

# DESIGN ACTIVISM EDUCATION SURVEY

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## Background

The **Design Activism Education Survey** was intended to gauge the perception of “design activism” by students, faculty, and program leaders in landscape architecture education in the context of current challenges facing the planet. Because of the limited time and resources, the intended audience is primarily those based in North America. However, since the survey was open to the public (anyone with the link can participate), we also collected data from practitioners and those based outside North America. To keep the survey short, only ten questions were included. In addition to the specific questions, respondents can also provide open-ended feedback which has been included in the report.

The online, electronic survey was conducted using Google Form. The survey was open from October 17 to December 20, 2019. Call for participation was disseminated through direct requests to landscape architecture program directors and department chairs listed on the ASLA website. An invitation was also posted on the newsletter of the Landscape Architecture Program, Landscape Architecture Electronic Forum, LAND 8 forum, and Facebook. Requests for forwarding the invitation were also sent to past participants at our CELA and EDRA conference sessions in 2019 who expressed interest in participating in the project.

## Overall Results

Altogether, 224 responses were collected, with the majority from current graduate students (83%), followed by educators (full-time and part-time faculty) (21%), current undergraduate students (17%), and by educational leaders, recent graduates, and practitioners (each at 8%). The large majority of respondents were based in the United States or Canada (93%), followed by

Asia-Pacific (including Australia)(11%), and Europe (3%). There was also one response from the Middle East.

Due to the limitations of the Google Form, only results from some questions were able to be disaggregated based on the different populations, as shown in this report. Due to the relatively small sample size and the way sampling was done, the results are not intended to represent the entire population of students, educators, and professionals. Nevertheless, the results reveal interesting differences and parallels among the different populations in response to certain questions. The findings are significant to the extent that these differences and parallels begin to reveal about the state of the field in terms of opportunities and challenges for advancing design activism in landscape architecture education.

## Discussion of Survey Responses

### 1. Issues and challenges facing landscape architecture

Among the issues identified in the survey, *climate change* ranked the highest as “very important” in the total population, followed by *habitat loss, health and well-being*, and *inequality* as the second-tier, and then by *design excellence* and *job and economic growth*.

It’s important to note that although *design excellence* is not perceived by as many as the “most important” as issues such as *climate change*. It is still ranked “important” or “very important” by a large number of respondents. The responses to the importance of *jobs and economic growth* are similar in this way.

By comparing across the different populations, *climate change* is consistently ranked the highest among the different populations, with the exception of *health and*

*well-being* being ranked the highest as “very important” among the recent graduates.

It is interesting to note that practitioners and employers ranked *jobs and economic growth* the lowest as “very important,” and recent graduates ranked it the highest among all the population groups.

In addition, *inequality* is ranked consistently higher as “very important” among educators and students than practitioners and employers. This may suggest differences in worldviews or sensitivity toward issues of inequality between different population groups.

### ***Perception of the current model of landscape architecture education***

We asked the respondents about how adequate the current model of landscape architecture education in preparing a new generation of professionals to meet the challenges in the scale of 1 (strongly inadequate) to 5 (strongly adequate).

The majority of the respondents appear to have a neutral or favorable view of this. Among the total population, only 1% ranked 5 (strongly adequate) while 15% and 4% ranked 2 and 1 (strongly inadequate).

***In comparing different populations, undergraduate students, and academic leaders have a more favorable view of the educational model, followed by graduate students. Interestingly, the recent graduates and educators (not in administrative positions) appear to have the least favorable view, followed by practitioners.***

### ***Expertise or knowledge to meet the challenges***

In terms of expertise or knowledge to meet the stated challenges of climate change, inequality, etc., *interdisciplinary collaboration* and *participation design/public engagement* were ranked the highest by the overall population. In contrast, entrepreneurship and emerging technology were ranked the lowest. But across the board, when combining both “important” and “very important,” *political economy* and *entrepreneurship* were ranked lower than all others.

It’s interesting that among the educators (including faculty and administrators), *entrepreneurship* was ranked the lowest, although the majority still rank it as either important or very important.

Among the practitioners, *political economy* was ranked the lowest, followed by *organizing and advocacy*. These results suggest the professionals may not see these as relevant to the profession. It may also suggest a persistent barrier between the profession and the educational programs.

Unsurprisingly, practitioners rank *technical expertise* the highest as “very important” among all the populations (although fewer practitioners ranked it as “important”). Practitioners and recent graduates also ranked *entrepreneurship* as “very important” higher than other populations.

Other than these, there is not a big difference in the ranking of expertise and knowledge among the different population groups.

The survey respondents also made a wide of additional suggestions in expertise and knowledge in which communication and ecological systems and literacy appeared most frequently.

### ***Meaning of “design activism”***

In terms of what “design activism” means to the respondents, *design as social change* received the highest resonance, followed closely by *socially engaged design practice*. Although the other options did not rank as high, they were also selected by more than half of the respondents. In contrast, *just another “-ism”* received the fewest votes.

From the additional responses, it’s clear that several respondents would like to see social changes coupled with environmental change, or that design should meet the needs of both human and other fauna and flora. Some would like to see designers as advocates for vulnerable social groups.

Still, at least one respondent brought up the observation that politicization makes our profession less credible. This suggests again a persistent bias within the profession against political engagement or seeing political engagement through the lens of partisan politics.

### ***Changes to Landscape Architecture program***

In terms of changes that could be incorporated into the current landscape architecture program to support

design activism, *collaboration with other disciplines* received the most votes, followed by *opportunities for partnership and engagement outside the university* and *workshop or short-term programs on design activism*.

*Student activism* and *more materials on design activism in existing courses* also received support from more than half of the respondents.

In contrast, *new degree and certificate programs on design activism* received the smallest number of votes. With the high cost of education and with the majority of respondents being students, it's understandable that most respