study is sincere, meaning the researcher is transparent about their values, biases, inclinations, and goals, the methods and challenges of the study, as well as “how these played a role in the methods, joys, and mistakes of the research” (Tracy 2010, 841). This study displays sincerity by being transparent about the methods in the above Methodology section, prominently displaying its goals in the Background section, addressing challenges and biases in the Limitation section of the study, and including my reflexivity statement at the conclusion of the thesis.

Credibility

Tracy states that credibility for qualitative research is earned through “reliability, replicability, consistency, and accuracy” (Tracy 2010, 843). This study establishes credibility by citing and documenting all unoriginal content in the References section, having a thorough data analysis process to check for accuracy and consistency, and attaching all survey and interview questions in the Appendix to ensure replicability.

Resonance

Resonance means the research shows its audience transferable findings and naturalistic generalizations (Tracy 2010). Although this study focuses on Black landscape architecture students, many of the findings

are transferable and lead to naturalistic generalizations that can apply to other disciplines and/or other groups of people.

Significant Contribution

According to Tracy, research can be conceptually, practically, morally, methodologically, or heuristically significant (Tracy 2010). This study is heuristically and practically significant because it will move people to further explore, research, or act on the research in the future as well as provide narratives that may liberate Black landscape architecture students from injustice.

Ethics

This study is ethical because its procedures are approved by Kansas State University’s IRB, it does no harm, it avoids deception, it negotiates informed consent, and it ensures privacy and confidentiality.

Meaningful Coherence

A study displays meaningful coherence by eloquently connecting its “research design, data collection, and analysis with its theoretical framework and situational goals” (Tracy 2010, 848). This study meaningfully links its literature review, research questions, findings, methods, and procedures through the lens of Critical Race Theory and the goal of achieving equity in the field of landscape architecture.

CHAPTER 4 | SURVEY FINDINGS

OVERVIEW

Findings from participants’ survey data are separated by Black landscape architecture students’ descriptive findings and their pre-college and college (Kuh et al. 2006) experiences. The *Descriptive Findings* section includes the survey response rate, participants’ university locations, and demographic information. The *Pre-College Findings* section encompasses the discovery and recruitment portions of students’ academic journey and reports barriers that come from students’ background characteristics or American history, supports, and recommendations from study participants that are best implemented before a student’s first day of college. The *College Findings* section details the barriers, supports, and recommendations students have for navigating their landscape architecture program.

DESCRIPTIVE FINDINGS: WHO ARE BLACK LANDSCAPE ARCHITECTURE STUDENTS?

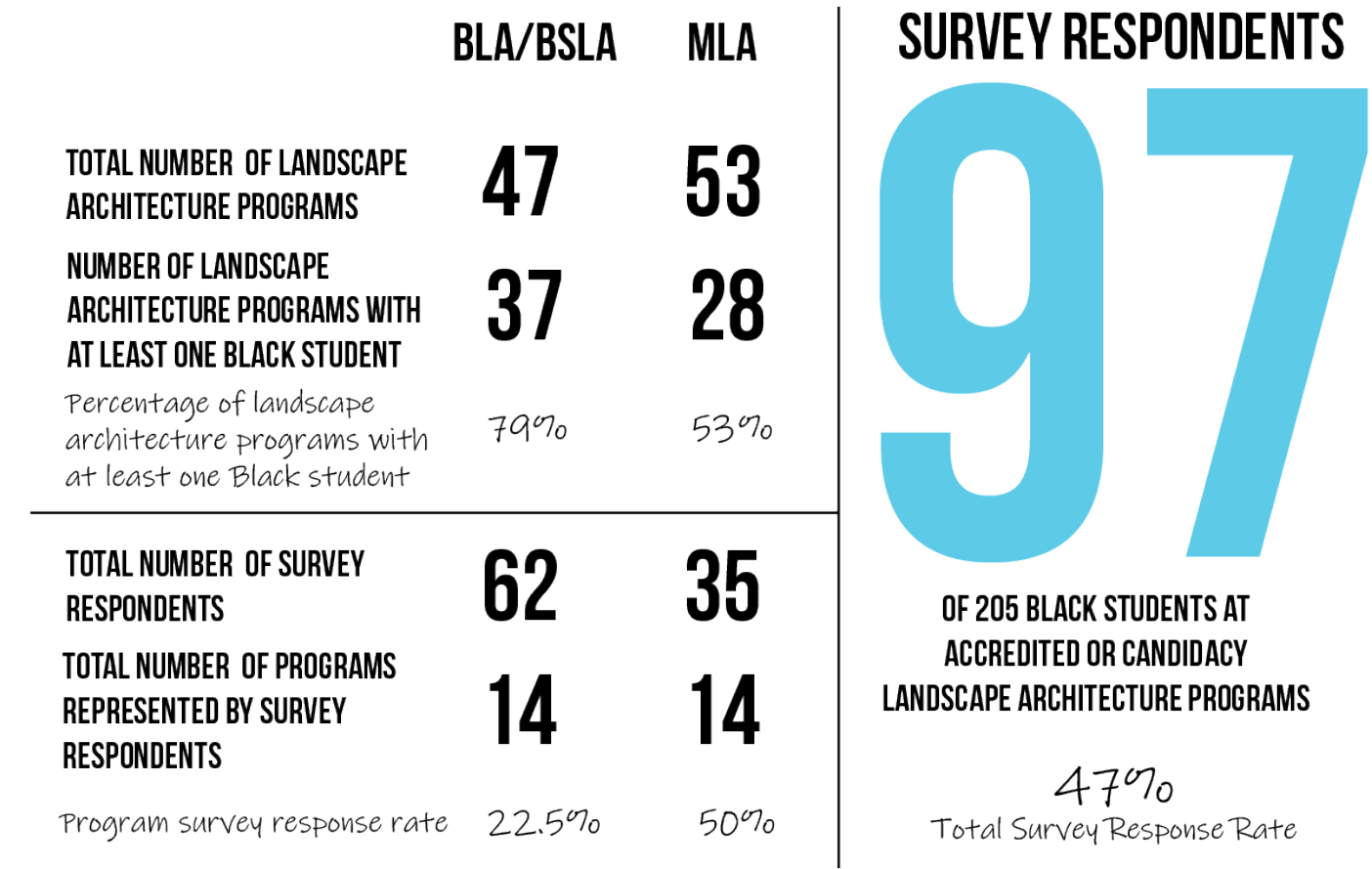
Of the 100 LAAB-accredited landscape architecture programs, 65 had at least one Black student during the 2020-2021 school year (Pritchard 2021). 28 of those programs are represented in this study via the response of 97 Black landscape architecture students (Figure 11).

Black students represent 4% of all landscape architecture students at LAAB-accredited programs (Pritchard and Martinez Gonzalez 2021). It may be assumed that there is no diversity in a group so small but the opposite is true: Black landscape architecture students have a range of background characteristics (Figure 12) and experiences.

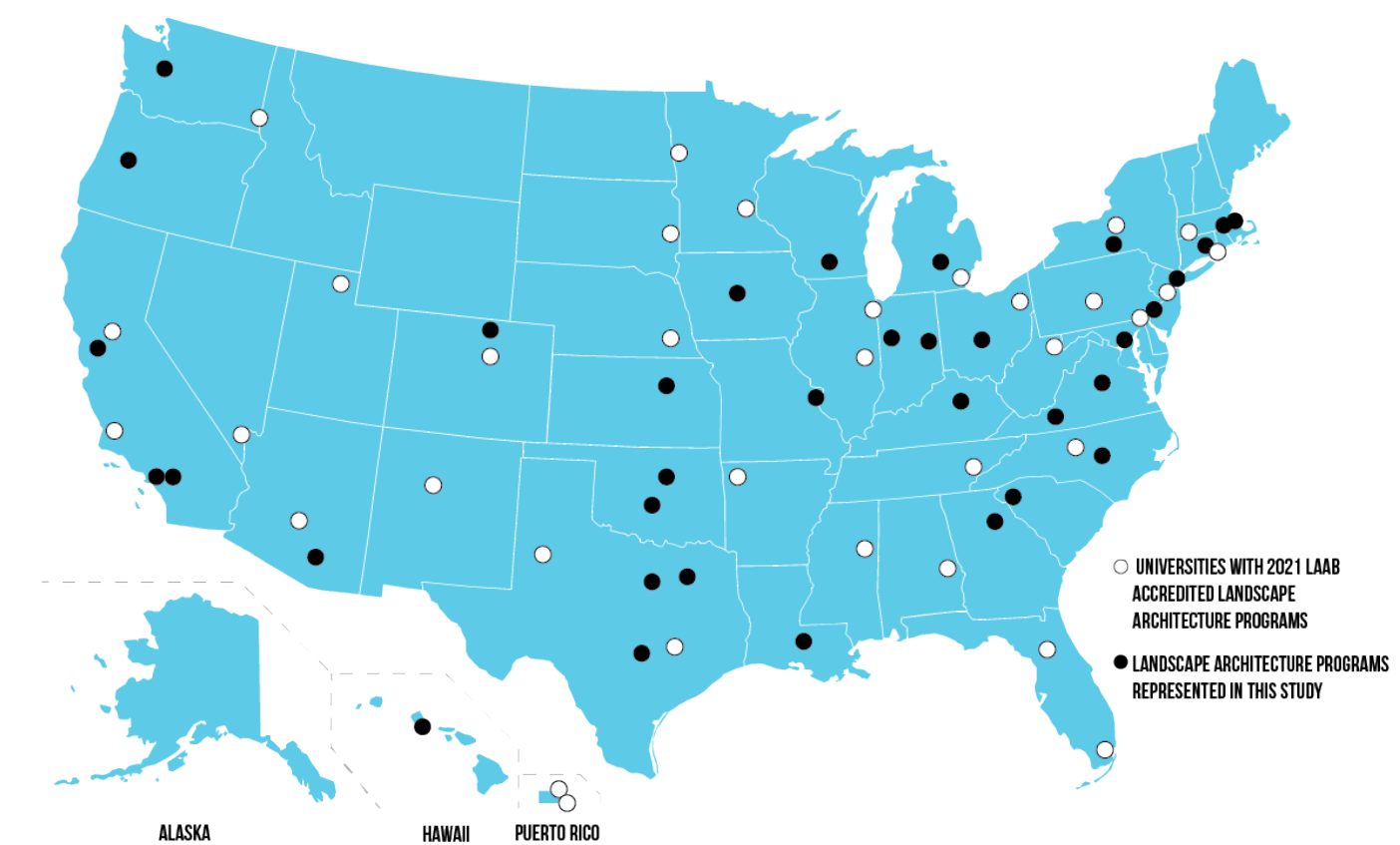
The participants' locations show Black landscape architecture students are located across the United States and the student status findings show us that most Black landscape architecture students are attending school in-state. Most study participants are undergraduates which parallels the fact that 79% of undergraduate landscape architecture programs have at least one Black landscape architecture student (Pritchard 2021) and affects the prominent ages represented in this study. Black landscape architecture students are 49% female with 5% of respondents reporting as non-binary which is not far off from the 2020-2021 gender breakdown for all landscape architecture students reported in the LAAB "Summary of Annual Reports" (Pritchard and Martinez Gonzalez 2021).

Figure 11. Study participants compared to LAAB-accredited programs by number and location.

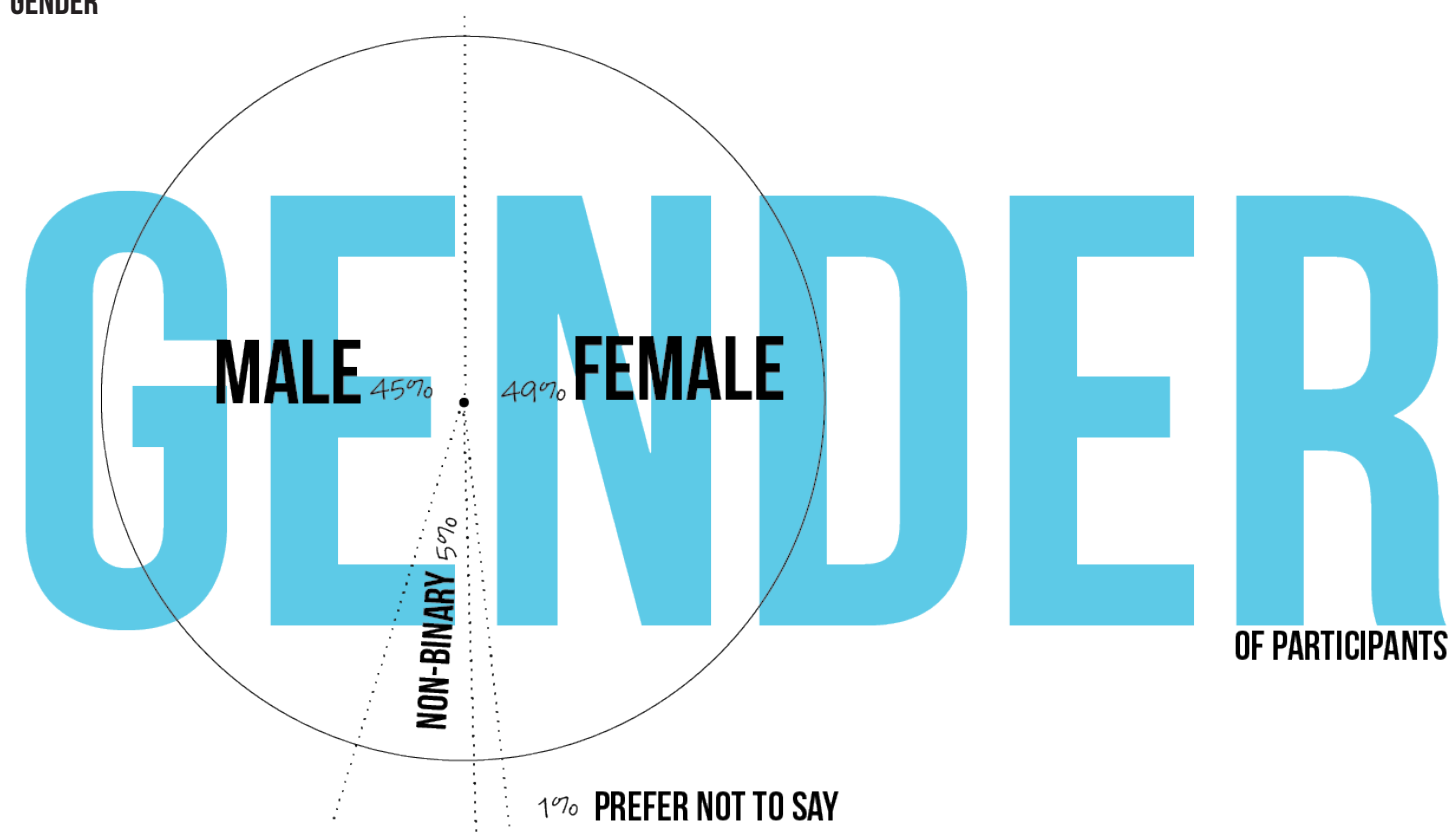
SURVEY RESPONSE RATE COMPARED TO UNIVERSITIES WITH LAAB-ACCREDITED LANDSCAPE ARCHITECTURE PROGRAMS



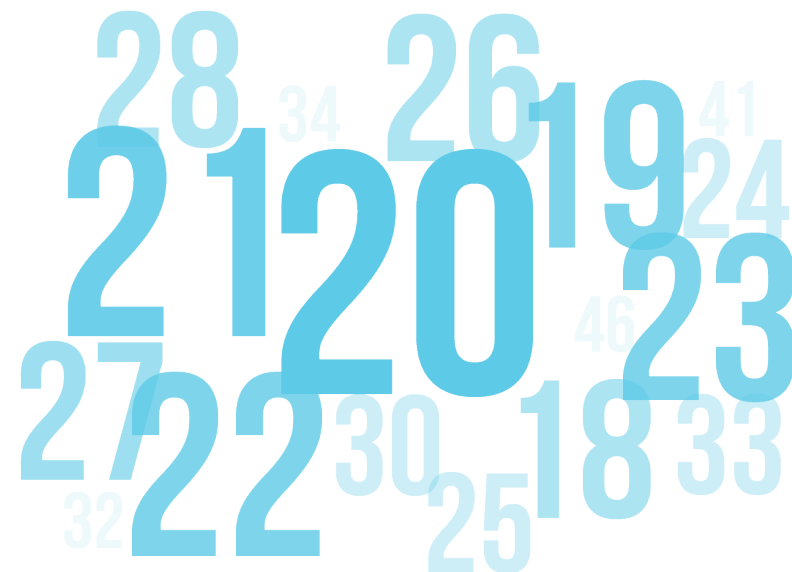
PARTICIPANTS' LOCATIONS COMPARED TO UNIVERSITIES WITH LAAB-ACCREDITED LANDSCAPE ARCHITECTURE PROGRAMS



GENDER



AGE

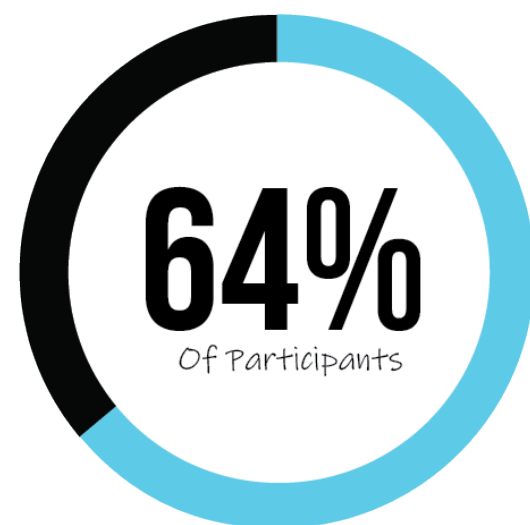


STUDENT STATUS

57% In-state Student
37.5% Out-of-State Student
5.5% International Student

Figure 12. Characteristics of study participants.

UNDERGRADUATE



FULL TIME STUDENTS

96%

PRE-COLLEGE FINDINGS

The following findings attest to how students' background characteristics and existing racism in the United States' history manifest as barriers and categorized supports during the discovery and recruitment phases of their design journeys. Recommendations to help Black students discover and choose landscape architecture are pulled from students' survey and interview responses and then ranked by frequency of mention.

Discovery Barriers

The FrameWorks study revealed a major gap in understanding of landscape architecture between experts and non-experts and some of the general population stated they had never heard of landscape architecture (Hendricks et al. 2019, 4). Analysis of this study's open-ended survey questions and eight interviews revealed that the primary barrier to Black students discovering landscape architecture is a lack of awareness of the profession's existence (Figure 13) which is an extension of what the FrameWorks Study uncovered.

Although this barrier, lack of awareness of landscape architecture, is common, it is exacerbated by racism in America which causes a greater gap in equity for Black students. Black students are even more likely to not know about landscape architecture because their access to quality education in public schools, and educational and career goals

are limited by societal, socioeconomic, and familial inequity (Great Schools Partnership 2016). Despite this major barrier exacerbated by long-standing inequities, Black students are discovering landscape architecture in a variety of ways listed in Figure 14.

Supports for Black students discovering landscape architecture are listed by frequency of mention in the interview and survey responses. Supports are then separated by whether students were Pursuing Interests through Pre-college Activities (Figure 15) or Pursuing Interests through College activities (Figure 16).

Supports

Landscape architecture experts know that people tend to choose landscape architecture once they are already in a peer field such as architecture or engineering (Hendricks et al. 2019), and through gardening (American Society of Landscape Architects 2015). The same goes for Black landscape architecture students.

Combined data from surveys and interviews conclude that the main introduction to landscape architecture for Black students is coming from landscape architecture courses or interaction with professionals. This can be capitalized on by creating or partnering with programs that allow prospective Black college students with low access to quality education in high school to interact with landscape architecture and architecture courses & professionals. Some ideas are a shadow day at a landscape architecture program or firm or a design camp led by professors or professionals tailored to pique the interests of Black students.

PRIMARY BARRIER TO BLACK STUDENTS DISCOVERING LANDSCAPE ARCHITECTURE

LACK OF AWARENESS OF THE PROFESSION'S EXISTENCE

Figure 13. Primary barrier to Black students discovering landscape architecture.

FACTORS THAT PLAYED A ROLE IN PARTICIPANTS DISCOVERING LANDSCAPE ARCHITECTURE FROM SURVEY

21% Gardening or Landscaping
16% Other
15.5% Landscape Architecture Courses or Professionals
14% Architecture Courses or Professionals
13% Campus Tour or University Program Research
9% Drafting Classes
4% Engineering Courses or Professionals
3% ACE Mentorship Program or Similar
2.5% Boy/Girl Scouts, 4-H, or Similar
2% Design Camp or Similar

- “OTHER”FACTORS THAT PLAYED A ROLE IN PARTICIPANTS DISCOVERING LANDSCAPE ARCHITECTURE**
- Career Poster in High School
 - Planning Profession
 - TED Talks
 - Internet Research
 - Program Night
 - Golfing
 - Art & Designing
 - Recommendation from a friend
 - Course Work in Environmental Science & Wetland Design
 - Trips to Museums and National/State Parks

TOP 10 SUPPORTS FOR BLACK STUDENTS DISCOVERING LANDSCAPE ARCHITECTURE FROM SURVEYS & INTERVIEWS



Figure 14. Factors that played a role in and support Black students discovering landscape architecture identified through surveys & interviews.

- PURSUIING INTERESTS THROUGH PRE-COLLEGE ACTIVITES**
3. Gardening or landscaping
 5. Campus tour or university program research
 6. Artistic interests
 7. Drafting classes
 8. Long term interest in environmental design
 10. Visiting parks/ outdoors/ golfing
 11. Internet research
 13. ACE mentorship program or similar
 14. Interest in nature
 15. Desire to improve communities
 16. Design camp or similar program
 17. Youth organizations like boy/girl scouts or 4-H
 18. Career poster or career assessment
 20. Interactions with healing gardens
 21. Museum trips
 23. Program night or similar
 24. TED Talk

Figure 15. Supports for Black students discovering landscape architecture: Pre-college interest areas identified by participants.

- PURSUIING INTERESTS THROUGH COLLEGE ACTIVITES**
1. Landscape architecture courses or interactions with professionals
 2. Architecture courses or interactions with professionals
 4. Explored other majors
 9. Recommended by an advisor, faculty, or friend
 12. Engineering courses or interactions with professionals
 19. Environmental science courses or similar
 22. Planning profession

Figure 16. Supports for Black students discovering landscape architecture: College interest areas identified by participants.

Recruitment

Barriers

Black landscape architecture students did not and are not able to describe barriers preventing them from being recruited to landscape architecture programs because of their lack of knowledge of landscape architecture as an industry and programs of study. Their experiences indicate that the profession and academic programs are not reaching potential students.

Supports

Black students are using a combination of methods, sources, and activities to seek out information and select their landscape architecture programs as shown in Figure 17. 60% of participants selected their program before arriving on campus.

The study participants described the supports they used and factors they took into account when selecting their programs then the supports were ranked and categorized by Program Specific Information Sources & Benefits and General Information Sources (Figure 18). Figure 19 displays the top ten supports for Black students selecting landscape architecture programs ranked by frequency of mention in surveys & interviews.

Black students are primarily seeking information from program-specific resources. They are searching the landscape architecture program websites for information and selecting their program based on program ranking, campus geographic location, and the university in general. These supports are student-driven meaning the students have taken it upon themselves to choose their programs instead of programs actively recruiting them.

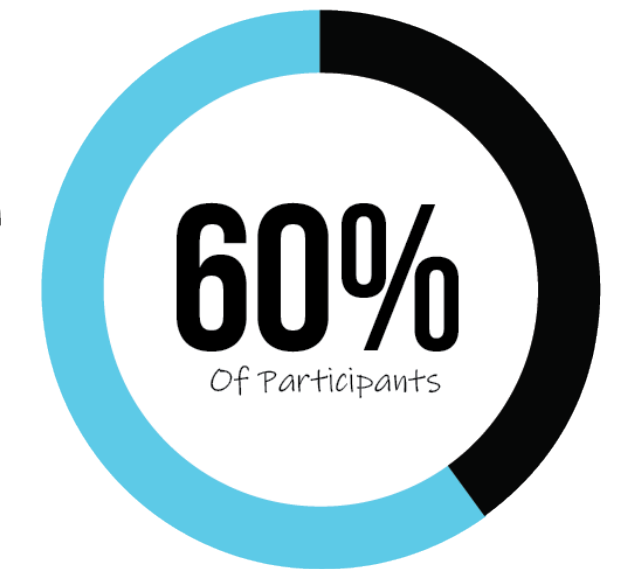
"My understanding of the program was that it was a small but mighty group of design faculty and students a lot like those in architecture, but who were more concerned with the outdoor experience than the indoors. I knew my program was highly ranked, much like the other design majors of the School of Architecture + Design, and that really stood out to me since it seemed like there was significantly less visibility among the greater student population about our landscape architecture program." – Study Participant

FACTORS THAT PLAYED A ROLE IN SELECTING LANDSCAPE

ARCHITECTURE PROGRAMS FROM SURVEY

- 16% Campus Geographic Location
- 16% University in General
- 13% Program Ranking or Reputation
- 12% Employment Opportunities Post-graduation
- 9% Financial Support
- 7% Affordability
- 7% Faculty Expertise
- 6% Research Opportunities
- 4% Program Affiliation
- 4% Program Length
- 3% Alumni Success
- 3% Other

SELECTED PROGRAM BEFORE ARRIVING ON CAMPUS



WAYS PARTICIPANTS SOUGHT LANDSCAPE ARCHITECTURE PROGRAM INFORMATION

- 54% Program Website
- 22% Reached out to Professors
- 13% Other
- 11% Reached out to Current or Past Students

Figure 17. Factors that played a role in and support Black students selecting landscape architecture programs identified through surveys.

PROGRAM SPECIFIC INFORMATION SOURCES & BENEFITS

- 1. Program website
- 2. Program ranking or reputation
- 5. Employment opportunities post-graduation
- 6. Reached out to professors
- 7. Financial support
- 8. Affordability
- 9. Faculty expertise
- 10. Research opportunities
- 11. Reached out to current or past students
- 12. Interaction with landscape architecture courses or professors
- 13. Program affiliation
- 14. Program length
- 15. Alumni success
- 17. Interaction with Black faculty
- 20. Small program size
- 21. Program emphasized sustainability
- 22. Study abroad opportunities
- 23. Program night

GENERAL INFORMATION SOURCES

- 3. Campus geographic location
- 4. University in general
- 16. Internet research
- 18. Interactions with landscape architecture firms
- 19. Campus tour or university research

Figure 18. Supports for Black students selecting landscape architecture programs ranked by frequency of mention in survey & interviews then categorized.

TOP 10 SUPPORTS FOR BLACK STUDENTS SELECTING LANDSCAPE ARCHITECTURE PROGRAMS FROM SURVEYS & INTERVIEWS

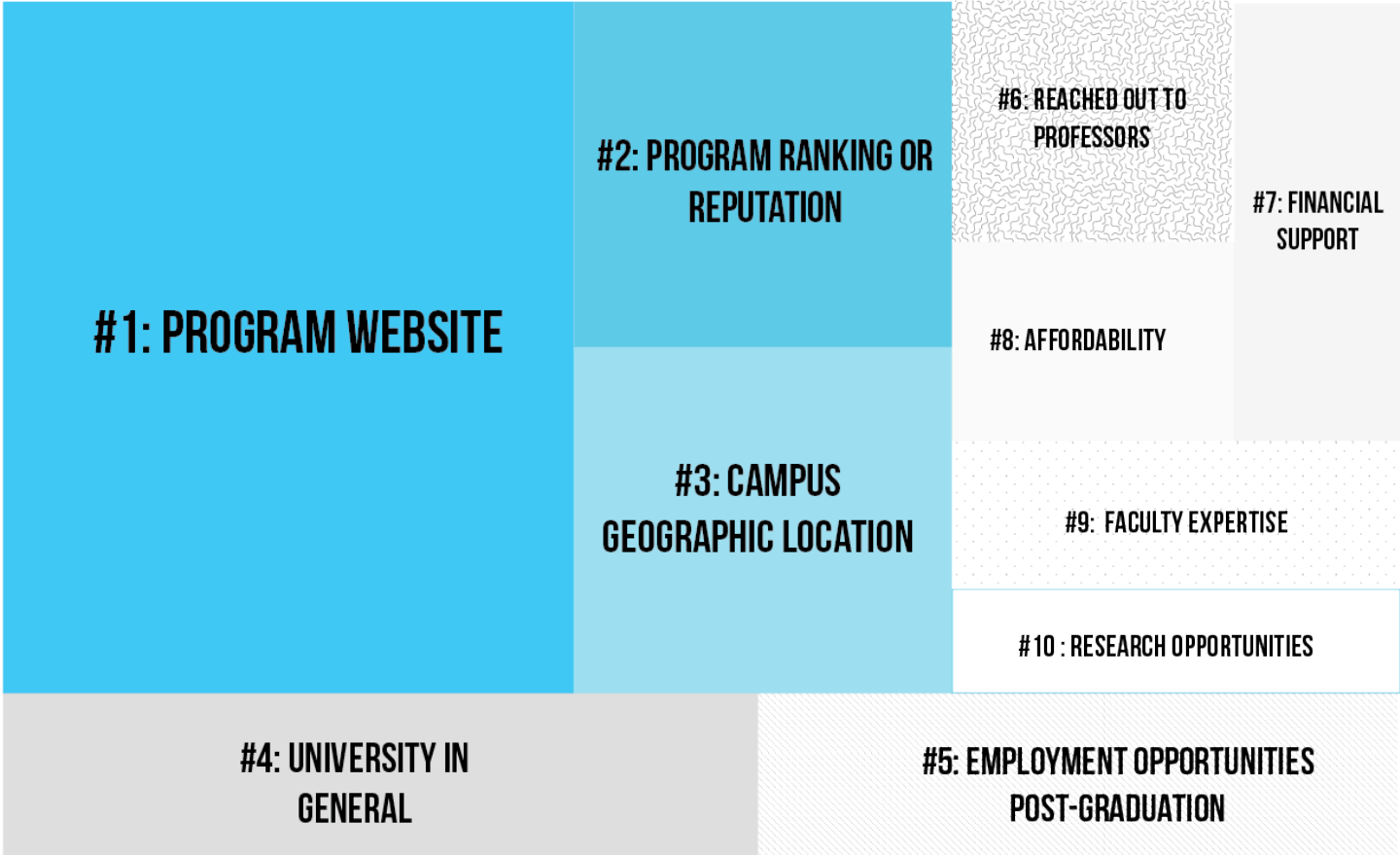


Figure 19. Top ten supports for Black students selecting landscape architecture programs ranked by frequency of mention in survey and interviews.

Recommendations

Study participants stated ten recommendations to help Black students discover & choose landscape architecture. They are ranked by frequency of mention in surveys & interviews as depicted in Figure 20.

The most mentioned recommendation is to cultivate high school partnership/pre-college learning. This highly ranked recommendation is echoed in study participants' direct quotes:

"I think teaching landscape architecture earlier than the senior year of high school would help: reaching out to Black and brown students sooner and educating them on the important topics. I would have liked to know sooner." – Study Participant

"In my experience, I was never told once in high school to consider pursuing a career in landscape architecture despite its academic closeness to what I originally planned to study, architecture. Now how could most BIPOC (Black, Indigenous, and Person of Color) students begin to question if they want to do landscape architecture after graduation when someone with my background and aspirations was never pointed to it? By implementing meaningful outreach throughout students' K-12 journey and exposing them to what it means to be a landscape architect, I think we could see a lot more inspired and diverse faces among the crowd at the university level." – Study Participant

The recommendation of engaging students before college to bridge the equity gap is common in the architecture (Shugoll Research 2015) and graphic design fields (Mitchell-Powell 1991) as well as higher education in general (Burrell et al. 2015; Palmer, Wood, and Arroyo 2015). Pre-college engagement to encourage Black students to study landscape architecture may look like PreK-12 landscape architecture education programs at suburban public and urban public schools since that is where most Black landscape architecture students come from (Figure 21).

RECOMMENDATIONS TO HELP BLACK STUDENTS DISCOVER & CHOOSE LANDSCAPE ARCHITECTURE FROM SURVEYS & INTERVIEWS

- #1 CULTIVATE HIGH SCHOOL PARTNERSHIP/PRE-COLLEGE LEARNING**
- #2 PRIORITIZE OUTREACH TO BLACK HIGH SCHOOL STUDENTS**
- #3 CULTIVATE PARTNERSHIPS WITH UNDERREPRESENTED COMMUNITIES**
- #4 CREATE OPPORTUNITIES FOR DRAFTING/SOFTWARE EDUCATION BEFORE COLLEGE**
- #5 RAISE AWARENESS OF LANDSCAPE ARCHITECTURE PROFESSION**
- #6 EMPHASIZE THE BROADNESS OF THE LANDSCAPE ARCHITECTURE FIELD**
- #7 INCREASE REPRESENTATION OF BLACK PEOPLE IN LEADERSHIP POSITIONS**
- #8 HOST WORKSHOPS FOR PORTFOLIOS, GRAPHIC DESIGN, ETC.**
- #9 PARTNER WITH NOMA OR ACE MENTORSHIP**
- #10 SHOWCASE AESTHETIC WORK OF LANDSCAPE ARCHITECTS**

Figure 20. Ten recommendations to help Black students discover and choose landscape architecture programs ranked by frequency of mention in survey & interviews.

HIGH SCHOOL

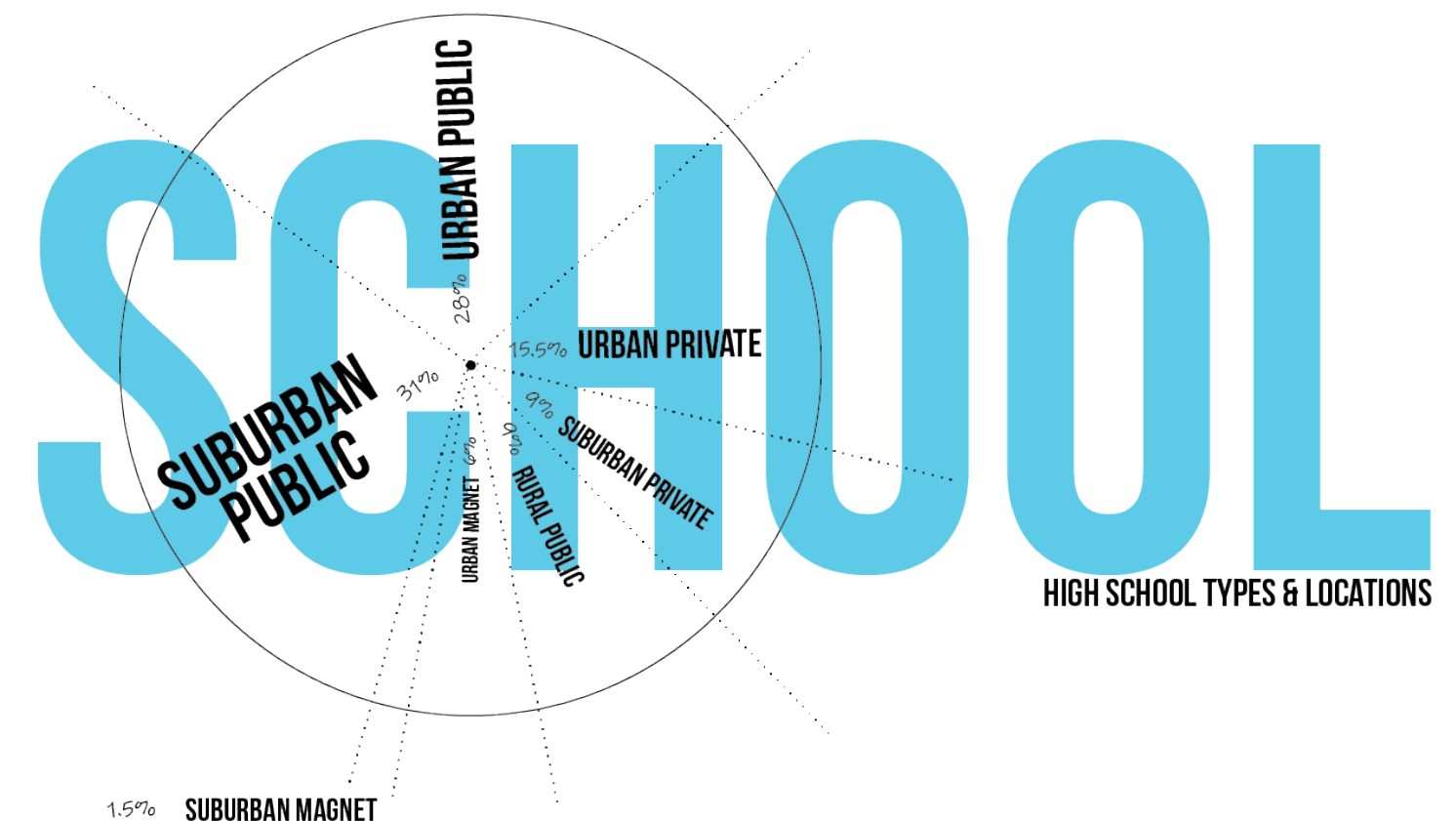


Figure 21. Participants' high school types and locations from survey data.

COLLEGE FINDINGS

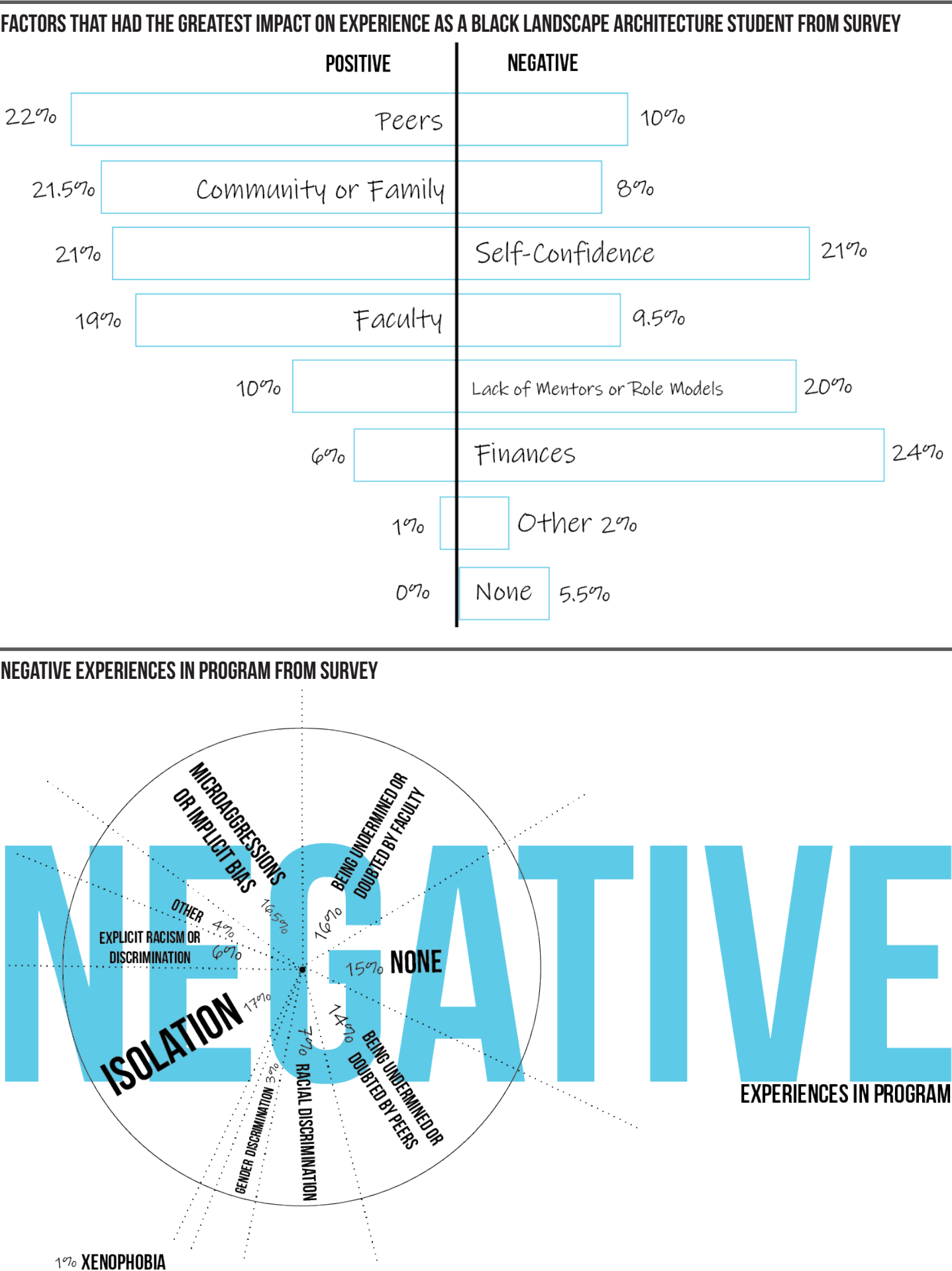
College Findings attest to how students’ experiences in their landscape architecture programs are affected by inequity and the supports they use during the retention phase of their design journeys. Recommendations to help Black students remain in their landscape architecture programs are culled from students’ survey and interview responses and then ranked by frequency of mention. Figure 22 shows which factors have had the greatest positive and negative effects on students’ experiences in their programs as well as the negative experiences of Black landscape architecture students.

Retention
Barriers

Black landscape architecture students are facing many barriers to matriculating through their landscape architecture programs, shown ranked by frequency of mention in Figure 23. The most prominent barrier is a sense of isolation as many students find themselves to be the only Black landscape architecture student in their graduating class (Figure 24). These barriers can be categorized into larger themes of inequity divulged in the literature review and are illuminated by quotes from study participants.

These barriers to matriculating through college are caused by the racism in America’s history and students’ personal and familial circumstances that predate the start of each student’s journey to landscape architecture. The impacts of these systemic issues negatively affect Black students in their landscape architecture programs.

Figure 22. Positive & negative factors and negative experiences of Black students in landscape architecture from surveys.



SOCIETAL INEQUITY

- 1. Isolation, invisibility, alienation, or rejection
- 3. Microaggressions or implicit bias
- 4. Lack of self-confidence or impostor syndrome
- 5. Lack of mentors or role models
- 6. Being undermined or doubted by faculty
- 7. Being undermined or doubted by classmates
- 8. Faculty
- 9. Peers
- 10. Racial discrimination
- 11. White & euro-centric/ BIPOC erasure/ rigorous curriculum
- 12. Pressure from being the only Black student
- 13. Lack of community or family
- 15. Lack of BIPOC peers
- 16. Toxic studio culture
- 17. Explicit racism or prejudice
- 19. Gender/sexual discrimination
- 21. Negative internship experience
- 22. Lack of BIPOC Faculty
- 25. Feeling overlooked
- 27. Tokenism
- 28. Xenophobia
- 29. Laws for international student work requirements

FAMILIAL INEQUITY

- 2. Finances
- 18. Mental health

SOCIOECONOMIC INEQUITY

- 14. Feeling under-prepared
- 20. Feeling over whelmed by studio
- 23. Covid-19 pandemic
- 24. Culture shock
- 26. Lack of drafting/software education before college

Figure 23. Barriers to Black students matriculating through landscape architecture programs ranked by frequency of mention in surveys and interviews then sorted by societal, socioeconomic, and familial inequity.

TOP 10 BARRIERS TO BLACK STUDENTS MATRICULATING THROUGH LANDSCAPE ARCHITECTURE PROGRAMS FROM SURVEYS & INTERVIEWS

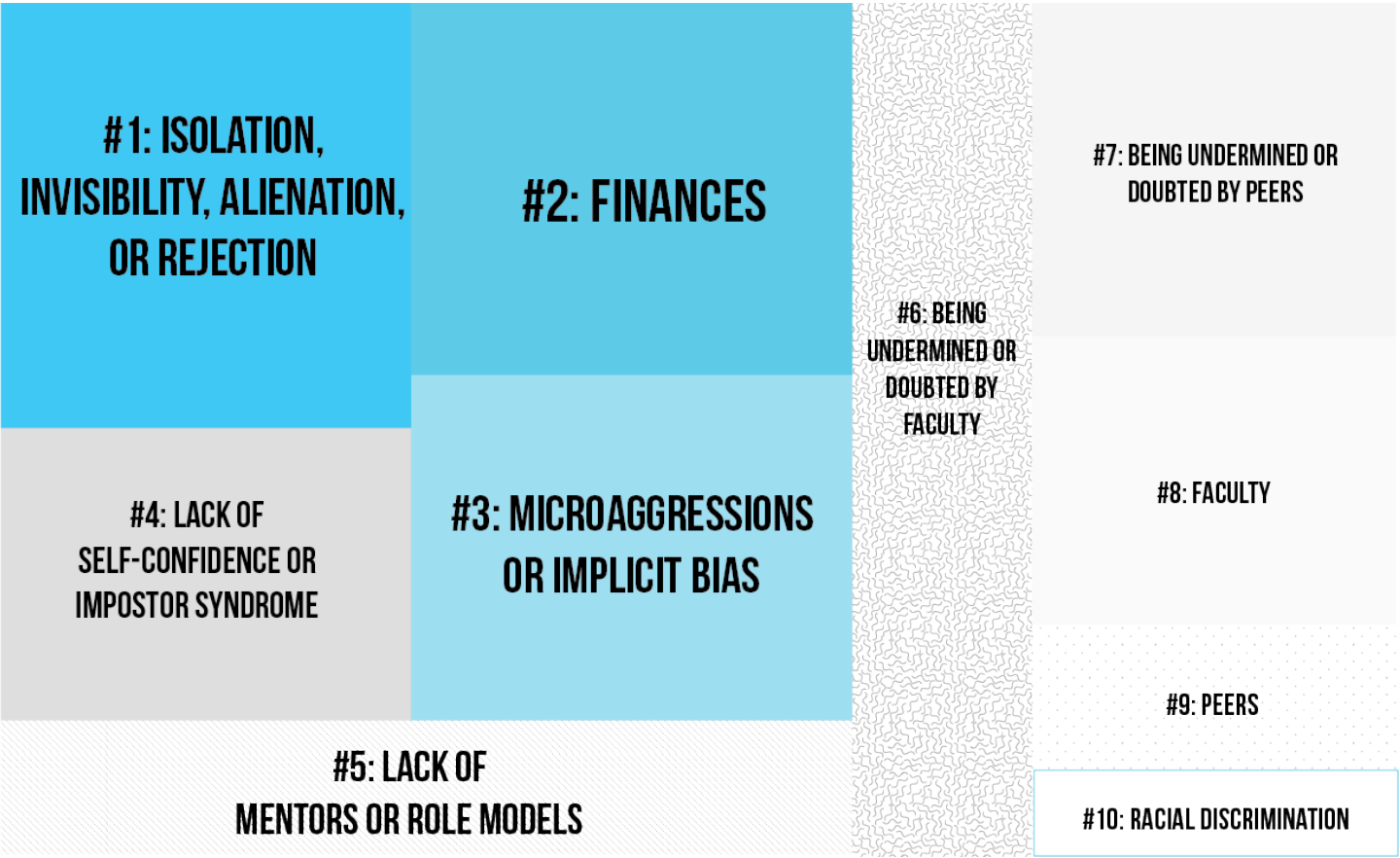


Figure 24. Top ten barriers to Black students matriculating through landscape architecture programs ranked by frequency of mention in survey and interviews.

Societal inequity

Societal inequity refers to minority students being disadvantaged in American society because of “both conscious and unconscious discrimination surfacing in public schools” which affects their academic achievement, educational goals, and career opportunities (Great Schools Partnership 2016, 2). Conscious and unconscious discrimination in landscape architecture manifests as Eurocentric curricula (Harper, Patton, and Wooden 2009) erasing BIPOC contributions and the omission of key destructive behaviors by white landscape architects in curricula (violent discourse) (Mortice 2020).

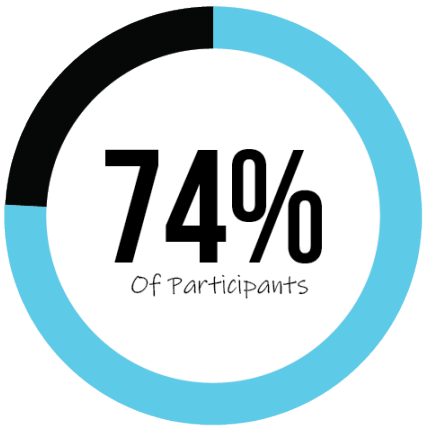
Biases and discrimination in landscape architecture programs’ student recruitment and faculty hiring processes coupled with the historic low percentage of Black landscape architecture graduates and general underrepresentation of Black people at PWIs (Harper, Patton, and Wooden 2009) may have led to isolation and a lack of mentors for Black landscape architecture students. A majority of study participants reported being the only Black student in their graduating class through their open-ended survey answers while few noted having a mentor. As seen in Figure 25, 64% of participants have not had a mentor at the time of this study yet 83% of participants believe having a mentor has or might help them graduate. “Mentor(s)” was not defined when the survey was released so participants could be referring to either professional, faculty, or even peer mentors throughout this study. It is assumed participants are primarily referring to either faculty or professional mentors, not peers. It is worth noting that the approximate ratio of all Black landscape architecture students to all Black landscape architecture faculty is 10:1, meaning to provide each Black landscape architecture student with a faculty mentor who looks like them, each Black faculty member must mentor 10 students. This would be particularly challenging given the geographic distribution of Black landscape architecture students and faculty.

“I do feel like there is a huge chasm between my experiences and goals and the experiences/goals of anyone else in my program (mostly upper-middle-class). It feels like there’s nobody I can ask for more complicated advice because it’s not relatable to anyone else. The part of me that has learned to move through these spaces feels welcomed. I feel like there is little room for the rest of me.”

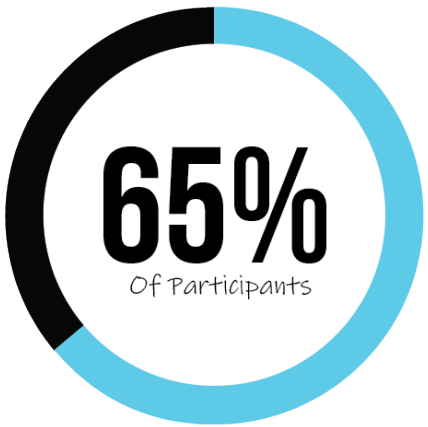
– Study Participant

Figure 25. Findings on Black landscape architecture students’ mentorship from surveys.

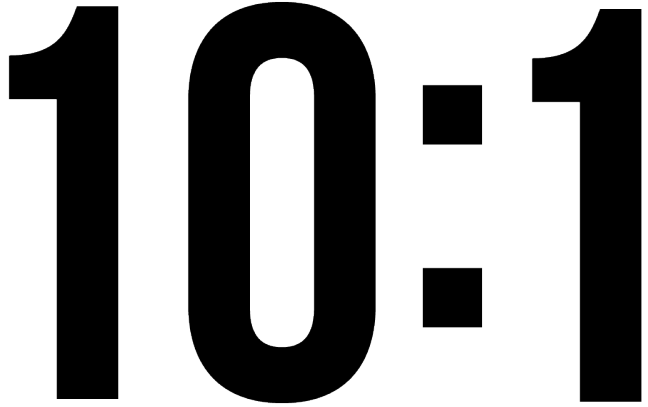
HAD MEANINGFUL INTERACTIONS WITH FACULTY



HAVE NOT HAD A MENTOR



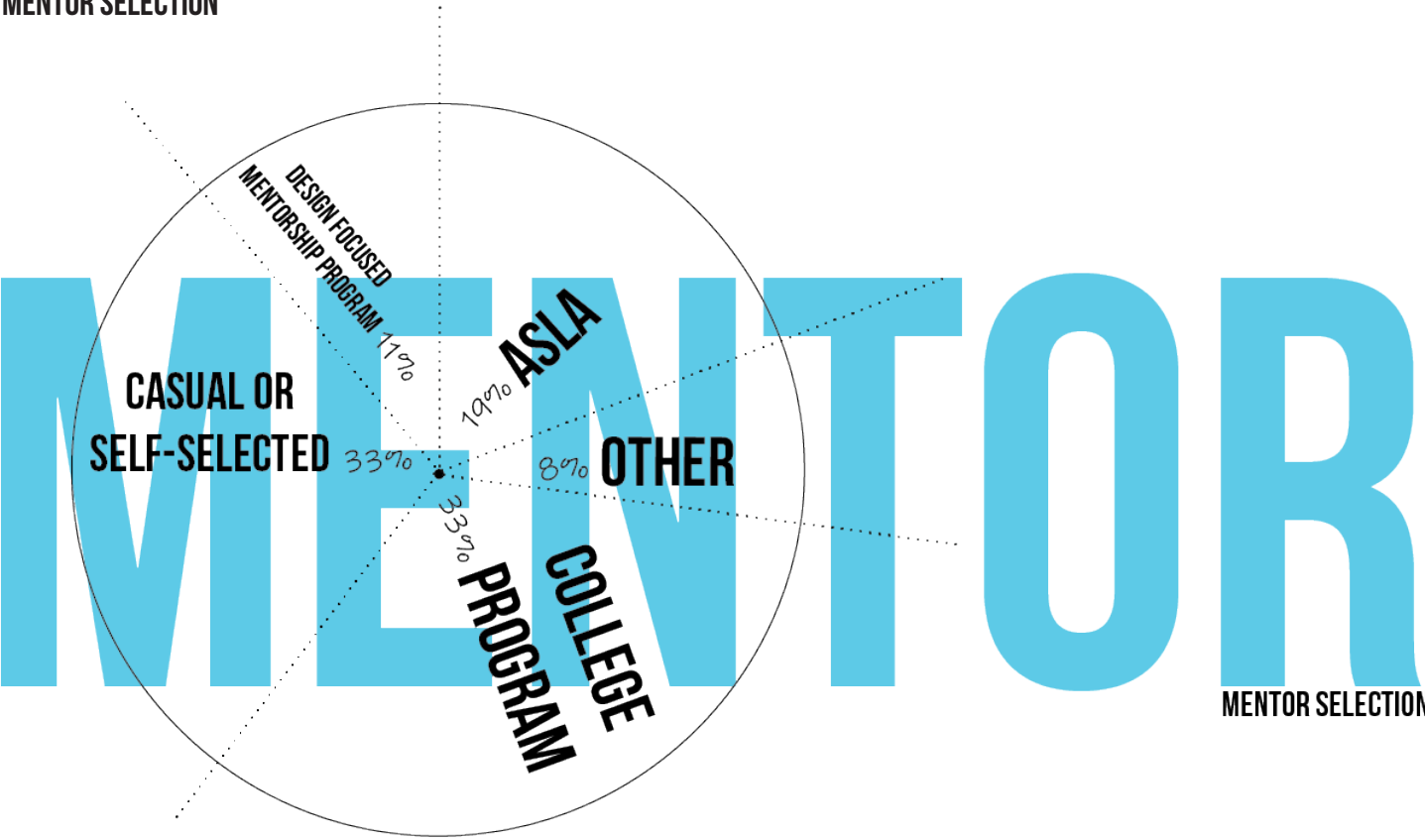
APPROXIMATE RATIO OF BLACK LANDSCAPE ARCHITECTURE STUDENTS TO BLACK LANDSCAPE ARCHITECTURE FACULTY



BELIEVE HAVING A MENTOR HAS/MIGHT HELP THEM GRADUATE



MENTOR SELECTION



Socioeconomic inequity

Socioeconomic inequity says on average, students from low-income households underperform compared to their wealthier peers, attend schools with fewer resources and specialized courses, have lower educational goals, and have lower higher education enrollment rates (Great Schools Partnership 2016). Socioeconomic inequity is rooted in race and class disparities that are exacerbated by housing segregation. As noted in Chapter 2, setbacks in housing equity such as redlining, real estate steering, and Black people being denied home loans post-World War II (Delgado and Stefancic 2012) confined Black people to neighborhoods where their children’s education is limited by the fiscal condition of their communities (Harper, Smith, and Davis 2016, 16). Today, this inequity manifests as responding Black landscape architecture students identifying not having access to technology and software in high school as a barrier, causing them to be underprepared in their programs (Figure 26). This is an example of socioeconomic inequity caused by racism towards Black people exacerbating a barrier people of color or whites may face to a lower extent.

“My second semester of my sophomore year I struggled so badly with AutoCAD and 3DSMax that I failed sophomore studio and ended up having to take an extra year. My relationships with my professors are fairly amicable, but sometimes I think that they hate me because I might seem incompetent or slow to catch on to things, and it honestly gives me a lot of anxiety.” – Study Participant

AVERAGE LEVEL OF PREPAREDNESS TO ENTER CURRENT PROGRAM

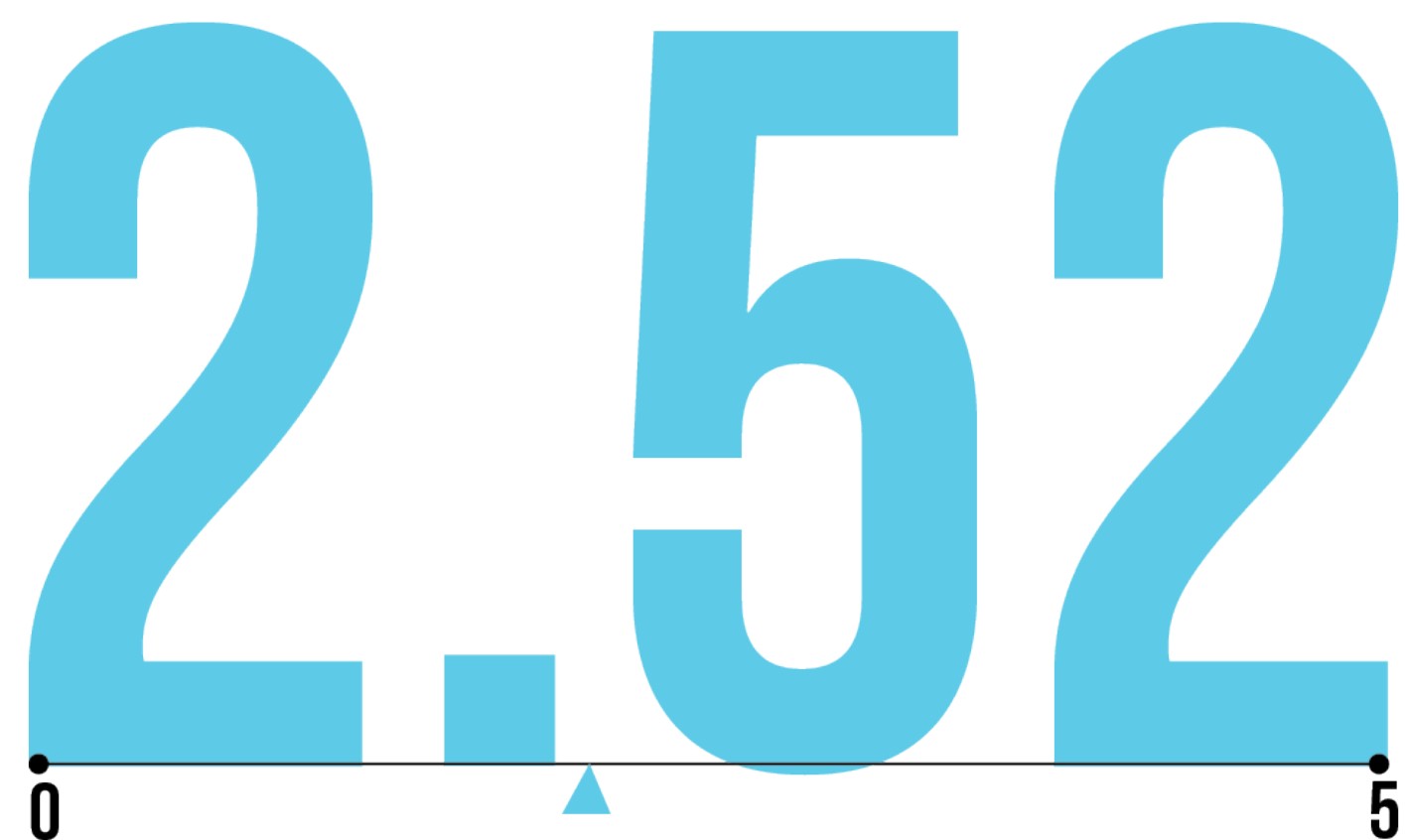


Figure 26. Participants’ average level of preparedness to enter their current program.

Familial inequity

Familial inequity means that students’ personal and familial circumstances may cause their education to be less than ideal. For example, low-income parents may not be able to afford summer education programs (Great Schools Partnership 2016) or design camps which impact students’ academic ability in college. Familial inequities found in this study include being a first-generation student, mental health issues, and financial issues (Figure 27). 43% of the responding Black landscape architecture students are first-generation students. These students may struggle more than others with family and financial support, being engaged on campus, and finding mentors (Kuh et al. 2006). Familial inequities resulted in 10% of study participants taking time off from their program due to financial or mental health issues. 28% of study participants stated at least one Black student has left their landscape architecture program. Addressing familial inequities with additional support may help decrease the attrition of Black landscape architecture students.

“I had a rough start in my program. I had a rough adjustment to college life as a whole and the intensity of the program was very emotionally and at times physically and mentally draining. I had no trouble making friends and peers and getting some form of help for projects and trying to keep up with the coursework, but since I have ADHD, doing certain tasks are just more difficult for me to do regardless of the amount of peer engagement. Most of my 1st-year professors were good, but certain types of professors didn’t mesh well with me. I felt that at one point, a professor specifically targeted me and things went very south for me then I had to take a break.” – Study Participant

“The bad experience that I had in the program was looking for finances to finish. I think the program should continue to help students get financial aid and finish their program when students are making progress.” – Study Participant

PARTICIPANTS WHO ARE FIRST GENERATION STUDENTS

43%

PARTICIPANTS WHO HAVE HAD TO TAKE TIME OFF FROM THEIR PROGRAM DUE TO FINANCIAL OR MENTAL HEALTH ISSUES

10%

PARTICIPANTS WHO STATED AT LEAST ONE BLACK STUDENT HAS LEFT THEIR PROGRAM

28%

Figure 27. Familial inequities identified from survey data.

Supports

Despite these barriers to matriculation, Black students are navigating and graduating from their landscape architecture programs. As seen in Figure 28, Black landscape architecture students are largely relying on faculty, peers, community, and themselves to have successful journeys through their programs. These supports can be categorized to counter the effects of societal, familial, and socioeconomic inequities (Figure 29).

Supports to combat societal inequity include positive relationships with faculty and peers and involvement in student organizations. These supports help Black landscape architecture students mitigate the effects of biases and discrimination by helping them develop interpersonal skills, be more engaged in the classroom and around campus, and interact with those similar to themselves (Kuh et al. 2006) and different from themselves (Strayhorn 2009). Since students are most likely to persist through their programs when they have strong relationships with their peers (Burrell et al. 2015; Kuh et al. 2006), it is assumed student organizations play a part in reinforcing the desire to graduate and program satisfaction levels (Kuh et al. 2006; Strayhorn 2008) among Black landscape architecture students (Figure 30). Student satisfaction refers to a student’s sense of belonging in their learning environment and plays a role in whether or not a student is likely to persist and graduate (Kuh et al. 2006).

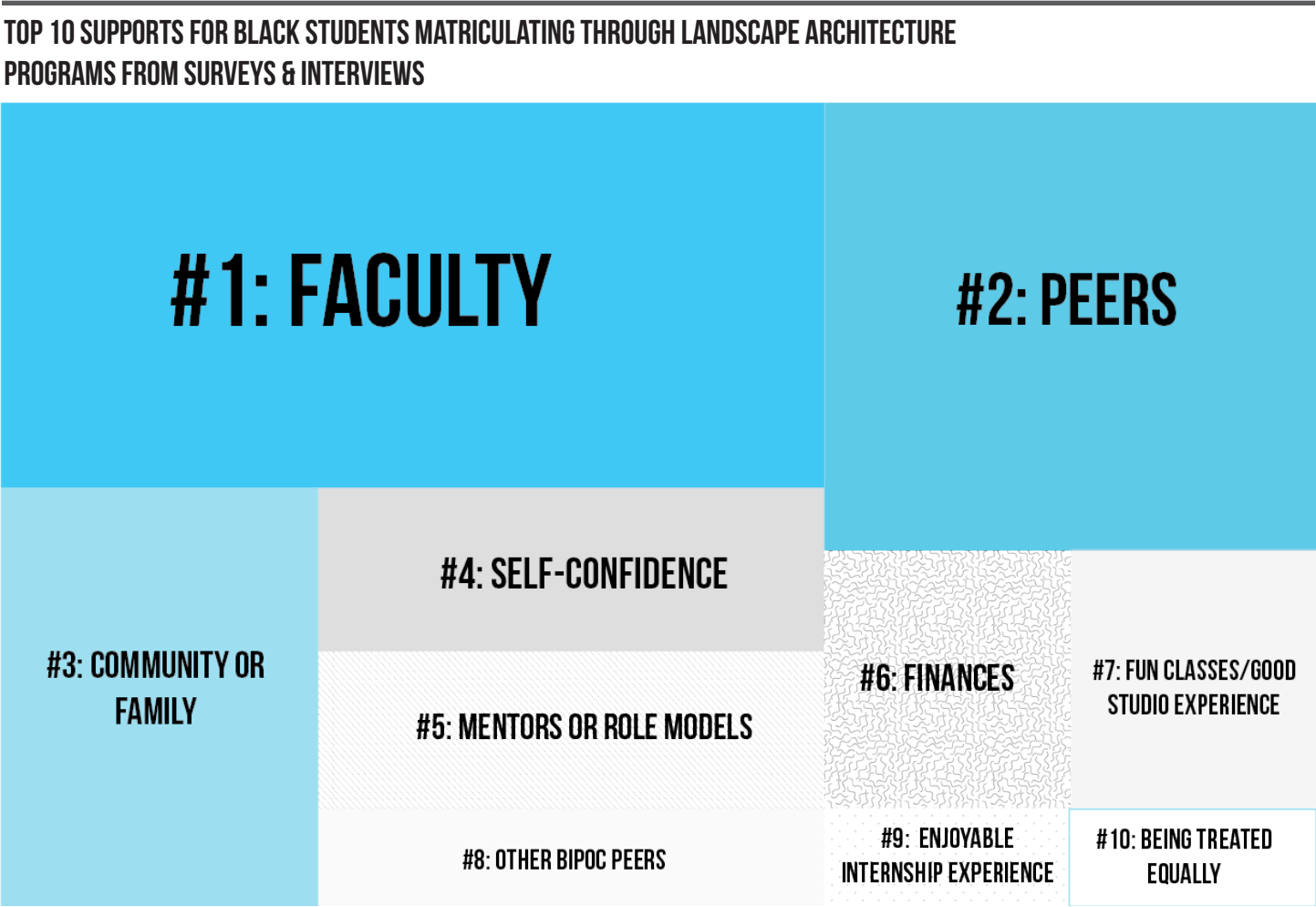


Figure 28. Top ten supports for Black students matriculating through landscape architecture programs ranked by frequency of mention in survey and interviews.

SUPPORTS TO COMBAT SOCIETAL INEQUITY

- 1. Faculty
- 2. Peers
- 3. Community or family
- 4. Self-confidence
- 5. Mentors or role models
- 8. Other BIPOC peers
- 9. Enjoyable internship experience
- 10. Being treated equally
- 11. Peer mentors
- 12. BIPOC faculty
- 13. BIPOC student organizations
- 14. Campus international student office

SUPPORTS TO COMBAT FAMILIAL INEQUITY

- 6. Financial aid

SUPPORTS TO COMBAT SOCIOECONOMIC INEQUITY

- 7. Fun classes/good studio experience
- 15. Small program size

Figure 29. Supports for Black students matriculating through landscape architecture programs ranked by frequency of mention in surveys and interviews then sorted by societal, socioeconomic, and familial inequity.

AVERAGE LEVEL OF SATISFACTION WITH EXPERIENCE IN CURRENT PROGRAM

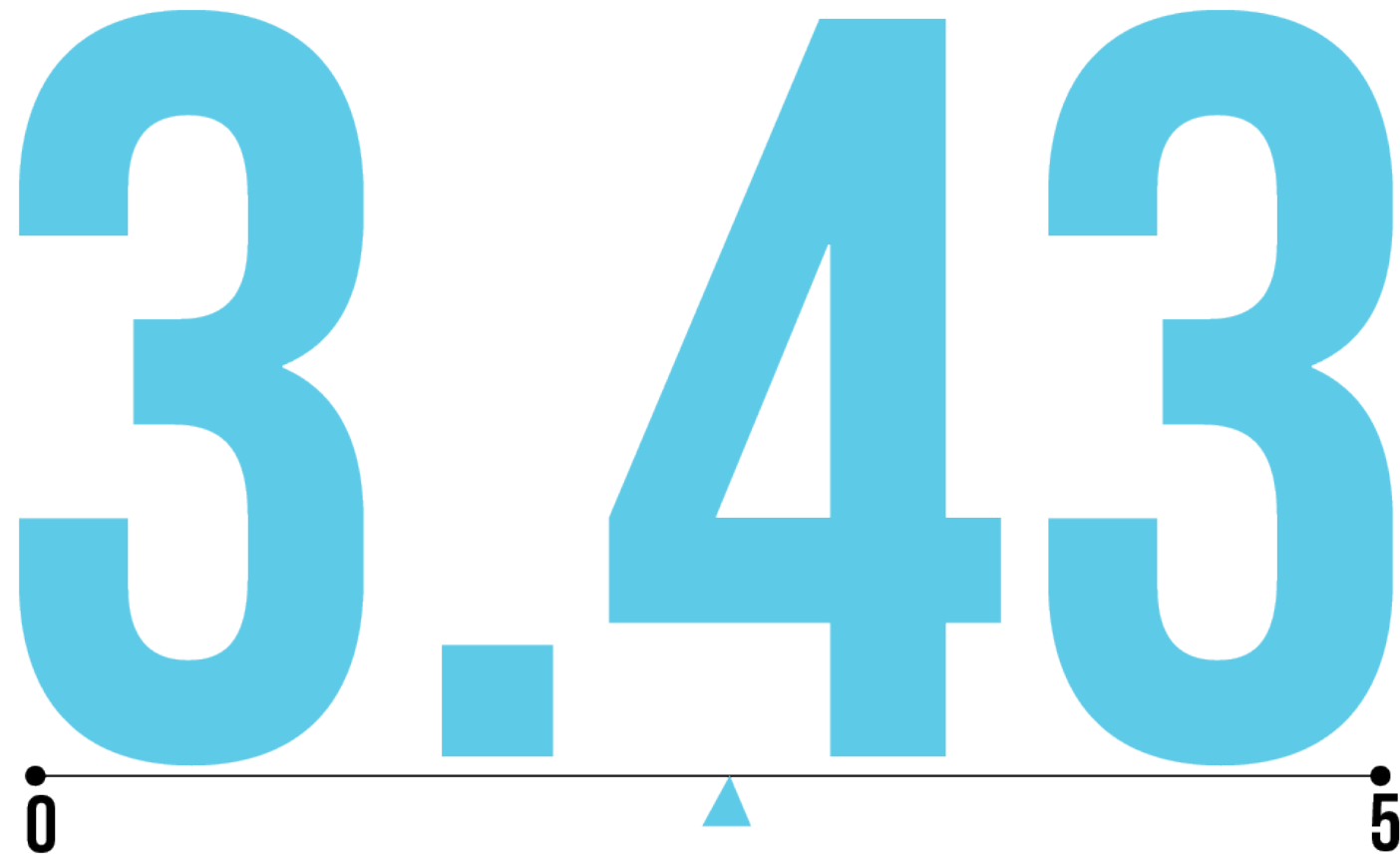


Figure 30. Average level of participants' satisfaction with experience in current program.

As seen in Figure 31, Black landscape architecture students are involved in multiple student organizations: Student Chapter of American Society of Landscape Architecture (SCASLA), National Organization of Minority Architecture Students (NOMAS), National Association of Minority Landscape Architects (NAMLA), and more. However, participants reported that being involved in these student organizations has a low impact on their experience and ability to graduate.

Quotes from study participants indicate positive relationships with peers and faculty may have a larger impact on experience and retention than student involvement:

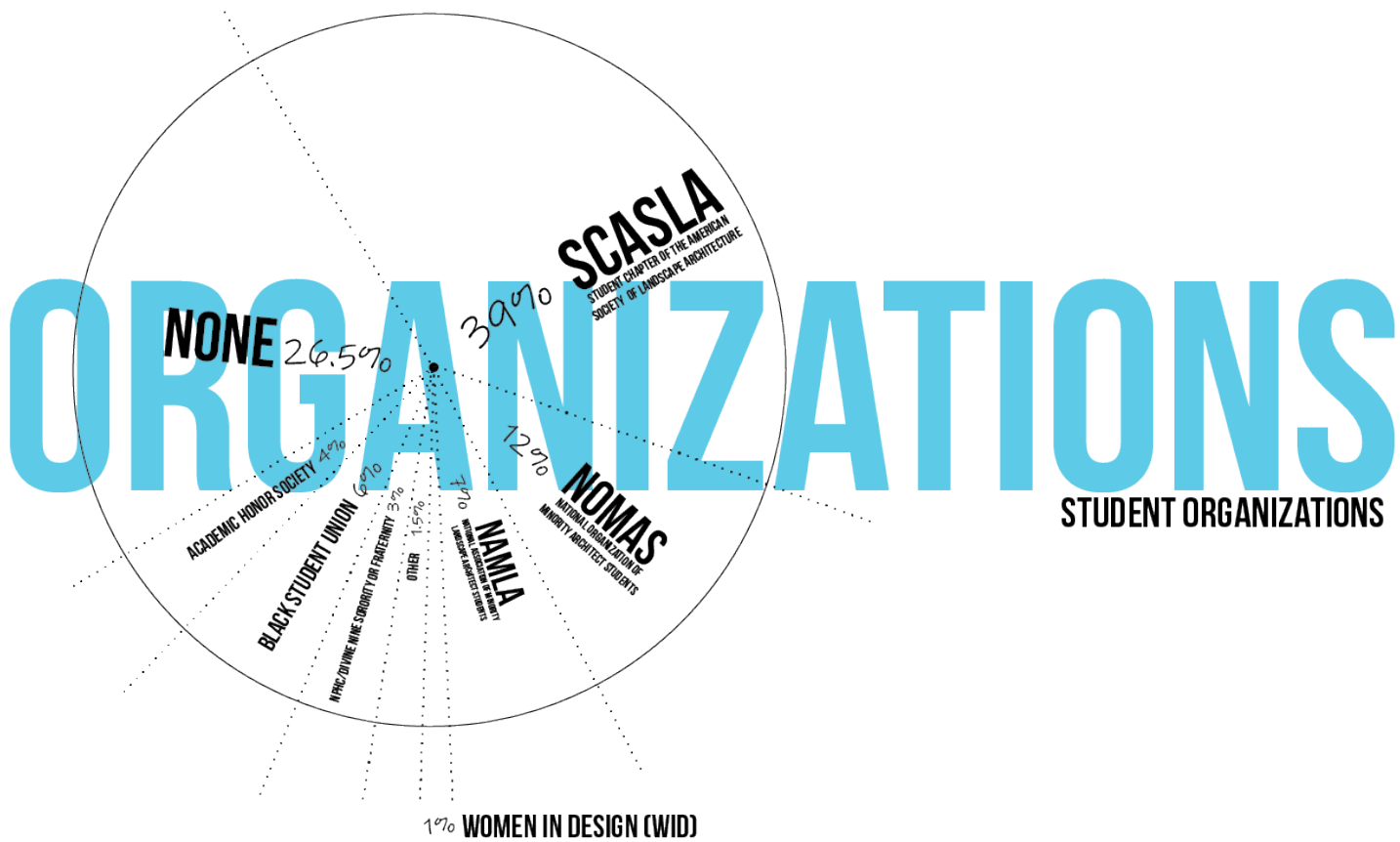
“Overall, the program is super welcoming and I have gotten close with almost every professor I have had. My peers in studio are some of my closest friends and help create a less stressful climate in studio.” - Study Participant

“My relationship with my professors and administrators has always been positive. They supported me in my research and career exploration.” - Study Participant

“My professors help me realize my passion and filter me to the path I want to go into. That is reassuring as a student and the only Black person in my major here.” - Study Participant

Small program sizes and positive experiences in studio support Black landscape architecture students counter barriers rooted in socioeconomic inequity like underperformance. Participants are relying on financial aid such as scholarships and loans as well as working and emotional support from family members to counter barriers to matriculation spurred by familial inequity (Figure 32).

STUDENT ORGANIZATIONS



AVERAGE IMPACT OF PARTICIPATING IN STUDENT ORGANIZATIONS ON EXPERIENCE



AVERAGE IMPACT OF PARTICIPATING IN STUDENT ORGANIZATIONS ON GRADUATING

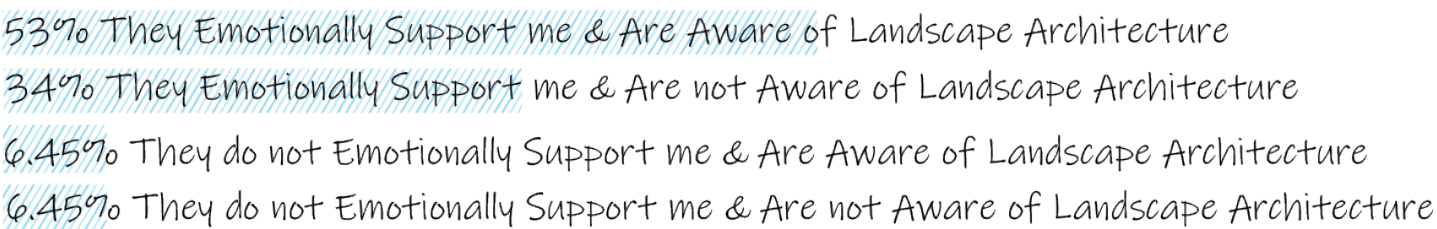


Figure 31. Student organization findings identified from survey data.

PAYING FOR COLLEGE



FAMILY EMOTIONAL SUPPORT & AWARENESS OF LANDSCAPE ARCHITECTURE



ACTIVITIES OUTSIDE OF PROGRAM

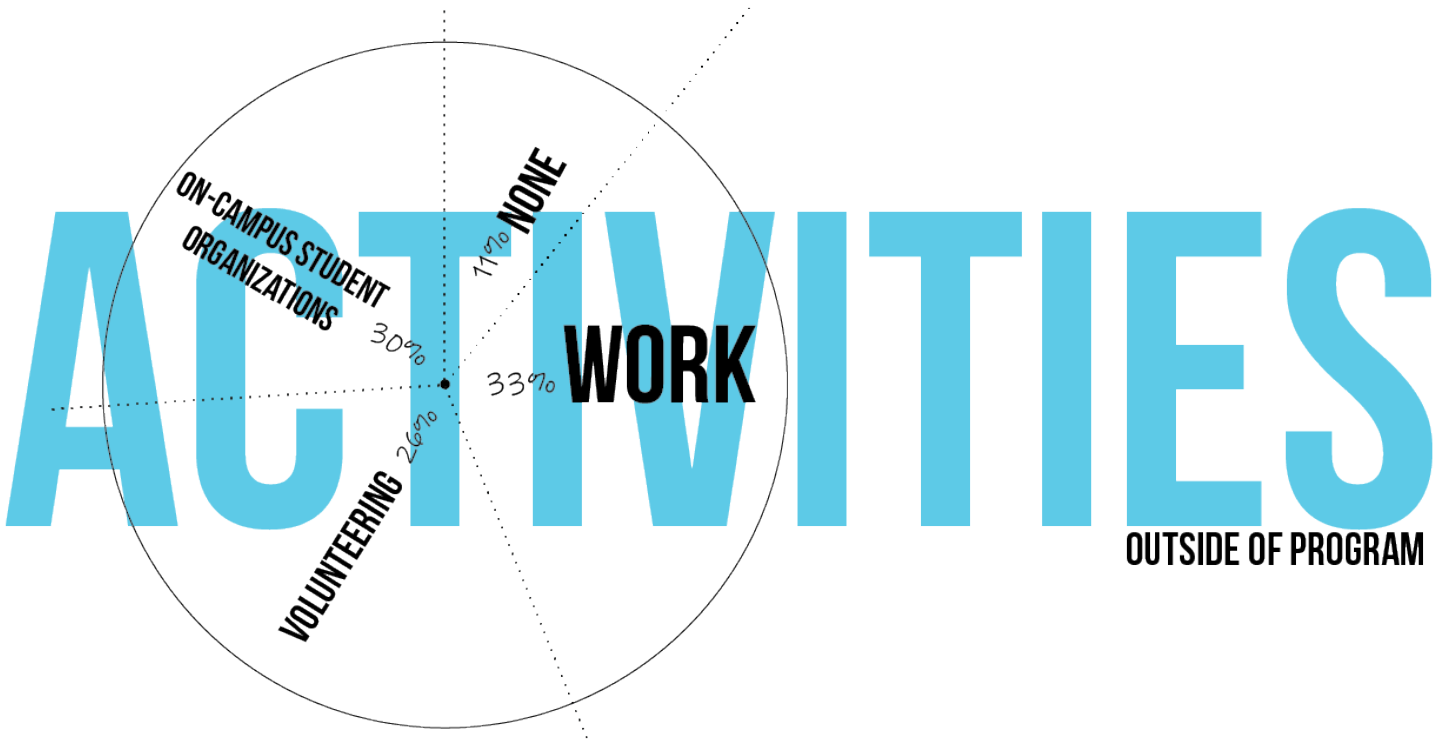


Figure 32. Support to counter familial inequities identified from survey data.
74

Recommendations

Study participants have several ideas for how to help Black students matriculate through landscape architecture programs. Their recommendations are ranked by frequency of mention from one to twenty-eight then categorized by larger themes identified by descriptive coding in Figure 33.

Improve the Curriculum

Black landscape architecture students' number one recommendation to make landscape architecture equitably diverse is to change the curriculum to be less Eurocentric and less exclusionary to BIPOC contributions. Zach Mortice (2020) interviewed landscape architecture professors for Landscape Architecture Magazine who discussed why the design syllabus has become a hot topic since the protests following the murder of George Floyd at the hands of police and how it can be dismantled. Faculty shared that current landscape architecture pedagogy is riddled with the erasure of minority contributions and praises of white and Eurocentric designers and histories (Mortice 2020). Re-writing landscape architecture programs' curricula to reflect more Black and Indigenous contributions (Mortice 2020) would promote fairness in higher education institutions by ensuring all contributions to landscape architecture are taught equally.

The faculty also shared that when landscape architects do not take an actively anti-racist approach to incorporating environmental health and well-being into their designs, they can reinforce environmental racism by encouraging gentrification and displacement (Mortice 2020). LAAB, the board that sets accreditation standards for landscape architecture programs in America, revised its standards in 2021. The new standards state that accredited programs should "demonstrate a commitment to diversity, equity, and inclusion through its recruitment, development, and retention of faculty, staff, and students (Landscape Architectural Accreditation Board 2021b, 9). In conjunction with these LAAB revisions, landscape architecture professors are dismantling the design syllabus by using meaningful community engagement strategies, introducing their students to projects set in underserved communities where the effects of environmental racism is clear, and incorporating Indigenous knowledge into the curriculum (Mortice 2020).

Mitigate Isolation

Mitigating the sense of isolation Black landscape architecture students feel begins with increasing the number of BIPOC faculty and students in landscape architecture programs. Increasing the number of tenured Black faculty and allowing Black students access to mentorship programs can provide psychosocial support (Bridges 2011) for Black landscape architecture students. Admitting and retaining more BIPOC students would create social networks that students can use for peer mentorship, motivation, and validation (Palmer, Wood, and Arroyo 2015; Palmer 2013).

Increase Mental Health & General Support

Since 20.5% of responding Black landscape architecture students are relying on scholarships and another 20% are relying on loans, increasing debt-free financial aid would heavily influence students' abilities to complete their landscape architecture programs. This debt-free financial aid would counter familial inequities Black students are more likely to face and could be funded by landscape architecture firms, accessed through competitions, and/or be given to talented students with financial and demonstrative means (Mitchell-Powell 1991).

Combat Impostor Syndrome

Impostor syndrome or a lack of self-confidence in Black landscape architecture students could be assuaged by increasing mentors & mentorship programs, raising awareness of successful Black landscape architects, creating more opportunities specific to Black students, and increasing support for Black students pursuing landscape architecture internships. Some interventions may be creating or increasing access to pre-college bridge programs such as TRIO, Upward Bound, and McNair (Kuh et al. 2006; Strayhorn 2008) for Black landscape architecture students or networking training (Mitchell-Powell 1991) and visits to Black-owned landscape architecture firms.

Activate and Evaluate DEI plans

Some recommendations from study participants center around activating and evaluating diversity, equity, and inclusion (DEI) plans to help Black landscape architecture students matriculate through their programs. Burrell, Fleming, Fredericks, and Moore recommend "the development of programs that address the unique needs of Black male college students" and that each recommendation is followed up with rigorous evaluation plans "that determine the extent to which objectives are being met, facilitate decision-making around program operations, and provide proposals for continued program improvement" (Burrell et al. 2015, 51). The same could apply to landscape architecture programs.

IMPROVE CURRICULUM

- 1. Less Euro-centric/less BIPOC exclusionary curricula
- 6. Increase acknowledgment of the profession's ties to colonialism & environmental racism
- 17. Acknowledge BIPOC contributions to landscape architecture, and history with land
- 20. Faculty becoming more open to feedback on curriculum
- 23. Increase technical skills of Black students
- 26. Regulate time demand from courses

MITIGATE ISOLATION

- 2. More BIPOC faculty
- 5. Admit more Black students
- 18. Amplify BIPOC landscape architecture student orgs
- 19. Build Peer to Peer relationships
- 27. More Black representation in landscape architecture firms
- 28. More Black people represented in administration and leadership

INCREASE MENTAL HEALTH & GENERAL SUPPORT

- 3. Increase financial assistance
- 7. Raise awareness of program & resources for Black students
- 8. Humanize Black students
- 13. Raise awareness of student organizations
- 15. Create an outlet for Black students to express negative emotions
- 16. Create a tool kit to help Black students adjust to microaggressions
- 21. Provide free therapy for students

COMBAT IMPOSTOR SYNDROME

- 4. More mentors/mentor programs
- 10. Raise awareness of Black landscape architects success
- 12. More opportunities for Black students
- 14. Support Black students pursuing internships

ACTIVATE & EVALUATE DEI PLANS

- 9. Programs, curricula, and faculty becoming actively anti-racist
- 11. Accountability for programs to DEI commitments
- 22. Have uncomfortable conversations around race
- 24. More student-led initiatives
- 25. Partner with Black Student Union

SUMMARY

Removing barriers to equity and increasing support for Black students seeking their degrees in landscape architecture will take work at multiple levels. Some work may include restructuring class assignments and material requirements so Black students do not feel alienated by curriculum content or the cost of supplies. Other barriers such as a lack of mentors or role models may require investigating and restructuring hiring processes to open the door to BIPOC faculty candidates who can better support Black students daily. Whatever the approach, we must both remove barriers and increase support to improve the experiences of Black landscape architecture students and ensure they take the next step in their design journey. It is imperative to the growth of the landscape architecture profession that these recommendations from Black landscape architecture students who are experiencing the side effects of operating in a predominantly white industry are heeded.

Figure 33. Recommendations to help Black students matriculate through landscape architecture programs ranked by frequency of mention in surveys and interviews then sorted.

CHAPTER 5 | INTERVIEW FINDINGS

OVERVIEW

Interview findings are presented in Chapter 5 as counternarratives. This study, particularly the findings reported in this chapter, relies on the tenet of CRT that says people of color can use their voice and lived experiences with oppression to communicate to whites what they may not already know through counternarratives (Bell 2019; Delgado and Stefancic 2012). This counternarrative approach to storytelling and collecting qualitative data allows the student to reflect on and make public their lived experience which empowers them, places the objectivity of the white perspective in question, and gives insight into how they resist marginalization (Fernández 2002).

These counternarratives were constructed by coding transcripts of eight Black landscape architecture students’ interviews for a priori codes related to barriers, supports, and recommendations in discovering, choosing, and navigating landscape architecture. These eight counternarratives are presented here as what I call Typographic Narratives, the resharing of experiences of Black landscape architecture students using designed hierarchy, color, and arrangement of text.

Figure 34 explains how to read the Typographic Narratives. Each student’s narrative has three full spreads (facing pages). The narratives alternate from having black to white backgrounds to reinforce to the reader that they are reading a new narrative. The Typographic Narratives are not marked as figures directly on each spread to allow the reader to immerse themselves in the narrative. The eight Typographic Narratives are presented uninterrupted as listed below:

- Figures 35 – 37: Student 1 Typographic Narrative.
- Figures 38 – 40: Student 2 Typographic Narrative.
- Figures 41 – 43: Student 3 Typographic Narrative.
- Figures 44 – 46: Student 4 Typographic Narrative.
- Figures 47 – 49: Student 5 Typographic Narrative.
- Figures 50 – 52: Student 6 Typographic Narrative.
- Figures 53 – 55: Student 7 Typographic Narrative.
- Figures 57 – 59: Student 8 Typographic Narrative.

HOW TO READ
TYPOGRAPHIC NARRATIVES:
STUDENT
BACKGROUND
DESCRIPTORS
ARE HERE

A sentence describing how the student discovered
landscape architecture will be here.

Student #

DEMOGRAPHICS
OF THE STUDENT'S
GRADUATING CLASS
ARE REPRESENTED
WITH HUMAN FIGURES



THESE NARRATIVES
ARE STORIES OF
EIGHT DIFFERENT
BLACK LANDSCAPE
ARCHITECTURE
STUDENTS, EACH
WITH THEIR OWN
BACKGROUND, VOICE,
AND EXPERIENCE.

Positive experiences
such as support
systems are encircled.

FIRST GENERATION MALE GRAD STUDENT AT PWI OUT-OF-STATE

Discovered landscape architecture while studying architecture at an HBCU.

Student 1

My undergraduate university actually has a landscape architecture graduate program, so I first found out about landscape architecture there because we were all in the same studio space.

I thought it was really amazing, like graphically.

That really sparked my interest.

THE THING THAT DROVE ME TO
LANDSCAPE ARCHITECTURE WAS...
I KIND OF SEE ARCHITECTURE AS
ONE THING AND I KIND OF FELT LIKE
TO BE A REALLY GOOD ARCHITECT,
OR DESIGNER PERIOD, YOU NEED TO
KNOW ALL THREE DISCIPLINES OF
ARCHITECTURE TOGETHER.

- ✓ Grew up near a park
- ✓ Architecture undergrad degree
- ✓ Shared studio space with landscape architecture students

WORKING FULL TIME
CURRICULUM
FINANCES

"I UNDERSTAND GRAD SCHOOL IS HARD, BUT YOU CAN ALWAYS INCREASE YOUR
LOANS TO GET MONEY TO GO ON THE FIELD TRIP."

WHITE PROFESSORS

My curriculum touches on social issues like inequity, but we lightly walk around like we're not trying to crack eggshells. My professors have been teaching this subject for a while, but you can't understand the struggles of minorities and people who have lower income unless you look like them or you've been through that experience yourself.

MY COLLEGE PUSHES DIVERSITY, A LOT, BUT YOU DON'T REALLY FEEL IT WHEN YOU'RE THE

ONLY BLACK STUDENT



Students from my HBCU have followed me here and joined the architecture program.

Being the only Black student in the landscape architecture program I kind of feel like I have to do the best I can because if any other Black student wants to come to this program I don't want the bar to be set lower because of me.

I've built a

NETWORK OF

BLACK

Architecture

STUDENTS

NOT FIRST GENERATION
FEMALE
UNDERGRAD STUDENT
AT PWI
IN-STATE

Discovered landscape architecture while taking Landscape Architecture 100.

Student 2

I MADE A PROS AND CONS LIST:

SHOULD I STUDY
ARCHITECTURE &
URBAN DESIGN?

- ☒ Regularly took the Chicago architecture tour
- ☒ Dislike physics and math
- ☒ Took in architecture classes in high school
- ☒ Friends in architecture program experienced unhealthy stress

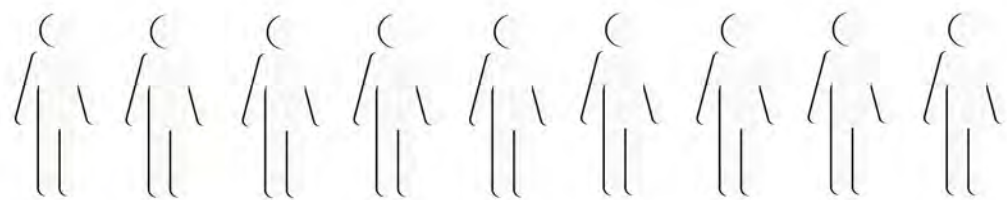
SHOULD I STUDY
LANDSCAPE
ARCHITECTURE?

- ☒ Enjoyed Landscape Architecture 101
- ☒ Tedious internship at uncle's landscape architecture firm
- ☒ Interested in soil, plants, and materials

IT CAME DOWN TO MY MORALS AND WHAT I SAW AS MOST IMPORTANT. IT SOUNDS SO MEDIOCRE, BUT LIKE SAVING THE WORLD. I FEEL LIKE THAT FIRST STEP IS, YOU KNOW, PLANTS AND LANDSCAPING. THINGS LIKE THAT.

I EXPERIENCED
CULTURE SHOCK.

EVERY. SINGLE.
PROFESSOR.
IS A WHITE MALE.



I AM THE ONLY
BLACK STUDENT.

THE OTHER
STUDENTS
ARE CLIQUE-Y.

There was another Black girl in my summer studio. We became the best of friends. We wouldn't leave each other's side. It was helpful to lean on each other for projects and be able to relate in that manner. I would like to have a group of just Black females in the building in general, because I feel like that would be really beneficial to our mental health.



AS A BLACK STUDENT IN THE PROGRAM I FELT LIKE I HAD TO DO

10 TIMES
BETTER

THAN MY OWN BEST. AS A BLACK WOMAN I HAVE TO WORK 2 TIMES HARDER THAN THAT.
YOU KNOW WHAT I MEAN?

NOT FIRST GENERATION
NON-BINARY
UNDERGRAD STUDENT
AT PWI
IN-STATE

Discovered landscape architecture while looking to switch majors.

Student 3

MY SUPPORT SYSTEM

- ✓ Family
- ✓ High school friends
- ✓ Diversity program that pays tuition for students of color
- ✓ Two women of color classmates
- ✓ Queer community

I'm still connected to everybody in my diversity program and those are all other students of color so even if they're not landscape architecture students, we all have the shared experience and being students of color at this PWI. We don't even have to be talking about that all the time, because we all know what it's like. It's just nice to have a space that you can exist and not feel stressed or overwhelmed.

I do feel very connected to the women of color in my graduating class. They've been so helpful and if they weren't there the program would be even more challenging for me. I don't know if I'd be able to... I don't know if I would stay in the program if they weren't there.

I was a little bit dubious about applying for the program because I wasn't really sure what it was going to be like our major page about it, the course I don't know how you describe it like it didn't have that much information I'm actually took those intro courses I thought, well, I really like how there was at design creative aspect that's something that I was missing when I started in conservation biology, but I also liked that there were so many other factors that you can consider that are important like. The environment where you're designing and making sure and design the sustainable for the design and also the people you're designing for.

The curriculum so far as fine, but I would like to do more work that considers gentrification, redlining implications, etc. There is a large history of racism tied to the planning fields and also issues regarding land serenity and indigenous people's rights when it comes to land management. I think that it's important that those social factors are worked more intentionally into BLA and planning programs so that future professionals can work to create a more just environment and space.

For me and some other students who come from certain backgrounds marginalized background I think it's sort of second nature to consider how is this is affecting those people, because we come from areas that have seen the impacts of bad planning and bad design and things like that, but if you come from like a very affluent background and you're a white student I think for them it's not something that they really considering so just to teach the how to see that and how to address it. And then to teach people who have seen it and experienced how to design for it.

I'm the only Black identifying student my cohort and one of three students of color. I found it difficult to connect with the White students in my cohort and I've not had any professors of color within the BLA program yet. Studio tends to be a stressful environment because of the poor connection to my peers.

I spent my whole life in this city but being on campus was very different from where I went to high school. The campus is very white and I graduated from an urban public school. It was very diverse.

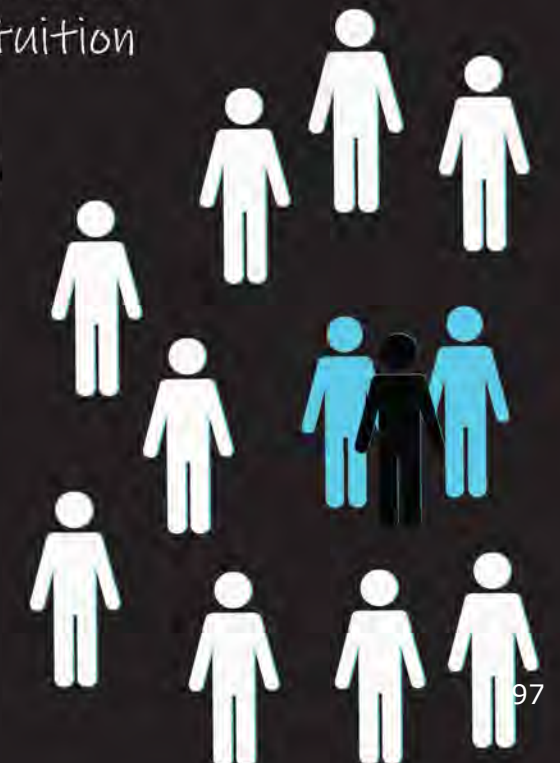
MY EXPERIENCE STARTING THE PROGRAM WITH VIRTUAL CLASSES

Unknown class demographics
Isolated from classmates
Low-quality critiques from professors

MY EXPERIENCE IN THE PROGRAM WITH IN-PERSON CLASSES

Only Black student
Culture shock
Majority white classmates
White professors
Isolated from classmates
Low-quality critiques from peers
Impostor syndrome
Working part-time
Lacking software skills
Summer course tuition
Course load
Lack of mentors

I find it very draining to go to class every day and feel surrounded by people that I don't have much in common with racewise or financially.



I DO NOT FEEL SEEN AS A

NON-BINARY STUDENT OF COLOR

IN MY PROGRAM.

There was no point where we introduced ourselves with our pronouns. It's sort of assumed.

The two women of color in the program are the only ones who know and are respectful of my pronouns.

FIRST GENERATION
FEMALE
UNDERGRAD STUDENT
AT PWI
IN-STATE

Discovered landscape architecture while studying architecture.

Student 4

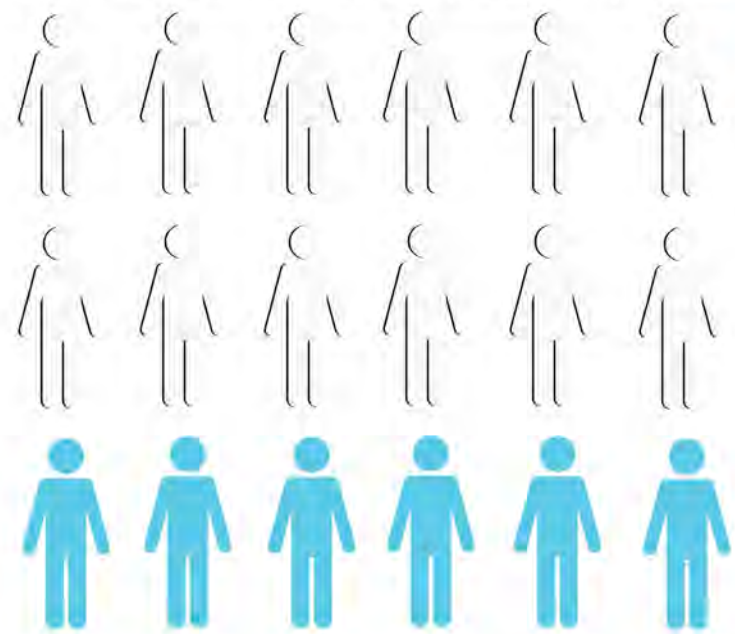


UNDERMINED AND DOUBTED BY PROFESSORS

During the degree program, I got diagnosed with a mental health issues. I got diagnosed with major depressive disorder and then generalized anxiety disorder, but I'm also like 90% sure I have ADHD too. Faculty would

"The faculty make me feel like I wasn't doing enough, and now I do way too much."

really doubt my work ethic, or they didn't understand how I needed to learn. It was really discouraging, because they would make me feel like I wasn't like doing enough and now I do way too much. Some professors in the program tell you what to do, and they get mad when you don't do what they do. And then, some of our professors know how to actually help a student grow their design. It's just rough trying to figure out where the line is or how to advocate for yourself.



I SEE MY CLASSMATES NOT TRY AS HARD AND THEN I PUSH MYSELF 10 TIMES HARDER NOW I JUST OVERCOMPENSATE. I'M NOT GETTING THE SAME RECOGNITION WHICH REALLY SUCKS.

MY WHITE CLASSMATES HAVE BEEN FAVORED. THEIR WORK HAS BEEN FAVORED A LOT MORE. I FEEL LIKE I'M CRITIQUED A LITTLE BIT HARDER ON THINGS WHICH HAS BEEN REALLY FRUSTRATING AND DOESN'T REALLY MAKE ME WANT TO SHARE MY WORK.

I had this really good idea that I was really proud of and I showed my professors, first thing, that I made this in the field, because we went out to this park nearby. They were like "Wow that's really good! Like no one else has thought of this" and I was like "Great I'm going to use this for my review". Then one of my other classmates, he turned around and was like "Oh wow I really like that. Do you think I could use that ?" And I'm like "You... You need to show me first because this is my thing and I am presenting it at review. I did this. I don't think it's a good idea for you to do it." Bu the just... I didn't know what he did until review came and he was before me and he did the exact same thing that I did. He could have done literally anything else. He could have literally done it any other way. This was something that I, that everyone, really loved and they were like "Oh my God it's so pretty". Like all the professor's gave him the praise and recognition for doing that, despite like me showing them first in the field. And then it came to me and I got critiqued on it and people didn't like it. I watched him get all the praise.

UNDERMINED AND DOUBTED BY CLASSMATES

Establishing our NAMLA chapter and having a Black advisor has had a really positive impact on me.

"I've also had my work stolen by a white classmate so I've watched people get the praise that I deserve."



THERE'S BEEN TIMES, WHERE MY HAIR HAS BEEN
TOUCHED WITHOUT ME KNOWING.

PROFESSORS ARE NOT SAYING MY NAME
CORRECTLY & TRY TO GIVE NICKNAMES TO
ME AND ASIAN STUDENTS.

I REPORTED A JANITOR FOR SEXUALLY HARASSING
ME. I FELT UNCOMFORTABLE WORKING IN
STUDIO LATE AT NIGHT.

Just... It's so uncomfortable.

MY HAIR.
MY NAME.
MY SAFETY.

FIRST GENERATION FEMALE UNDERGRAD STUDENT AT PWI IN-STATE

Discovered landscape architecture while in introductory design courses intending to study architecture.

Student 5

**NO ONE WAS TALKING ABOUT LANDSCAPE
ARCHITECTURE IN HIGH SCHOOL.
WE DIDN'T KNOW THERE WAS A MAGAZINE.
THERE WAS A SOCIETY.**

- ✓ Grew up artistic & wondering outdoors
- ✓ Designed dream house with an elaborate exterior as a kid
- ✓ Planned to study architecture
- ✓ Introduced to landscape architecture in Landscape Architecture 100
- ✓ Had an inspiring landscape architecture professor

"I figured there was probably somebody that worked with the landscape and the earth and all that stuff but it never really came into my brain that that was done by specifically landscape architects."

I had a teacher where if I asked her, "Hey is this good? I need help with this. or advice on where this should go" it would be very much like that fake white lady smile, where its like "Oh you're doing fine. That's good" and she moves on to the next student but then I would get the grade back and it would be like a C or a B.

I got like sick at one point and I remember telling her "Hey I'm struggling I need help." And she almost seemed like she was fed up.

There were so many little things that just made me feel like she just didn't like me, and I can never understand why she didn't like me. I could never put my finger on it. It really gave me a huge lack of confidence in my ability and made me question am I in the right major?

I didn't realize that I even have the option of going up to her superior and saying "I feel like I'm being held back by her decisions". I didn't know I could do that and I didn't actively talk to people about it because I was embarrassed by it.

She was a part of the reason why I had to leave school for a couple semesters.

*This student did not describe the demographics of their class.
108



I don't feel like I face hardships because of my race.

There were plenty of days, where I kind of

FORGET THAT
I'm Black

Most days I feel like I'm just a student there, which is what I would prefer.

PERFECTIONIST
A

HYPER-FOCUSED
D

DISTRACTED

H

LAZY
D

It's difficult dealing with ADHD on top of the demands of the design field. There's a strong feeling of alienation & isolation when my professors don't understand how I need to learn.

NOT FIRST GENERATION MALE PHD STUDENT AT PWI INTERNATIONAL STUDENT

Discovered landscape architecture while researching conservation ecology with a program in the United States.

Student 6

I DID NOT KNOW ABOUT LANDSCAPE ARCHITECTURE.

Conservation ecology is big in my home country because we have one of the last tropical forests in the world.

I worked with people from my current program while I was in my home country on a conservation ecology project. I told them about my idea to come back to school because I was interesting in using landscape ecology to help my local community need. I visited the university and I came across landscape architecture.

WHEN I DISCOVERED LANDSCAPE ARCHITECTURE AND SAW PEOPLE TALKING ABOUT LANDSCAPE ECOLOGY, IT WAS NOT REALLY SCIENCE.

My first impression of landscape architecture was that it didn't fit my needs. I couldn't see myself in it until I met who would be come my advisor on a visit to the university. I saw his approach to landscape architecture and then I felt like I could fit into this department. I was thinking "I'm not a good drawer and I'm not a designer." But eventually I found out landscape architecture is not just about design is also about planning.

BARRIERS AS AN International Black LANDSCAPE ARCHITECTURE STUDENT.

CULTURAL & LANGUAGE DIFFERENCE

I don't have a background in landscape architecture and I don't have an American background. I'm in a new discipline and I have to write like American people. Something else is feeling isolated and alone because the PhD program here was not a big group when I started. There were like three landscape architecture PhD students. And even though some students are friendly, there is a limit where you can't ask a question for everything. When you ask too many questions they think that you don't understand or you are weak. I see we don't have the same culture of doing things. That was a limitation for me.

GRADUATE EMPLOYMENT

As a PhD student you can have a small job on campus and with my international status, I cannot work outside of the campus. I'd been working and looking for scholarships and then the department could not give me anymore money. They could not give me anymore Graduate Employment.

COVID-19

INTERNATIONAL STUDENT POLICY

It was stressful when we got the policy from President Trump that said as an international student that if we are not registered for physical classes, you have to leave the country. We had to work with international student services at the university to write a petition to tell our story. To say that we can't go home because it will be hard to study away from here. The university reached out to us international students to see if we would support their counter request. I wrote a statement about how I could not continue my research in my home country. My university and other universities tried to make a case against that policy.

THE GRADUATE RECORD EXAMINATION

People that I contacted here about the landscape ecology program were like, "Oh you have to get a very high score on the GRE and then we can talk about how we can help you to register". But you have to take the test very fast. You have to know not only English, but you have to know American culture to get a good score. Luckily, the landscape architecture program didn't consider the GRE that much and they also considered that I have been working with American people for a long time and I already have a masters degree outside of this country.

**"I HAVE TO
WORK TWICE OR THREE
TIMES HARDER
THAN OTHER STUDENTS
BECAUSE
IT'S NOT MY COUNTRY.
IT'S NOT MY LANGUAGE."**



My Support System

MY WIFE & KIDS
GOVERNMENT-SUPPORTED ORGANIZATION IN MY HOME COUNTRY
MY UNIVERSITY'S INTERNATIONAL STUDENT AFFAIRS OFFICE
MY LOCAL CHURCH
MY ADVISORY COMMITTEE
RYOICHI SASAKAWA YOUNG LEADERS FELLOWSHIP FUND

My Motto is
"I THINK, THEREFORE I AM."
- Descartes

I don't have a choice. I don't have money. At some point my advisor said, "Oh man, if you run out of money, you can transfer your program to a master degree and finish earlier, then look for a job." But that wasn't my purpose. That was not an option for me, because I have already spent three years in the PhD program.

My wife is very supportive because since she has been here, she has not able to work because she's my dependent on my student visa. If I quit, we would've wasted years.

NOT FIRST GENERATION MALE GRAD STUDENT AT PWI OUT-OF-STATE

Discovered landscape architecture while doing research for career change.

Student 7

IT'S FUNNY. I'VE BEEN TO CENTRAL PARK SO MANY TIMES I CAN'T EVEN COUNT BUT IT NEVER ONCE OCCURRED TO ME THAT THAT WAS A LANDSCAPE ARCHITECT'S DESIGN; THAT IT WAS THE RESULT OF THAT PROFESSION.

I ORIGINALLY THOUGHT RACIST POLITICIANS WERE BEHIND IT BECAUSE CENTRAL PARK USED TO BE THE LOCATION OF A HUGE BLACK NEIGHBORHOOD AND THEY JUST KICKED THEM ALL OUT AND BULLDOZED IT TO MAKE THIS BEAUTIFUL GREEN SPACE. BUT AS FAR

I was just doing research to pivot out of working in hospitality which I've been doing for the previous nine years. I had a back-burner interest in land form design and designing plants so I decided to research what type of occupations would utilize landform design and designing with plants. I really am a fan of the ideas and the ethics behind permaculture but landscape architecture seemed like a more universally acceptable choice as a profession than being a permaculturalist. I selected my program based on location and their mission statement invoking the ethics of permaculture.

AS WHO DESIGNED IT, I JUST ATTRIBUTED TO CITY PLANNERS OR CIVIC DESIGNERS NOT KNOWING THAT LANDSCAPE ARCHITECTURE WAS EVEN A PROFESSION.



MY CLASS IS REALLY DIVERSE.

I DON'T FEEL
my blackness here

LIKE I DID WHEN I WAS THE ONLY PERSON OF
COLOR IN ANY OF MY CLASSES IN UNDERGRAD.

Outside of program sending me the scholarships that are for Black landscape architects or this opportunity to be apart of your research on Black students, my racial makeup doesn't come up. There hasn't been any discrimination in any way.

ARTISTS

I have years of experience as an artist. Coming from a private art school, I expected an extremely competitive studio environment but it's been a wonderful experience feeding off of each other's energy and ideas.

I'm one of the oldest students in my cohort and I've experienced some level of isolation from my peers due to a gap in age and artistic experience. But there is a mutual respect with my professors.

NOT FIRST GENERATION MALE GRAD STUDENT AT HBCU OUT-OF-STATE

Discovered landscape architecture while being an undecided major at an HBCU.

Student 8

"My mother introduced me to landscape architecture when I was an undecided major at my undergraduate HBCU."

SHE WAS AN ELEMENTARY SCHOOL TEACHER WHO TAUGHT COMPUTERS TO K-5TH GRADE STUDENTS. I TRUSTED HER WHEN IT CAME TO KNOWING WHAT INTERESTS I HAD AT HEART. SHE SAW SOME OF THE INTERESTS THAT I HAD CLOSELY ALIGNED WITH LANDSCAPE ARCHITECTURE: DRAWING AND ENVIRONMENTAL SCIENCE.

I WAS HEAVILY RECRUITED TO MY GRADUATE PROGRAM BY THE PROGRAM ADVISOR BECAUSE I HAVE MY UNDERGRAD DEGREE IN LANDSCAPE ARCHITECTURE AND MOST PEOPLE IN OUR PROGRAM HAVE THEIR UNDERGRAD IN SOMETHING COMPLETELY DIFFERENT.

BARRIERS

- ✓ Only Black Student
- ✓ Lack of AutoCad Skills
- ✓ Cost of Materials
- ✓ Studio Workload
- ✓ Working Full Time

Family

My wife and my daughter emotionally support me. My wife loves seeing my progress and I keep my designs plastered on the walls.

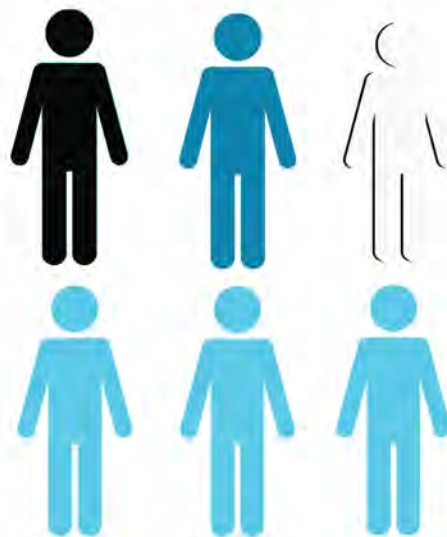
Visualizing my graduation day all the way to the detail of looking across the arena to my wife and daughter from afar while sitting next to my classmates get me through a tough time in the program.

Peers

My current program is more racially diverse and diverse in terms of degrees than my undergrad program.

Being out of school for a while I had to introduce myself to certain programs such as Photoshop and AutoCad. Some of my classmates that I got to know helped me refresh my software skills.

All my classmates have a pretty good understanding when it comes to certain inequalities or lack of opportunities within certain groups.



"YOU HOLD YOURSELF TO A CERTAIN STANDARD TO MAKE SURE THAT YOU'RE PRESENTING YOURSELF ACCORDINGLY TO BE A GOOD EXAMPLE FOR PEOPLE THAT LOOK LIKE ME. FOR PEOPLE THAT LOOK LIKE US."

HBCU Experience

I get to have HBCU experience like I had in undergrad. When going into an HBCU you get to be a part of a group of people that are that are like you, that are going after whatever goals or ambitions that they have in mind whether that's in your major or not.

I get to network with people that look like me. People I wasn't able to see when I attended a private Catholic high school.

"THERE IS A RESPONSIBILITY THAT COMES WITH THE TITLE OF BEING A BLACK LANDSCAPE ARCHITECT."

“

AS I GO INTO MY CAREER,
I'm keeping my locs.

I AM NOT CUTTING
MY HAIR

JUST FOR SOMEONE ELSE'S COMFORT.
AND I WILL STILL BE ADDRESSED AS A
landscape architect.

”

SUMMARY

These Typographic Narratives confirm that cognitive diversity, or difference in thought and experience (Page 2007), is prevalent in Black landscape architecture students which is supported by the CRT tenet that each person's identity is an intersection of "multiple overlapping identities, loyalties and allegiances" (Delgado and Stefancic 2012, 10). Black landscape architecture students bring their own experiences to and have a variety of experiences in their programs. This cognitive diversity found in Black landscape architecture students suggests that equitably increasing diversity in landscape architecture requires a range of techniques to recruit and retain Black students. There is not a one size fits all approach because Black students are not a monoculture.

The Typographic Narratives also expand on the importance of diversity in peers and faculty seen in Chapter 4's Pre-college and College Findings. There was little mention of mentors or Black faculty in the eight narratives and the scale figures representing each student's graduating class demographic reinforce that Black landscape architecture students are likely to experience isolation and pressure from being the only Black student in their class.

HOW TO EQUITABLY INCREASE DIVERSITY IN LANDSCAPE ARCHITECTURE

Looking at the current demographics of landscape architecture students (Pritchard and Martinez Gonzalez 2021) compared to the current demographics of the United States (US Census Bureau 2019) coupled with the lack of demographic data on landscape architecture professionals and faculty, it is safe to say the landscape architecture field cannot reflect the 2012 population and the 2060 population projections of the United States by 2025 (American Society of Landscape Architects 2018). To do so would require increasing the number of Black landscape architecture students from 205 to 792 to reflect 14% of the 2020-2021 landscape architecture student body (Pritchard and Martinez Gonzalez 2021) within three years. However, it is possible to make progress toward creating an equitable landscape architecture field over an extended amount of time with diligent work.

Equitably mirroring the nation means undertaking long-term, comprehensive work to ensure Black students and professionals are heard, supported, and engaged across the profession. This work needs to acknowledge that people in the field of landscape architecture may have the same or similar problems in discovering, choosing, or navigating landscape architecture but societal, socioeconomic, and familial inequities compile those barriers on certain people because of their race, gender, or ability. These people who are experiencing complied inequities need more help than others. The landscape architecture profession must do all they can to rid the field of the inequities that prevent their most underrepresented race (Black people) from graduating. This work should occur in a sequence:

1. Do work that displays a commitment to actions focused on promoting justice and fairness within the procedures and distribution of resources by landscape architecture institutions.
2. Do this work through CRT tenets that state racism is common and affects everything including students' experiences in academia, that each person's identity is intersectional, and that people of color's experiences with oppression can communicate what white people (the majority) may not know.
3. Do this work at the stages of Black landscape architecture students' pre-college and college stages of their design journeys.

4. Ensure this work is done knowing Black landscape architecture students are not a monoculture, but students with a range of backgrounds and lived experiences contributing to their cognitive diversity. Utilize a range of techniques to improve their experiences discovering, choosing, and navigating landscape architecture.

All in all, the landscape architecture academic programs may not need new interventions to recruit and retain Black students but they do need to remove barriers, increase access to support, and heed a few recommendations. Primary recommendations to equitably diversify the landscape architecture field include cultivating high school partnership/pre-college learning, reworking landscape architecture curricula to be less white/Eurocentric, and increasing mentorship for professional development to decrease the number of Black landscape architecture students who are unsure of their career path and increase their preparedness to take the next step in their journey.

ACTIONS TO EQUITABLY DIVERSIFY LANDSCAPE ARCHITECTURE PROGRAMS

Findings from this study inform action for the landscape architecture profession and academic programs to take towards making landscape architecture an equitably diverse profession and program of study. The main takeaways are described by discovery, recruitment, and retention rather than by who is responsible for the work as this study intends to spark interest and action rather than delegate tasks. Navigating landscape architecture as a Black student is influenced by students' precollege factors and racism embedded in the United States' history and laws. These linkages are made clear by student survey responses and narratives detailing how inequity affects their experience in discovering, choosing, and navigating landscape architecture.

Discovery & Recruitment

Survey and interview findings around discovery and recruitment indicate that Black students are not finding landscape architecture or choosing their programs in any special way. They do not need any special support different from white students or other students of color at this stage in their design journey. They do, however, need these supports more than other students because Black students face more societal, socioeconomic, and familial inequities because of embedded racism in

the United States history affecting public education which has a greater effect on Black students than other races. The landscape architecture field can better support Black students in the discovery and recruitment phases of their design journey by creating pre-college programs and partnerships that raise awareness of landscape architecture in Black communities and by actively recruiting Black students to their programs. These interventions would give Black students a better understanding of what landscape architecture is, help them prepare to enter the program, and remove some of the responsibility for choosing the best program from the shoulders of Black youth.

Retention

Black students are navigating and graduating from their landscape architecture programs by largely relying on faculty and peers. Quotes from study participants indicate positive relationships with peers and faculty may have a larger impact on Black landscape architecture students' experience and retention than being involved in student organizations. This means ushering students into student organizations may not quell feelings of isolation. Instead, nurturing organic relationships with peers like simply introducing Black students to one another as my academic advisor did for me may help mitigate isolation. Positive academic relationships between faculty and Black landscape architecture students should be nurtured to retain students. My relationships with faculty stemmed from undergraduate and graduate research. It may benefit students if landscape architecture programs invested in mentorship programs around specific topics such as research, personal development (like Gallup Strengths), or professional development where mentors can guide Black landscape architecture students to success while helping them feel a part of the program's community.

LIMITATIONS

This study is limited by not having credible demographic data on landscape architecture faculty and licensed professionals which would have provided additional context. The study is also limited by the lack of Critical Race Theory case studies specific to architecture or landscape architecture to provide guidelines specific to such a rigorous branch of higher education. The inability to receive completed survey responses from landscape architecture students at one HBCU significantly impacted the perspectives shared in this study.

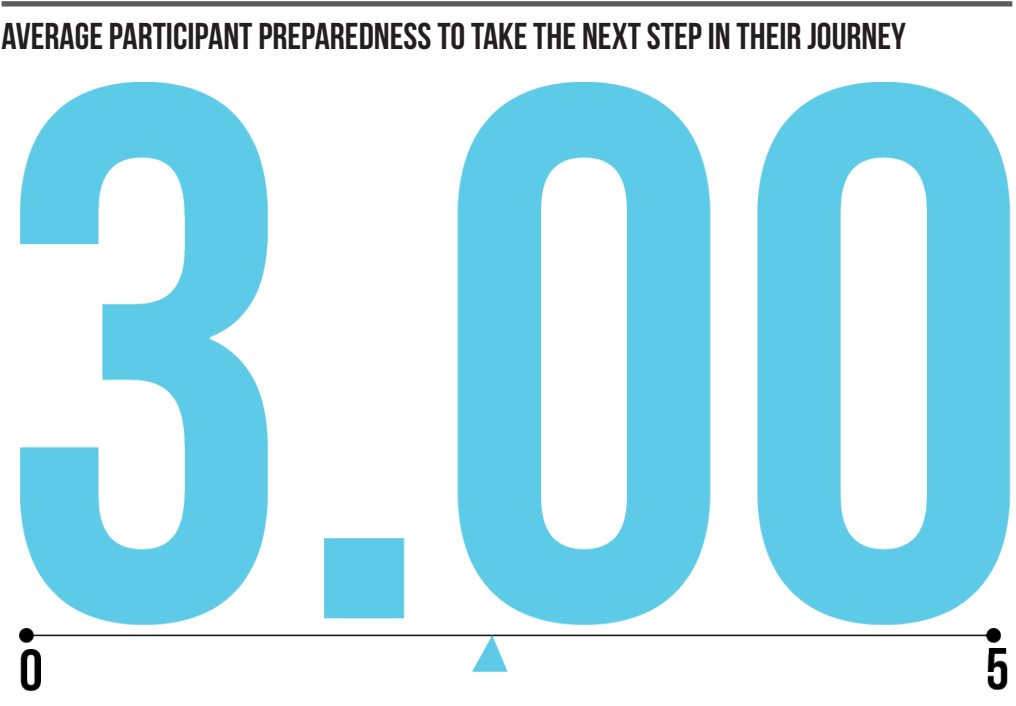
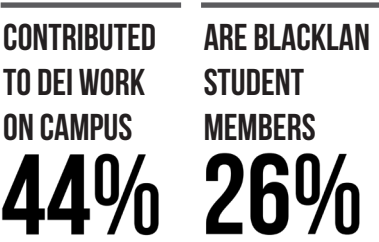
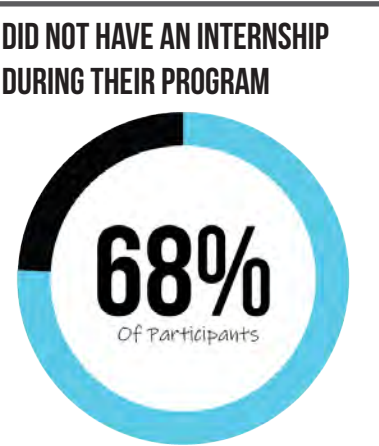
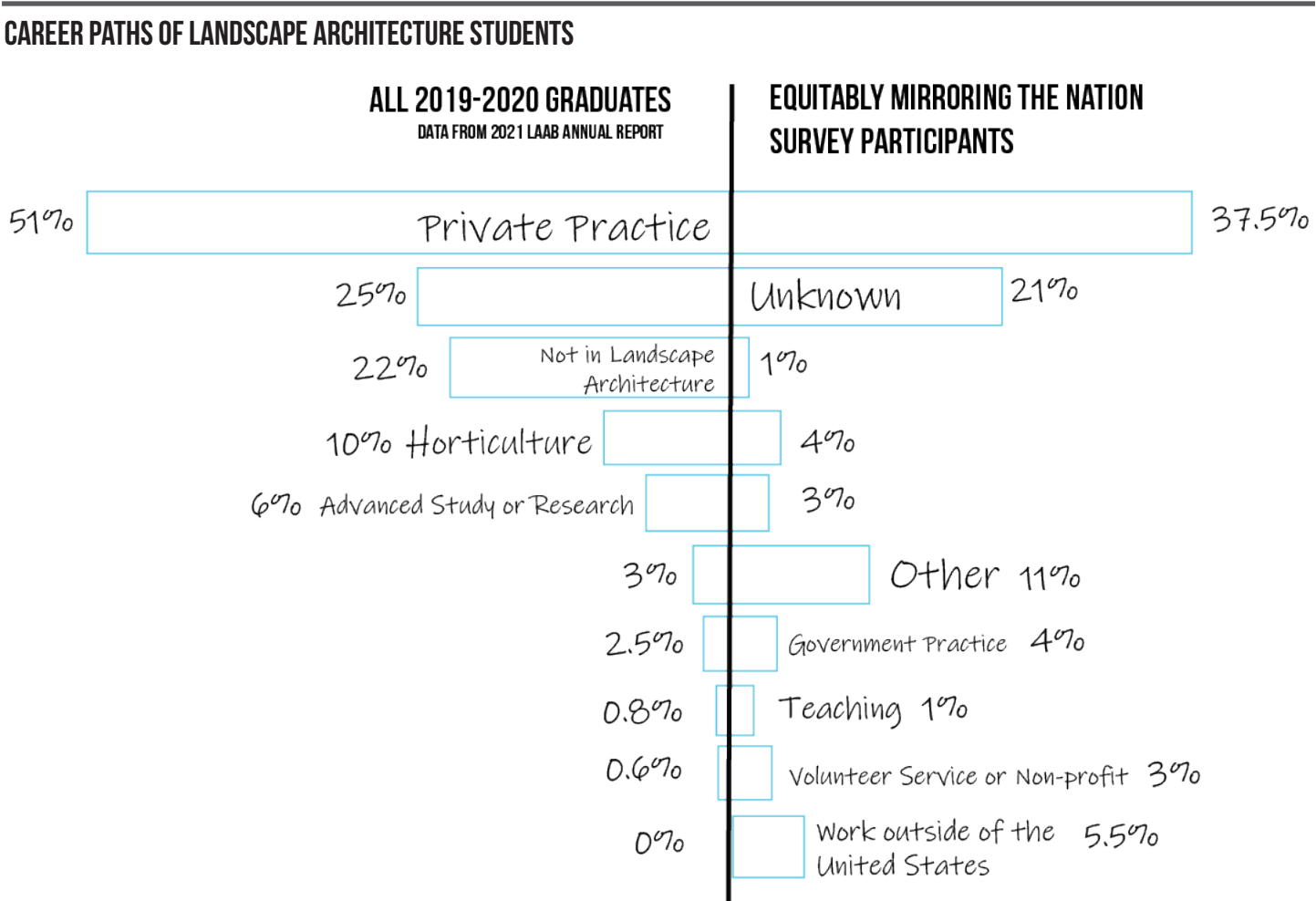
If I had the opportunity to improve this study, I would extend the survey to remain open for at least 20 weeks. Given this study's survey was out for 10 weeks and received a 47% response rate, I believe extending the survey time to 20 weeks may result in a 100% response rate of 205 Black landscape architecture students. This would mean every Black landscape architecture student's voice is represented and contributes to a more comprehensive understanding. A 100% response rate would also include more HBCU student accounts making the findings richer.

FUTURE RESEARCH

Additional data should be collected to answer questions such as:

- What is the Black population in the regions of landscape architecture programs with no Black students?
- How many Black students drop out of or take a leave of absence from their programs per school year and why?
- What area or topic do Black landscape architecture students need mentors for? Do they want professional or faculty mentors? Do they want peer mentors? What guidance do they want from non-Black mentors who do not look like them nor have similar backgrounds to them?
- Does peer mentorship increase retention of Black landscape architecture students?
- How do Black landscape architecture student experiences at PWIs compare to those at HBCUs?
- How do domestic Black landscape architecture students' experiences compare to those of international Black landscape architecture students?
- Why is there a 13.5% difference between general landscape architecture graduates in private practice and Black landscape architecture students who plan to go into private practice (Figure 60)?
- How do DEI programs impact the climate of an academic program?

It would also be interesting to compare the ways Black students find landscape architecture to the way white students and other people of color discover it. Programs may want to inquire internally about what barriers they face to actively recruiting Black landscape architecture students. These inquiries would help the landscape architecture academic programs and profession narrow down the best techniques to recruit and retain Black landscape architecture students. Unfortunately, they did not fit into the scope of this study. However, I intend to build on this study in some capacity to ensure Black landscape architecture students are discovering, choosing, and navigating landscape architecture without being tokenized.



WHAT I LEARNED

In the early stages of developing this study, I expected to find other Black landscape architecture students' experiences to be like mine. Now at the conclusion of this study, I realize I had a worse relationship with my peers and had more mentorship than other students in my program and other students in this study. In my experience over the past 6 years, I experienced ignorance of what landscape architecture was, a lack of access to software and technology before beginning my program, severe isolation, extremely negative relationships with my peers, as well as microaggressions and tokenism both in the classroom and at my landscape architecture internship.

I took the initiative to pursue landscape architecture after discovering it through a poster and looking for programs online. I garnered support from white faculty mentors who mostly came to me from undergraduate research and my being vocal about my intentions for my landscape architecture academic and professional careers. I made first contact with the professional mentors I had who looked like me, but they were too busy with their professional careers to mentor me in-depth, unlike the mentors I found in my faculty members. I had additional support from LAF Scholarships, the K-State exclusive Edgerley-Franklin Urban Scholars Program, the ASLA mentorship program, the K-State exclusive Developing Scholars undergraduate research program, K-State NOMAS, NOMA Kansas City chapter, and last but not least, the Black Landscape Architects Network.

This study is my first contribution to tackling the complex problems behind the dearth of diversity and equity in the landscape architecture profession. The quantitative and qualitative findings collected, analyzed, and presented here are stepping stones to achieving equity in landscape architecture. I hope that readers will absorb the experiences of Black landscape architecture students and find a way to utilize their resources to improve the design journeys of these soon-to-be change-makers. I will continue this work in some way, perhaps as a K-12 landscape architecture educator in Black and brown communities.

Figure 60. Career paths and preparedness findings for participants from survey data.

REFERENCES

Allen, Walter. 1992. "The Color of Success: African-American College Student Outcomes at Predominantly White and Historically Black Public Colleges and Universities." *Harvard Educational Review* 62 (1): 26–45. <https://doi.org/10.17763/haer.62.1.wv5627665007v701>.

American Institute of Architects. 1968. "Full Remarks of Whitney M. Young Jr. AIA Annual Convention in Portland, Oregon." *American Institute of Architects*. https://content.aia.org/sites/default/files/2018-04/WhitneyYoungJr_1968AIAContention_FullSpeech.pdf.

American Society of Landscape Architects. 2015. "ASLA Your Path to Landscape Architecture." Website Video. *American Society of Landscape Architects*. American Society of Landscape Architects. <https://www.asla.org/yourpath/index.html>.

American Society of Landscape Architects. 2018. "Mirroring the Nation: Landscape Architecture and the Future of the Profession." *American Society of Landscape Architects*. American Society of Landscape Architects. <https://www.asla.org/uploadedFiles/CMS/AboutJoin/MirroringTheNationOfficial.pdf>.

American Society of Landscape Architects. 2019. "ASLA Diversity Summit 2019 Report." *American Society of Landscape Architects*. American Society of Landscape Architects. https://www.asla.org/uploadedFiles/CMS/About__Us/Diversity/ASLA-Diversity-Summit-2019-Report-September-2019.pdf.

American Society of Landscape Architects. 2021a. "Become a Landscape Architect: Accredited or Candidacy Programs." www.asla.org. American Society of Landscape architects. 2021. <https://www.asla.org/FullListofAccreditedPrograms.aspx>.

American Society of Landscape Architects. 2021b. "Diversity, Equity, and Inclusion." www.asla.org. American Society of Landscape Architects. 2021. <https://www.asla.org/dei.aspx>.

Amrhein, Lexi, Melany Del Carpio, Cassie Garcia, and Hermes Membreno. 2020. "Recruitment at Dominican University of California: The Black/ African American Student Experience & College Choice." *Dominican Scholar*. Dominican University of California. <https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1000&context=undergraduate-graduate-admissions>.

Bell, Carla Jackson. 2015. "African American Education: Lifting the Veil." In *Space Unveiled: Invisible Cultures in the Design Studio*, edited by Carla Jackson Bell, 3–9. Abingdon, Oxon: Routledge.

Bell, Sana. 2019. "Critical Race Theory in Education: Analyzing African American Students' Experience with Epistemological Racism and Eurocentric Curriculum." Thesis, DePaul University. <https://via.library.depaul.edu/cgi/viewcontent.cgi?article=1275&context=etd>.

Bhattacharya, Kakali. 2017. *Fundamentals of Qualitative Research: A Practical Guide*. New York, NY: Routledge.

Boone, Kofi. 2015. "Black Landscape Architects Matter." *Ground up Journal*. University of California, Berkeley. 2015. <http://groundupjournal.org/black-landscapes-matter>.

Boone, Kofi. 2020. "Notes toward a History of Black Landscape Architecture." *Places Journal*, no. 2020 (October). <https://doi.org/10.22269/201028>.

Brandell, Jerrold R., and Theodore Varkas. 2001. "Narrative Case Studies." *The Handbook of Social Work Research Methods*, 294–307. <https://doi.org/10.4135/9781412986182.n16>.

Bridges, Eric M. 2011. "Racial Identity Development and Psychological Coping Strategies of Undergraduate and Graduate African American Males." *Journal of African American Males in Education* 2 (2): 150–67. <http://search.ebscohost.com.er.lib.k-state.edu/login.aspx?direct=true&db=eft&AN=65048617&site=ehost-live>.

Burrell, Jennifer O., Lorraine Fleming, Afiya C. Fredericks, and Inez Moore. 2015. "Domestic and International Student Matters: The College Experiences of Black Males Majoring in

Engineering at an HBCU." *The Journal of Negro Education* 84 (1): 40–55. <https://doi.org/10.7709/jnegroeducation.84.1.0040>.

Cheng, Irene, Charles L Davis, and Mabel O Wilson, eds. 2020. *Race and Modern Architecture: A Critical History from the Enlightenment to the Present*. Editorial: Pittsburgh: University Of Pittsburgh Press. Council of Landscape Architectural Registration Boards. 2017. "Learn about Licensure." www.clarb.org. 2017. <https://www.clarb.org/learn-about-licensure>.

Delgado, Richard, and Jean Stefancic. 2012. *Critical Race Theory: An Introduction*. 2nd ed. New York: New York University Press.

Extension Foundation. 2021. "Diversity, Equity, and Inclusion." Diversity, Equity, and Inclusion Extension. Extension Foundation. 2021. <https://dei.extension.org/>.

Fernández, Lilia. 2002. "Telling Stories about School: Using Critical Race and Latino Critical Theories to Document Latina/Latino Education and Resistance." *Qualitative Inquiry* 8 (1): 45–65. <https://doi.org/10.1177/107780040200800104>.

Gray, Kona. 2021. Accomplishments Interview by Ayana Belk. *LinkedIn*.

Great Schools Partnership. 2016. "Equity Definition." The Glossary of Education Reform. Great Schools Partnership. April 21, 2016. <https://www.edglossary.org/equity/>.

Green, Jared. 2016. "A New Look at the Trail Blazing David Williston." The Dirt. American Society of Landscape Architects. August 8, 2016. <https://dirt.asla.org/2016/08/08/a-new-look-at-the-trail-blazing-david-a-williston/>.

Harper, Shaun R., Lori D. Patton, and Ontario S. Wooden. 2009. "Access and Equity for African American Students in Higher Education: A Critical Race Historical Analysis of Policy Efforts." *The Journal of Higher Education* 80 (4): 389–414. <https://doi.org/10.1080/00221546.2009.11779022>.

Harper, Shaun R., Edward J. Smith, and Charles H. F. Davis. 2016. "A Critical Race Case Analysis of Black Undergraduate Student Success at an Urban University." *Urban Education* 53 (1): 3–25. <https://doi.org/10.1177/0042085916668956>.

Hendricks, Rose, Leann Down, Marisa Gerstein Pineau, and Andrew Volmert. 2019. "What Is Landscape Architecture? Mapping the Gaps between Expert and Public Understandings of Landscape Architecture." *Frameworks Institute*. Frameworks Institute. <https://www.frameworksinstitute.org/wp-content/uploads/2020/06/FRAJ7032-Landscape-Architecture-Map-the-Gaps-190719-1.pdf>.

Holden, Robert, and Jamie Liversedge. 2014. *Landscape Architecture: An Introduction*. London: Laurence King Publishing Ltd. <https://ebookcentral-proquest-com.er.lib.k-state.edu/lib/ksu/detail.action?docID=1876176>.

Kaplan, Victoria. 2006. *Structural Inequality: Black Architects in the United States*. Lanham, Maryland: Rowman & Littlefield.

King Jr., Joe. 1973. "A Study of Black High School Students Perception of Vocational and Technical Education Programs." Ph.D. Thesis, Michigan State University. <https://d.lib.msu.edu/etd/44136/datastream/OBJ/View/>.

King Jr., Joe. 1977. "The Perceptions of Black High School Students toward Vocational and Technical Education Programs." *The Journal of Negro Education* 46 (4): 430–42. <https://doi.org/10.2307/2966963>.

Kuh, George D., Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, and John C. Hayek. 2006. "What Matters to Student Success: A Review of the Literature." *National Center for Education Statistics*. National Postsecondary Education Cooperative. https://nces.ed.gov/npec/pdf/kuh_team_report.pdf.

Landscape Architectural Accreditation Board. 2021a. "Summary of Annual Reports 2017-2021."

American Society of Landscape Architects. American Society of Landscape Architects. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.asla.org%2FuploadedFiles%2FCMS%2FEducation%2FAccreditation%2FLAAB2017_2021SUMMARYSHEET.pdf&cflen=364550&chunk=true.

Landscape Architectural Accreditation Board. 2021b. "Accreditation Standards for Professional Programs in Landscape Architecture." *American Society of Landscape Architects*. https://www.asla.org/uploadedFiles/CMS/Education/Accreditation/LAAB_ACCREDITATION_STANDARDS_JANUARY2021.pdf.

Lewis, Cameron L. 2016. "Understanding Research Methods to Study African American Males in College." *The Journal of Negro Education* 85 (1): 3–15. <https://doi.org/10.7709/jnegroeducation.85.1.0003>.

Meylan, Christophe. 2020. "What Is Vocational Education?" Hospitalityinsights.ehl.edu. 2020. <https://hospitalityinsights.ehl.edu/what-is-vocational-education>.

Miller, Cheryl D. 2016. "Black Designers: Missing in Action (1987)." PrintMag. PRINT. June 27, 2016. <https://www.printmag.com/post/blacks-in-design-1987>.

Mitchell-Powell, Brenda. 1991. "Why Is Graphic Design 93% White?" Scribd. AIGA Journal. 1991. <https://www.scribd.com/doc/273540077/Why-is-Graphic-Design-93-White>.

Mortice, Zach. 2020. "Dismantling the Design Syllabus." Landscape Architecture Magazine. American Society of Landscape Architects. November 6, 2020. <https://landscapearchitecturemagazine.org/2020/11/06/dismantling-the-design-syllabus/>.

Murdock, James. 2009. "Diversity in Design: The Diversity Pipeline." Wwww.architecturalrecord.com. May 16, 2009. <https://www.architecturalrecord.com/articles/6832-diversity-in-design-the-diversity-pipeline>.

National Park Service. 2019. "Seneca Village, New York City (U.S. National Park Service)." Wwww.nps.gov. January 28, 2019. <https://www.nps.gov/articles/seneca-village-new-york-city.htm>.

Page, Scott. 2007. *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton: Princeton University Press.

Palmer, Robert T. 2013. "Chapter Eight: Barriers to Persistence for Black Male Collegians at an Historically Black University: An Exploratory Study." *Counterpoints* 383: 121–37. <https://www.jstor.org/stable/42981252>.

Palmer, Robert T., J. Luke Wood, and Andrew Arroyo. 2015. "Toward a Model of Retention and Persistence for Black Men at Historically Black Colleges and Universities (HBCUs)." *Spectrum: A Journal on Black Men* 4 (1): 5–20. <https://doi.org/10.2979/spectrum.4.1.02>.

Pritchard, Kristopher. 2020. Masters Thesis Topic Interview by Ayana Belk.

Pritchard, Kristopher D, and Nathania Martinez Gonzalez. 2020. "Summary of 2020 Annual Reports." *American Society of Landscape Architects*. Landscape Architectural Accreditation Board. <https://www.asla.org/uploadedFiles/CMS/Education/Accreditation/2020LAABAnnualReportSummary.pdf>.

Pritchard, Kristopher D, and Nathania Martinez Gonzalez. 2021. "Summary of 2021 Annual Reports." *American Society of Landscape Architects*. Landscape Architectural Accreditation Board. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.asla.org%2FuploadedFiles%2FCMS%2FEducation%2FAccreditation%2F2021LAABReportSummary.pdf&cflen=802294&chunk=true.

Pritchard, Kristopher. Letter to Ayana Belk. 2021. "Black Students in Programs." Email, March 10, 2021.

Saldaña, Johnny. 2021. *The Coding Manual for Qualitative Researchers*. Los Angeles: Sage.

Shugoll Research. 2015. "Diversity in the Profession of Architecture." *ArchitecturalRecord.com*. Washington D.C.: The American Institute of Architecture. <https://www.architecturalrecord.com/ext/resources/news/2016/03-Mar/AIA-Diversity-Survey/AIA-Diversity-Architecture-Survey-02.pdf>.

Solorzano, Daniel, Miguel Ceja, and Tara Yosso. 2000. "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students." *The Journal of Negro Education* 69 (1/2): 60–73. <https://www.jstor.org/stable/2696265>.

Spranger, Denise. 2020. "Black Landscape Architects Network." School for Environment and Sustainability. University of Michigan. November 18, 2020. <https://seas.umich.edu/news/black-landscape-architects-network>.

Strayhorn, Terrell L. 2008. "The Role of Supportive Relationships in Facilitating African American Males' Success in College." *NASPA Journal* 45 (1): 26–48. <https://doi.org/10.2202/0027-6014.1906>.

Strayhorn, Terrell L. 2009. "Fittin' In: Do Diverse Interactions with Peers Affect Sense of Belonging for Black Men at Predominantly White Institutions?" *NASPA Journal* 45 (4): 501–27. <https://doi.org/10.2202/0027-6014.2009>.

The Architecture League of New York. 2022. "FF – Distance Edition: Elizabeth Kennedy Landscape Architect." The Architectural League of New York. 2022. <https://archleague.org/event/ff-distance-edition-elizabeth-kennedy-landscape-architect/#:~:text=Founded%20in%20New%20York%20in>.

Tracy, Sarah J. 2010. "Qualitative Quality: Eight 'Big-Tent' Criteria for Excellent Qualitative Research." *Qualitative Inquiry* 16 (10): 837–51. <https://doi.org/10.1177/1077800410383121>.

US Census Bureau. 2019. "QuickFacts: United States." Census Bureau QuickFacts. United States Census Bureau. July 1, 2019. <https://www.census.gov/quickfacts/fact/table/US/PST045219>.

Valentine, Victoria L. 2019. "2019 MacArthur Fellows Include Artist Cameron Rowland and Landscape Architect Walter Hood." Culture Type. September 28, 2019. <https://www.culturetype.com/2019/09/28/2019-macarthur-fellows-include-artist-cameron-rowland-and-landscape-architect-walter-hood/>.

Walker, Jacinda. 2021. "Jacinda Walker, MFA – Celebrating Design Learning." Jacindawalker.com. 2021. <http://jacindawalker.com/>.

Walker, Jacinda N. 2016. "Design Journeys: Strategies for Increasing Diversity in Design Disciplines." MFA Thesis, The Ohio State University. http://rave.ohiolink.edu/etdc/view?acc_num=osu1469162518.

APPENDICES

APPENDIX A - DATA COLLECTION PART 1: SURVEY QUESTIONS

Participants will have reviewed the purpose and informed consent before beginning the survey. The researcher will review consent forms before selecting students to interview.

Consent & Eligibility

You are invited to take part in a research study focused on understanding Black landscape architecture students’ experiences. Please read this form carefully and ask any questions you may have before you consider taking part in this study.

What the study is about: The purpose of this study is to understand understanding Black landscape architecture students’ experiences in discovering, choosing, and navigating landscape architecture and landscape architecture programs.

What we will ask you to do: As part of this study, you will be invited to fill out a survey about your demographics, student activities, and program experience. You will then have the opportunity to volunteer to be interviewed. If you are selected to interview, you will be asked more specific questions about how you discovered, chose, and navigated your landscape architecture program. If you agree to participate in the study, you will allow your survey and interview data to be represented and published in confidence in the researcher’s thesis and online. You will have the option to allow the researcher to publish your name, university, and anticipated graduation date on a database hosted by the Black Landscape Architects Network (BlackLAN).

Length of study: Your participation will extend the time it takes to complete the online survey (anticipated 30 minutes) and between 1-3 hours of Zoom interviews if selected.

Risks and benefits: This survey will ask questions about your identity, how you chose your landscape architecture program, and your experience in your program. Some questions may be personal or upsetting. You may skip any questions or quit the survey at any time. We do not anticipate any risks associated with you participating in this study, other than being uncomfortable with sharing personal or sensitive information in surveys and/or interviews. This study may allow you to reflect on your experiences as a current Black landscape architect student and share them with the researcher who is a current Black landscape architecture student as well. This will allow you to share your experiences in a confidential space. This study provides an opportunity to be listed in an online database of current Black landscape architecture students which could lead to job and mentorship opportunities for you. Lastly, this research will identify and describe barriers, supports, recommendations, and Typographic Narratives which might inform how the profession and academia recruit and retain Black landscape architecture students in the future.

Compensation: There will be no compensation for your participation in this study.

Taking part is voluntary: Taking part in this study is completely voluntary. You may choose to volunteer for the interview portion but may not be selected. If you decide not to take part in either part of the study it will not affect your current or future relationship with the researcher or your opportunity to be listed in the database of Black landscape architecture students. If you decide to take part, you are free to withdraw at any time.

Confidentiality: This survey will collect the following information for the research: your name, email, and university name. This information is necessary for the researcher to verify your eligibility to participate in the research. The researcher may share study findings in publications or presentations. If so, the results will be grouped data and/or confidential. If the researcher quotes you, they will use pseudonyms to protect your identity. Your name will not be used in any written publications but, if you choose to be listed, will appear in a database of current Black landscape architecture students online. All documents and data will be kept in secure locations. Only the researcher and her primary investigator/major professor will have access to this material. This c o n s e n t form will be stored in a file separately from your survey and interview data. The information that will be collected as part of this research could be used for future research studies or distributed to other investigators for future research studies without additional informed consent. Any future use of the data from respondents will remain confidential.

If you have questions: If you have any questions you may contact Ayana Belk at ayanabelk@ksu.edu or (816) 787-6288. You may also contact the researcher’s primary investigator/major professor Stephanie Rolley

at srolley@ksu.edu or (785) 532-5961. If you have any questions or concerns regarding your rights as a subject in this study, you may contact Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224. You will be given a copy of this form to keep for your records.

TERMS OF PARTICIPATION: I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.

I verify that answering “Yes” to the question below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described.

1. Do you consent to participate in this survey? Note: Consent to appear in an online database of current Black landscape architecture students is separate.

a. Yes

b. No
2. Do you primarily or partially self-identify as Black, African–American, or of African descent?

a. Yes

b. No
3. What is your email address?

a. [Textbox]
4. What is your first name?

a. [Textbox]
5. What is your last name?

a. [Textbox]
6. What is the name of your academic institution? Ex: Kansas State University

a. [Textbox]
7. When is your expected graduation date? Ex. May 2022

a. [Textbox]
8. Would you like your name, academic institution, and anticipated graduation date to appear on an on-line database of current Black landscape architecture students?

a. Yes

b. No

Demographics

9. What is your age?

a. [Textbox]
10. What is your gender identity?

a. Female

- b. Male
 - c. Non-Binary
 - d. Prefer not to say
11. What are your pronouns?
- a. She/Her/Hers
 - b. He/Him/His
 - c. They/Theirs
 - d. She/They
 - e. He/They
12. Where did you graduate from high school?
- a. Location
 - i. Urban
 - ii. Suburban
 - iii. Rural
 - b. Type
 - i. Public
 - ii. Magnet
 - iii. Private
 - iv. Homeschooled
13. Are you a first-generation college student? (Your parent(s) did not complete a four-year college degree)
- a. Yes
 - b. No
14. Are you an in-state, out-of-state, or international student?
- a. In-state
 - b. Out-of-state
 - c. International
15. Is your landscape architecture program an undergraduate or graduate program?
- a. Undergraduate
 - b. Graduate
16. Are you a full-time or part-time student?
- a. Full-time
 - b. Part-time
17. How many semesters is your landscape architecture program’s curriculum designed to take? Including summer semesters
- a. [Textbox]
18. Have you had to take a semester or more off from your program due to financial issues or program

- difficulty?
- a. Yes
 - b. No
19. Have you studied abroad or plan to?
- a. Yes, I have or will study abroad
 - b. No, my program does not offer study abroad
 - c. No, my program offers study abroad but I am not participating
 - d. No, my program offers study abroad but my plans were deterred by COVID-19
20. How are you paying for college? Select as many as apply to you
- a. Financial support specifically for people of color
 - b. Financial support specifically for landscape architecture students
 - c. Scholarships
 - d. Loans
 - e. Grants
 - f. Family
 - g. Working (Part-time or full-time job)
 - h. Other [Text box]
21. What are your career plans post-graduation?
- a. Private Practice
 - b. Government Practice
 - c. Horticulture
 - d. Volunteer Service
 - e. Advanced Study or Research
 - f. Teaching
 - g. Non-Profit
 - h. Work Outside of the United States
 - i. Not in Landscape Architecture
 - j. Unknown
 - k. Other [Text box]

Student Activities

22. Are you a member of the Black Landscape Architects Network (BlackLAN)?
- a. Yes
 - b. No
23. Are you or have you been a member of the following organizations? Select as many as apply to you

- a. Student Chapter of the American Society of Landscape Architects (SCASLA)
 - b. National Organization of Minority Architect Students (NOMAS)
 - c. National Association of Minority Landscape Architects (NAMLA) student chapter
 - d. Women in Design (WID)
 - e. National Pan-Hellenic Council (NPHC/Divine Nine) sorority or fraternity
 - f. Other National Panhellenic sorority or fraternity
 - g. Black Student Union (BSU)
 - h. African Student Union (ASU)
 - i. Sigma Lambda Alpha (landscape architecture honor society)
 - j. Academic Honor Society (Ex. Mortar Board)
 - k. Other [Text box]
24. What type of impact do you feel your involvement in student organizations has had on your experience as a Black landscape architecture student?
- a. [Sliding scale: 0=Negative Impact to 5 = Very Positive Impact]
25. What type of impact do you feel your involvement in student organizations has had on finishing your degree on time?
- a. [Sliding scale: 0=Negative Impact to 5= Very Positive Impact]
26. How many hours per week did you devote to the following activities outside of your landscape architecture program? Including meetings & time spent on other tasks related to the activity. Select as many as apply to you.
- a. Work [Text box]
 - b. Volunteering (Individual community service, church work, or other volunteer work) [Text box]
 - c. On-campus student organizations (Sorority/Fraternity, SGA, SCASLA, etc.) [Text box]
 - d. None
27. Have you contributed to diversity, equity, or inclusion efforts on your campus? Ex. Advocating in support of a multicultural student center or advocating for a more inclusive curriculum
- a. Yes
 - b. No
28. Have you had a mentor(s) during your time as a landscape architecture student?
- a. Yes, one mentor.
 - b. Yes, multiple mentors [Text box]
 - c. No
29. If you have had a mentor during your time as a landscape architecture student, how did you connect with them? Select as many as apply to you.
- a. ASLA
 - b. Design focused mentorship program
 - c. College program
 - d. Casual/self-selected

- e. Other [Textbox]
30. Is/was your mentor connected to the landscape architecture profession?
- a. Yes
 - b. No
 - c. Did not have a mentor
31. Do you feel having a mentor will/did help you finish your degree on time?
- a. Yes
 - b. No
 - c. I did/do not have a mentor
32. Do you have frequent and meaningful interactions with the faculty in your program?
- a. Yes
 - b. No
- Your Academic Program Experience:*
33. Please briefly describe your experience discovering landscape architecture.
- a. [Textbox – essay]
34. Which of these factors, groups, or activities helped you discover landscape architecture? Select as many as apply to you.
- a. Gardening or landscaping
 - b. Drafting classes
 - c. Architecture courses or interactions with professionals
 - d. Engineering courses or interactions with professionals
 - e. Landscape architecture courses or interactions with professionals
 - f. ACE Mentorship Program or other mentorship/shadow program
 - g. Campus tour or university program research
 - h. Design Camp or similar program
 - i. Youth organizations like Boy/Girl Scouts or 4-H
 - j. Other – [Textbox - essay]
35. Before applying to your academic program, how did you seek out information about it? Select as many as apply to you.
- a. Program website
 - b. Reached out to professors
 - c. Reached out to current or past students
 - d. Other [Textbox – essay]
36. Which of these factors, groups, or activities helped you choose your current landscape architecture program? Select as many as apply to you.

- a. Affordability
 - b. Financial support
 - c. Campus location (Geographic location)
 - d. Program affiliation (Ex. Within agriculture school vs within design school)
 - e. Faculty expertise
 - f. Alumni success
 - g. Program ranking or reputation
 - h. Program length
 - i. Research opportunities
 - j. Employment opportunities post-graduation
 - k. University in general
 - l. Other – [Textbox -essay]
37. When did you decide to study landscape architecture?
- a. Before arriving on campus
 - b. After arriving on campus
38. Does your family emotionally support you in studying landscape architecture and know what landscape architecture is?
- a. Yes they emotionally support me, and they know what landscape architecture is
 - b. Yes they emotionally support me, but they do not know what landscape architecture is
 - c. No they do not emotionally support me, but they know what landscape architecture is
 - d. No they do not emotionally support me, and they do not know what landscape architecture is
39. Rank the degree to which you felt prepared for your current program coming out of your previous program of study. For example, 5= You felt very prepared going into undergraduate from high school or from undergraduate to graduate.
- a. [Sliding scale 0 =very unprepared 5= very prepared].
40. Please briefly describe your perception of your landscape architecture program before you officially began your program.
- a. [Textbox – essay]
41. Have you completed an internship while pursuing your degree?
- a. Yes
 - b. No
42. Please briefly describe your internship experience as a Black landscape architecture student.
- a. [Textbox – essay]
43. Please briefly describe your experience in your landscape architecture program. For example, your relationship with your peers and professors, any likes or dislikes about the curriculum, studio culture, etc.
- a. [Textbox – essay]
44. Which of these factors or groups has had the greatest positive impact on your experience as a

Black landscape architecture student? Select as many as apply to you.

- a. Community or family
 - b. Mentors or role models
 - c. Faculty
 - d. Peers
 - e. Self-confidence
 - f. Finances
 - g. Other
45. Which of these factors or groups has had the greatest negative impact on your experience as a Black landscape architecture student? Select as many as apply to you.
- a. Lack of community or family
 - b. Lack of mentors or role models
 - c. Faculty
 - d. Peers
 - e. Lack of self-confidence or imposter syndrome
 - f. Finances
 - g. Other
 - h. None of these apply
46. Which of these negative experiences have you encountered while pursuing your degree? Select as many as apply to you.
- a. Microaggressions or implicit bias
 - b. Being undermined or doubted by faculty
 - c. Being undermined or doubted by classmates
 - d. Racial discrimination
 - e. Gender/sexual discrimination
 - f. Xenophobia
 - g. Religion discrimination
 - h. Isolation, invisibility, alienation, or rejection
 - i. Explicit racism or prejudice
 - j. Other
 - k. None of these apply
47. Have any Black landscape architecture students left your program while you were attending?
- a. Yes
 - b. No
 - c. Unsure
48. Rank the degree to which you are satisfied with your experience and feel comfortable and affirmed within your landscape architecture program

a. [Sliding scale 0 = very unsatisfied. 5 = very satisfied]

49. Rank the degree to which you feel prepared for the next step in your journey. For example graduate school or entering the workforce.

a. [Sliding scale 0 = very unprepared 5 = very prepared].

50. What specific interventions do you recommend to make landscape architecture programs and the profession equitably diverse? To make landscape architecture programs and the profession equitably diverse means to commit to actions focused on promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by landscape architecture institutions, organizations & programs while increasing the number of Black & brown landscape architects and students.

a. [Textbox]

Thank You

Thank you! The next step in this research study are one-on-one interviews with eight individuals. The interviews will shape case study narratives reflecting the Black landscape architecture student academic experience. If you are interested in participating in this next step please mark “Yes”. The final results of this study will be available in May 2022 at blacklanetwork.org.

51. Are you willing to participate in a follow-up interview on Zoom?

a. Yes

b. No

The researcher will select 9 students to interview based on their willingness to be interviewed, self-identification as Black, gender, first-generation status, geographic location, university type, degree type, and their landscape architecture experience thus far. Selected interview participants will have their survey results emailed to them to review on their own before the interview. Survey data will be analyzed and presented as descriptive graphics.

APPENDIX B - DATA COLLECTION PART 2: INTERVIEW QUESTIONS

Participants will have reviewed their survey results on their own before the interview. Participants will log on to a Zoom link with a passcode and will be made aware that the interview will be recorded for transcription purposes before the start of the interview.

Discovery and Recruitment

- When and where did you first hear about landscape architecture?
- What was your first impression of landscape architecture?
- How did you first find out about the landscape architecture program you are currently in?
- How did you select your landscape architecture program? What factors did you take into account?
- What would have made your journey to finding out about landscape architecture easier?
- What would have made choosing a landscape architecture program easier for you?
- What advice would you offer high school students who are considering landscape architecture?

Retention

- Tell me about your experience as a landscape architecture student.
- Tell me about your experience as a Black landscape architecture student.
- Tell me about any hardships you faced while pursuing your degree.
- In retrospect, was your program experience what you expected it to be based on your perception of your program before it officially began?
- How did the national events, protests, and pandemic of 2020-2021 impact your education?
- Who or what has helped you through your journey to graduation?
- What keeps you inspired to continue on when you run into a tough time?
- What would have made your journey through your landscape architecture program easier?
- How do you think having more Black students in your landscape architecture program would have affected your experience?
- What specific interventions do you recommend to make landscape architecture programs and the profession equitably diverse? To make landscape architecture programs and the profession equitably diverse means to commit to actions focused on promoting justice, impartiality, and fairness within the procedures, processes, and distribution of resources by landscape architecture institutions, organizations & programs while increasing the number of Black & brown landscape architects and students.
- What do you see in your future career?

APPENDIX C - DATA COLLECTION PART 3: TYPOGRAPHIC NARRATIVE REVIEW & DEBRIEF

The researcher will set up 1-hour Zoom meetings with each participant to review the Typographic Narratives and debrief. Typographic Narratives will be emailed to each student before the Zoom. These Zoom meetings will also be recorded for transcription purposes.

- How do you feel about the way the Typographic Narrative looks?
- How do you feel about the way your experience is represented in this Typographic Narrative?

The researcher will make any edits the participant suggests. Final Typographic Narratives will be posted on BlackLAN’s website (blacklanetwork.org) and emailed to the participants.

APPENDIX D - STUDENT INTERVIEW REQUEST EMAILS

Interview Request Email:
Hi_____,

Thank you for sharing insights into your experience as a Black landscape architecture student through my survey for *Equitably Mirroring the Nation: Black Students’ Experiences in Landscape Architecture*! I would like to invite you to share more insights with me during a two-part interview process. The first part will be an in-depth interview allowing you to elaborate on your experience as a Black landscape architecture student. The second part will be a shorter conversation allowing you to review the way I am conveying your story and provide feedback.

Both conversations will be one-on-one via Zoom and will be recorded using Zoom’s video & audio recording feature. I will also take notes during our interviews. All recordings and notes will be safely stored in my password-protected OneDrive and personal desktop. Interview recordings and notes will be used to translate your experience into a Typographic Narrative. This Typographic Narrative will translate your emotions and experience into typography that will be shared in my master’s thesis document and on BlackLAN’s website. I will be sure to remove any identifying information from the Typographic Narrative such as your name and university.

If you would like to participate in this next step, please sign up for a time to conduct your first interview between December 18th and January 15th at the link below.

<https://doodle.com/meetme/qc/wFy0P0WyNr>

If you have any questions or concerns about the research process, you may contact me at ayanabelk@ksu.edu or Professor Stephanie Rolley, srolley@ksu.edu.

Interview Request Email for Second Round of Students Selected:
Hi_____,

Thank you for sharing insights into your experience as a Black landscape architecture student through my survey for *Equitably Mirroring the Nation: Black Students’ Experiences in Landscape Architecture*! I would like to invite you to share more insights with me during a two-part interview process. The first part will be an in-depth interview allowing you to elaborate on your experience as a Black landscape architecture student. The second part will be a shorter conversation allowing you to review the way I am conveying your story and provide feedback.

Both conversations will be one-on-one via Zoom and will be recorded using Zoom’s video & audio recording feature. I will also take notes during our interviews. All recordings and notes will be safely stored in my password-protected OneDrive and personal desktop. Interview recordings and notes will be used to translate your experience into a Typographic Narrative. This Typographic Narrative will translate your emotions and experience into typography that will be shared in my master’s thesis document and on BlackLAN’s website. I will be sure to remove any identifying information from the Typographic Narrative such as your name and university.

If you would like to participate in this next step, please sign up for a time to conduct your first interview between January 2nd and January 15th at the link below.

<https://doodle.com/meetme/qc/wFy0P0WyNr>

If you no longer wish to participate please reply to this email as soon as possible.

If you have any questions or concerns about the research process, you may contact me at ayanabelk@ksu.edu or Professor Stephanie Rolley, srolley@ksu.edu.

Interview Confirmed email:
Hi_____,

You are signed up for your one-on-one interview for *Equitably Mirroring the Nation: Black Students' Experiences in Landscape Architecture!* We will meet via Zoom on _____. Please find your survey responses and the open-ended questions I will ask you during our interview attached.

Please log in to our confidential Zoom link using the following passcode the day of our interview.
[Zoom Link]
Passcode:

See you then!

No-reply email to students:
_____,

I hope you are well. If you are interested in participating in the interview process for *Equitably Mirroring the Nation: Black Students' Experiences in Landscape Architecture*, please choose a time for our first Zoom interview through the Doodlepoll link below.
<https://doodle.com/meetme/qc/wFy0P0WyNr>
If you no longer wish to participate please reply to this email as soon as possible.

No- reply email to HBCU Department heads & Black faculty:
Hi _____,

I hope your winter break is going well. I am having a very hard time getting in contact with Black landscape architecture students at NC A&T to schedule their follow-up interviews for my thesis *Equitably Mirroring the Nation: Black Students' Experiences in Landscape Architecture*. Maybe my emails are blocked as they are coming from outside your college.

Could you please send an email asking your Black landscape architecture students to check their spam for an interview request from me? Documenting HBCU students' experiences in their programs is essential to our understanding of how Black landscape architecture students experience their programs.

Follow- Up Interview Email:
Hi_____,

Thank you very much for sharing insights into your experience as a Black landscape architecture student through our first interview for *Equitably Mirroring the Nation: Black Students' Experiences in Landscape Architecture!* I would like to invite you to review the way I am conveying your story as a Typographic Narrative.

This second conversation will also be one-on-one via Zoom and will be recorded using Zoom's video & audio recording feature. I will also take notes during our interview. All recordings and notes will be safely stored in my password-protected OneDrive and personal desktop. Interview recordings and notes will be used to ensure I have translated your experience to your liking.

Which time works best to meet via Zoom for 30 – 45 minutes between February 20th and February 26th?

Sunday February 20th, 3 – 4 pm CST
Sunday February 20th, 4 – 5 pm CST
Sunday February 20th, 5 – 6 pm CST
Thursday February 24th, 11 – 12 pm CST
Thursday February 24th, 12 – 1 pm CST
Saturday February 26th, 10 – 11 am CST
158

Saturday February 26th, 11 – 12 pm CST
Saturday February 26th, 12 – 1 pm CST
Saturday February 26th, 1 – 2 pm CST
Saturday February 26th, 2 – 3 pm CST
Saturday February 26th, 3 – 4 pm CST
Saturday February 26th, 4 – 5 pm CST
Saturday February 26th, 5 – 6 pm CST

If you have any questions or concerns about the research process, you may contact me at ayanabelk@ksu.edu or Professor Stephanie Rolley, srolley@ksu.edu.

No-reply email to students - Second interview:

_____,
I hope you are well. If you are interested in participating in the follow-up interview process for *Equitably Mirroring the Nation: Black Students' Experiences in Landscape Architecture*, please choose a time for our second Zoom interview below.

Thursday February 24th, 12 – 1 pm CST
Saturday February 26th, 10 – 11 am CST
Saturday February 26th, 11 – 12 pm CST
Saturday February 26th, 1 – 2 pm CST
Saturday February 26th, 2 – 3 pm CST
Saturday February 26th, 3 – 4 pm CST
Saturday February 26th, 4 – 5 pm CST

If you no longer wish to participate please reply to this email as soon as possible.

Follow- Up Interview Confirmed email:
Hi_____,

You are signed up for your second one-on-one interview for *Equitably Mirroring the Nation: Black Students' Experiences in Landscape Architecture!* We will meet via Zoom on _____. We will review the Typographic Narrative I created to convey your experience as a Black landscape architecture student.

Please log in to our confidential Zoom link using the following passcode the day of our interview.
[Zoom Link]
Passcode:

See you then!

Final Typographic Narrative email:
Thank you again for sharing insights into your experience as a Black landscape architecture student. The findings from this study help inform the profession and academia on how to recruit and retain Black students. Additionally, your contributions to this study will result in a database of current Black landscape architecture students leading to job and mentorship opportunities. Look for the database at blacklanetwork.org in May 2022!

Please find your final typographic narrative attached and tune into my final defense presentation on April 12th, 2022, 9 am CST at the link below!
[Zoom Link]

If you have any questions or concerns about the research process, you may contact Ayana Belk at ayanabelk@ksu.edu or Professor Stephanie Rolley, srolley@ksu.edu.

APPENDIX E - SURVEY & INTERVIEW CODING PROCESS

Steps for analysis of multiple-choice questions:

- 1. Count frequency of themes found in answers to the following multiple choice questions:
 - a. Discovery
 - i. Q36: Which of these factors, groups, or activities helped you discover landscape architecture?
 - 1. Gardening or landscaping: 26
 - 2. Drafting classes: 11
 - 3. Architecture courses or interactions with professionals: 17
 - 4. Engineering courses or interactions with professionals: 5
 - 5. Landscape architecture courses or interactions with professionals: 19
 - 6. ACE mentorship program or other mentorships/shadow program: 4
 - 7. Campus tour or university program research: 16
 - 8. Design camp or similar program: 2
 - 9. Youth organizations like boy/girl scouts or 4-H: 3
 - b. Recruitment
 - i. Q37: Before applying to your academic program, how did you seek out information about it?
 - 1. Program website: 49
 - 2. Reached out to professors: 20
 - 3. Reached out to current or past students: 10
 - ii. Q38: Which of these factors, groups, or activities helped you chose your current landscape architecture program?
 - 1. Affordability: 13
 - 2. Financial support: 16
 - 3. Campus geographic location: 29
 - 4. Program affiliation: 7
 - 5. Faculty expertise: 12
 - 6. Alumni success: 5
 - 7. Program ranking or reputation: 24
 - 8. Program length: 7
 - 9. Research opportunities: 10
 - 10. Employment opportunities post-graduation: 22
 - 11. University in general: 29
 - c. Retention
 - i. Q46: Which of these factors or groups has had the greatest positive impact on your experience as a Black landscape architecture student?
 - 1. Community or family: 31
 - 2. Mentors or role models: 14
 - 3. Faculty: 27
 - 4. Peers: 32
 - 5. Self-confidence: 30
 - 6. Finances: 8
 - ii. Q48: Which of these factors or groups has had the greatest negative impact on your experience as a Black Landscape architecture student?
 - 1. Lack of community or family: 10
 - 2. Lack of mentors or role models: 25
 - 3. Faculty: 12
 - 4. Peers: 13
 - 5. Lack of self-confidence or imposter syndrome: 27
 - 6. Finances: 30
 - iii. Q49: Which of these negative experiences have you encountered?
 - 1. Microaggressions or implicit bias: 23
 - 2. Being undermined or doubted by faculty: 22
 - 3. Being undermined or doubted by classmates: 20
 - 4. Racial discrimination: 10
 - 5. Gender/sexual discrimination: 4
 - 6. Xenophobia: 1
 - 7. Isolation, invisibility, alienation, or rejection: 25
 - 8. Explicit racism or prejudice: 8

Steps for coding answers to open -ended survey questions and answers in “other”

text box:

- 1. Open Qualtrics
- 2. Use Data & analysis tab
- 3. Select Text IQ
- 4. Upload answers to open ended questions and questions with answers in “other” pertaining to student experiences in their design journeys
 - a. Discovery
 - i. Q35: Please briefly describe your experience discovering landscape architecture.
 - ii. Q36: Which of these factors, groups, or activities helped you discover landscape architecture?
 - b. Recruitment
 - i. Q37: Before applying to your academic program, how did you seek out information about it?
 - ii. Q42: Please briefly describe your perception of your landscape architecture program before you officially began your program.
 - c. Retention
 - i. Q24: Are you or have you been a member of the following organizations?
 - ii. Q44: Please briefly describe your internship experience as a Black landscape architecture student
 - iii. Q45: Please briefly describe your experience in your landscape architecture program. For example, your relationship with your peers and professors, any likes or dislike about the curriculum, studio culture, etc.
 - iv. Q48: Which of these factors or groups has had the greatest negative impact on your experience as a Black Landscape architecture student?
 - v. Q49: Which of these negative experiences have you encountered?
 - d. Recommendations
 - i. Q53: What specific interventions do you recommend to make landscape architecture programs and the profession equitably diverse?
- 5. Analyze answers and tag them by “parent topics” (Barriers, Supports, or recommendations) and “topics” (themes from literature reviews or new themes).
- 6. Open “Results” Tab
- 7. Add Report breakout under “embedded data” then question’s “Topics” I am analyzing
- 8. Filter report by Questions “embedded data” then “parent topics” , “includes any” and then “barriers”, “Supports” or “recommendations”
- 9. Note frequency of answers under each identified theme per “Parent topics” of Barriers, Supports, and Recommendations by changing the last filter
- 10. Present themes in graphic proportionally by frequency and “parent topic”:
 - a. Discovery
 - i. Q35: Please briefly describe your experience discovering landscape architecture.
 - 1. Barriers
 - a. Lack of Drafting/Software before college: 1
 - 2. Supports
 - a. Explored other majors: 26
 - b. Interaction with architecture courses or professors: 13
 - c. Interaction with landscape architecture courses or professors: 11
 - d. Long term interest in environmental design: 11
 - e. Artistic interests: 9
 - f. Recommended by an advisor, faculty, or friend: 8
 - g. Visiting parks/ outdoors/ golfing: 7
 - h. Interest in nature: 6
 - i. Campus tour or university research: 5
 - j. Gardening or landscaping: 5
 - k. Internet research: 4
 - l. Career poster or career assessment: 2
 - m. Desire to improve communities: 2
 - n. Interaction with Black faculty: 2
 - o. Ace mentorship program or similar: 1
 - p. Design camp or similar: 1
 - q. Interaction with engineering courses or professors: 1
 - r. Interactions with healing gardens: 1
 - 3. Recommendations
 - ii. Q36: Which of these factors, groups, or activities helped you discover landscape architecture?
 - 1. Barriers
 - 2. Supports

- a. Internet research: 4
 - b. Visiting parks/ outdoors/ golfing: 2
 - c. Artistic interests: 1
 - d. Campus tour or university research: 1
 - e. Career poster or career assessment: 1
 - f. Environmental science courses or similar: 1
 - g. Gardening or landscaping: 1
 - h. Museum trips: 1
 - i. Planning profession: 1
 - j. Program night or similar: 1
 - k. Recommended by an advisor, faculty, or friend: 1
 - l. TED Talk: 1
- 3. Recommendations
 - a. Advertising/Marketing: 1
- b. Recruitment
 - i. Q37: Before applying to your academic program, how did you seek out information about it?
 - 1. Barriers
 - 2. Supports
 - a. Internet research: 4
 - b. Interaction with landscape architecture courses or professors: 2
 - c. Interactions with landscape architecture firms: 2
 - d. Campus tour or university research: 1
 - e. Program night or similar: 1
 - 3. Recommendations
 - ii. Q42: Please briefly describe your perception of your landscape architecture program before you officially began your program.
 - 1. Barriers
 - a. Feeling underprepared: 4
 - 2. Supports
 - a. Program ranking or reputation: 7
 - b. Artistic interests: 4
 - c. Broad field: 4
 - d. Interactions with landscape architecture firms or professionals: 3
 - e. Employment opportunities/preparedness for career: 2
 - f. Fun classes/good studio: 2
 - g. Gardening or landscaping: 2
 - h. Interest in nature: 2
 - i. Small program size: 2
 - j. Program emphasized sustainability: 2
 - k. Ace mentorship program or similar: 1
 - l. Desire to improve communities 1
 - m. Interaction with landscape architecture courses or professors: 2
 - n. Interaction with black faculty: 1
 - o. Interaction with engineering courses or professors: 1
 - p. Recommended by an advisor, faculty, or friend: 1
 - q. Research opportunities: 1
 - r. Study abroad opportunities: 1
 - 3. Recommendations
- c. Retention
 - i. Q24: Are you or have you been a member of the following organizations?
 - 1. Barriers
 - 2. Supports
 - a. Minorities in Agriculture, Natural Resources, and related sciences (MANRRS): 1
 - 3. Recommendations
 - ii. Q44: Please briefly describe your internship experience as a Black landscape architecture student
 - 1. Barriers
 - a. Negative internship experience: 6
 - b. Lack of BIPOC peers: 3
 - c. Microaggressions or implicit bias: 3
 - d. Tokenism: 2
 - e. Covid: 1
 - f. Culture shock: 1
 - g. Gender/Sexual discrimination: 1
 - 2. Supports

- a. Enjoyable internship: 5
 - b. Other BIPOC peers: 4
 - c. Desire to improve communities 1
 - d. Horticulture: 1
 - e. Supportive peers: 1
- 3. Recommendations
- iii. Q45: Please briefly describe your experience in your landscape architecture program. For example, your relationship with your peers and professors, any likes or dislike about the curriculum, studio culture, etc.
 - 1. Barriers
 - a. White & Eurocentric/ BIPOC erasure/ Rigorous curriculum: 11
 - b. Isolation, invisibility, alienation, or rejection: 10
 - c. Toxic studio culture: 9
 - d. Pressure from being the only Black Student: 7
 - e. Feeling over whelmed by studio: 6
 - f. Mental Health: 6
 - g. Feeling Underprepared: 5
 - h. Covid: 4
 - i. Lack of BIPOC Peers: 4
 - j. Feeling overlooked: 3
 - k. Lack of BIPOC Faculty: 3
 - l. Microaggressions or implicit bias: 3
 - m. Negative interactions with faculty: 3
 - n. Finances: 2
 - o. Undermined or doubted by faculty: 3
 - p. Lack of mentors or role models : 1
 - 2. Supports
 - a. Supportive Peers: 31
 - b. Supportive faculty: 29
 - c. Fun classes/good studio: 6
 - d. Peer mentors: 1
 - e. Small program size: 1
 - f. Treated equally: 1
 - 3. Recommendations
 - a. Less Eurocentric/ less BIPOC exclusionary Curriculum: 15
 - b. Marketing/advertising: 1
 - c. More Financial assistance: 1
 - d. More Black Peers: 1
 - e. More mentors/mentor programs: 1
 - f. More opportunities for Black students: 1
- iv. Q48: Which of these factors or groups has had the greatest negative impact on your experience as a Black Landscape architecture student?
 - 1. Barriers
 - a. Covid: 1
 - b. Finances: 1
 - c. Lack of BIPOC Faculty: 1
 - 2. Supports
 - 3. Recommendations
- v. Q49: Which of these negative experiences have you encountered while pursuing your degree?
 - 1. Barriers
 - a. Gender/Sexual Discrimination: 1
 - b. Isolation, Invisibility, alienation, or rejection: 1
 - c. Mental health: 1
 - d. Xenophobia: 1
 - 2. Supports
 - 3. Recommendations
- d. Recommendations
 - i. Q53: What specific interventions do you recommend to make landscape architecture programs and the profession equitably diverse?
 - 1. Discovery & Recruitment
 - a. High school partnership/pre college learning recommendation: 10
 - b. Increase Marketing/advertisement/outreach to Black high school students: 8
 - c. Partnership or outreach with underserved/underrepresented communities: 4
 - d. Emphasize the broadness of the field: 2

- e. Drafting/software education before college: 2
- f. Increase Black representation in leadership: 1
- g. Partner with NOMA or ACE Mentorship: 1
- h. Showcase aesthetic work of landscape architects: 1
- 2. Retention
 - a. More BIPOC faculty: 9
 - b. More mentorship: 5
 - c. Admit more Black students: 3
 - d. Humanize Black students: 4
 - e. Raise awareness of Black Landscape architects success: 3
 - f. Create an outlet for black students to express negative emotions: 1
 - g. More scholarships/funding: 6
 - h. Acknowledgment of profession's ties to colonialism/racism/environmental racism: 4
 - i. Programs, curriculums and faculty becoming actively anti-racism: 4
 - j. Raise awareness of program & resources for Black Students: 4
 - k. Raise awareness of student orgs: 2
 - l. Create a tool kit to help black students adjust to microaggressions: 1
 - m. Accountability for programs DEI commitments: 1
 - n. Acknowledge BIPC contributions to landscape architecture, and history with land: 1
 - o. Amplify BIPOC landscape architecture student orgs: 1
 - p. Build Peer to Peer relationships: 1
 - q. Faculty becoming more open to feedback on curriculum: 1
 - r. Free therapy for students: 1
 - s. Have uncomfortable conversations around race: 1
 - t. Increase technical skills of Black students: 1
 - u. More student-led initiatives: 1
 - v. Partner with Black Student Union (BSU): 1
 - w. Regulate time demand from courses: 1

Steps for coding interviews:

1. Open cleaned up transcript
2. Analyze answers to all questions and sort them by "parent topics" Barriers, Supports, or recommendations and "topics" or themes from literature reviews or new themes discovered during survey analysis.
3. Note frequency of themes across all interviews. One count of themes per interview even if the theme came up multiple times in one interview.
4. Add themes in graphic proportionally by frequency and "parent topic" to survey answers:
 - a. Barriers
 - b. Supports
 - c. Recommendations
- Barriers
 - o Discovery
 - Landscape architecture profession is not well known: 8
 - o Recruitment
 - o Retention
 - Lack of community or family:
 - Lack of mentors or role models: 2
 - Lack of personal relationship with Faculty: 1
 - Peers: 1
 - Lack of self-confidence or imposter syndrome: 4
 - Finances: 4
 - Microaggressions or implicit bias: 5
 - Being undermined or doubted by faculty: 3
 - Being undermined or doubted by classmates: 3
 - Racial discrimination: 1
 - Gender/sexual discrimination: 2
 - Xenophobia:
 - Isolation, invisibility, alienation, or rejection: 5
 - Explicit racism or prejudice: 2
 - Lack of Drafting/Software before college: 2
 - Negative internship experience:
 - Lack of BIPOC peers: 2
 - Tokenism:
 - Covid:

- Culture shock: 3
- White & Eurocentric/ BIPOC erasure/ Rigorous curriculum:
- Toxic studio culture:
- Pressure from being the only Black Student: 4
- Feeling over whelmed by studio: 1
- Mental Health: 3
- Feeling Underprepared: 1
- Feeling overlooked: 1
- Lack of BIPOC Faculty: 2
- Negative interactions with faculty: 3
- Laws for international student work requirements: 1
- Supports
 - o Discovery
 - Gardening or landscaping:
 - Drafting classes: 1
 - Architecture courses or interactions with professionals: 3
 - Engineering courses or interactions with professionals: 1
 - Landscape architecture courses or interactions with professionals: 5
 - ACE mentorship program or other mentorships/shadow program:
 - Campus tour or university program research: 1
 - Design camp or similar program:
 - Youth organizations like boy/girl scouts or 4-H:
 - Explored other majors: 3
 - Long term interest in environmental design:
 - Artistic interests: 2
 - Recommended by an advisor, faculty, or friend: 1
 - Visiting parks/ outdoors/ golfing: 2
 - Interest in nature: 2
 - Internet research: 1
 - Career poster or career assessment:
 - Desire to improve communities: 1
 - Interaction with Black faculty:
 - Interactions with healing gardens:
 - Environmental science courses or similar: 2
 - Museum trips:
 - Planning profession:
 - Program night or similar:
 - TED Talk:
 - o Recruitment
 - Program website: 2
 - Reached out to professors: 1
 - Reached out to current or past students:
 - Affordability: 1
 - Financial support: 2
 - Campus geographic location: 3
 - Program affiliation: 2
 - Faculty expertise: 1
 - Alumni success:
 - Program ranking or reputation: 1
 - Program length:
 - Research opportunities:
 - Employment opportunities post-graduation: 1
 - University in general: 1
 - Internet research:
 - Interaction with landscape architecture courses or professors: 3
 - Campus tour or university research: 1
 - Small program size:
 - Study abroad opportunities:
 - o Retention
 - Community or family: 6
 - Mentors or role models:
 - Faculty: 4
 - Peers: 1
 - Self-confidence: 1
 - Finances: 2
 - Minorities in Agriculture, Natural Resources, and related sciences (MANRRS): 1
 - Enjoyable internship:

- Other BIPOC peers: 3
- Desire to improve communities:
- Horticulture:
- Fun classes/good studio: 1
- Peer mentors:
- Treated equally: 2
- BIPOC faculty: 1
- BIPOC Student orgs: 1
- Campus International Student office: 1
- Recommendations
 - o Discovery & recruitment
 - High school partnership/pre college learning: 4
 - Increase Marketing/advertisement/outreach to Black high school students: 2
 - Partnership or outreach with underserved/underrepresented communities: 2
 - Emphasize the broadness of the field: 2
 - Drafting/software education before college: 3
 - Increase Black representation in leadership: 1
 - Partner with NOMA or ACE Mentorship:
 - Showcase aesthetic work of landscape architects:
 - Raise awareness of landscape architecture profession: 4
 - Host workshops for portfolios, graphic design, etc: 2
 - o Retention
 - Less Eurocentric/ less BIPOC exclusionary Curriculum: 2
 - More Financial assistance: 5
 - More mentors/mentor programs: 1
 - More opportunities for Black students: 1
 - More BIPOC faculty: 4
 - Admit more Black students: 2
 - Humanize Black students:
 - Raise awareness of Black Landscape architects success:
 - Create an outlet for black students to express negative emotions:
 - Acknowledgment of profession's ties to colonialism/racism/environmental racism: 1
 - Programs, curriculums and faculty becoming actively anti-racist:
 - Raise awareness of program & resources for Black Students: 1
 - Raise awareness of student orgs:
 - Support pursuing internships: 1
 - Create a tool kit to help black students adjust to microaggressions:
 - Accountability for programs DEI commitments: 2
 - Acknowledge BIPOC contributions to landscape architecture, and history with land:
 - Amplify BIPOC landscape architecture student orgs:
 - Build Peer to Peer relationships:
 - Faculty becoming more open to feedback on curriculum:
 - Free therapy for students:
 - Have uncomfortable conversations around race:
 - Increase technical skills of Black students:
 - More student-led initiatives:
 - Partner with Black Student Union (BSU):
 - Regulate time demand from courses:
 - More Black representation in landscape architecture firms: 1
 - Black people represented in administration and leadership: 1

APPENDIX F - SURVEY & INTERVIEW CODING RESULTS

1. Ranked frequency of themes found in survey multiple choice, survey open ended answers, & interview transcripts, categorized by barriers, supports, and recommendations to discovering landscape architecture, choosing a program, and staying in a program:
 - Barriers to Discovering landscape architecture
 - o Landscape architecture profession is not well known: 8
 - Barriers to Choosing a landscape architecture program
 - Barriers Matriculating through a landscape architecture program
 1. Isolation, invisibility, alienation, or rejection: 40
 2. Finances: 36
 3. Microaggressions or implicit bias: 34
 4. Lack of self-confidence or imposter syndrome: 30
 5. Lack of mentors or role models: 28
 6. Being undermined or doubted by faculty: 27
 7. Being undermined or doubted by classmates: 23
 8. Faculty: 19
 9. Peers: 14
 10. Racial discrimination: 11
 11. White & Eurocentric/ BIPOC erasure/ Rigorous curriculum: 11
 12. Pressure from being the only Black Student: 11
 13. Lack of community or family: 10
 14. Feeling Underprepared: 10
 15. Lack of BIPOC peers: 9
 16. Toxic studio culture: 9
 17. Explicit racism or prejudice: 8
 18. Mental Health: 8
 19. Gender/sexual discrimination: 7
 20. Feeling over whelmed by studio: 7
 21. Negative internship experience: 6
 22. Lack of BIPOC Faculty: 6
 23. Covid: 6
 24. Culture shock: 4
 25. Feeling overlooked: 4
 26. Lack of Drafting/Software before college: 3
 27. Tokenism: 2
 28. Xenophobia: 1
 29. Laws for international student work requirements: 1
 - Supports in Discovering landscape architecture
 1. Landscape architecture courses or interactions with professionals: 35
 2. Architecture courses or interactions with professionals: 33
 3. Gardening or landscaping: 29
 4. Explored other majors: 29
 5. Campus tour or university program research: 18
 6. Artistic interests: 16
 7. Drafting classes: 12
 8. Long term interest in environmental design: 11
 9. Recommended by an advisor, faculty, or friend: 11
 10. Visiting parks/ outdoors/ golfing: 11
 11. Internet research: 11
 12. Engineering courses or interactions with professionals: 8
 13. ACE mentorship program or other mentorships/shadow program: 6
 14. Interest in nature: 4
 15. Desire to improve communities: 4
 16. Design camp or similar program: 3
 17. Youth organizations like boy/girl scouts or 4-H: 3
 18. Career poster or career assessment: 3
 19. Environmental science courses or similar: 3
 20. Interactions with healing gardens: 1
 21. Museum trips: 1
 22. Planning profession: 1
 23. Program night or similar: 1
 24. TED Talk: 1
 - Supports in Choosing a landscape architecture program
 1. Program website: 51
 2. Program ranking or reputation: 32
 3. Campus geographic location: 32

4. University in general: 30
 5. Employment opportunities post-graduation: 25
 6. Reached out to professors: 21
 7. Financial support: 18
 8. Affordability: 14
 9. Faculty expertise: 13
 10. Research opportunities: 11
 11. Reached out to current or past students: 10
 12. Interaction with landscape architecture courses or professors: 10
 13. Program affiliation: 9
 14. Program length: 7
 15. Alumni success: 5
 16. Internet research: 4
 17. Interaction with Black faculty: 3
 18. Interactions with landscape architecture firms: 2
 19. Campus tour or university research: 2
 20. Small program size: 2
 21. Program emphasized sustainability: 2
 22. Study abroad opportunities: 1
 23. Program night: 1
- Supports in Matriculating through a landscape architecture program
 1. Faculty: 60
 2. Peers: 60
 3. Community or family: 37
 4. Self-confidence: 31
 5. Mentors or role models: 14
 6. Finances: 10
 7. Fun classes/good studio: 9
 8. Other BIPOC peers: 7
 9. Enjoyable internship: 5
 10. Treated equally: 3
 11. Minorities in Agriculture, Natural Resources, and related sciences (MANRRS): 2
 12. Desire to improve communities: 1
 13. Horticulture incorporate into courses: 1
 14. Peer mentors: 1
 15. BIPOC faculty: 1
 16. BIPOC Student orgs: 1
 17. Campus International Student office: 1
 18. Small program size: 1
 - Recommendations to help Black students discover & choose landscape architecture
 1. High school partnership/pre college learning: 14
 2. Increase Marketing/advertisement/outreach to Black high school students: 12
 3. Partnership or outreach with underserved/underrepresented communities: 6
 4. Drafting/software education before college: 5
 5. Raise awareness of landscape architecture profession: 4
 6. Emphasize the broadness of the field: 4
 7. Increase Black representation in leadership: 2
 8. Host workshops for portfolios, graphic design, etc: 2
 9. Partner with NOMA or ACE Mentorship: 1
 10. Showcase aesthetic work of landscape architects: 1
 - Recommendations to help Black Students matriculate through landscape architecture programs
 1. Less Eurocentric/ less BIPOC exclusionary Curriculum: 17
 2. More BIPOC faculty: 13
 3. More Financial assistance: 12
 4. More mentors/mentor programs: 7
 5. Admit more Black students: 6
 6. Acknowledgment of profession's ties to colonialism/racism/environmental racism: 5
 7. Raise awareness of program & resources for Black Students: 5
 8. Humanize Black students: 4
 9. Programs, curriculums and faculty becoming actively anti-racist: 4
 10. Raise awareness of Black landscape architects success: 3
 11. Accountability for programs DEI commitments: 3
 12. More opportunities for Black students: 2
 13. Raise awareness of student orgs: 2
 14. Support pursuing internships: 1
 15. Create an outlet for black students to express negative emotions: 1

16. Create a tool kit to help black students adjust to microaggressions: 1
17. Acknowledge BIPOC contributions to landscape architecture, and history with land: 1
18. Amplify BIPOC landscape architecture student orgs: 1
19. Build Peer to Peer relationships: 1
20. Faculty becoming more open to feedback on curriculum: 1
21. Free therapy for students: 1
22. Have uncomfortable conversations around race: 1
23. Increase technical skills of Black students: 1
24. More student-led initiatives: 1
25. Partner with Black Student Union (BSU): 1
26. Regulate time demand from courses: 1
27. More Black representation in landscape architecture firms: 1
28. Black people represented in administration and leadership: 1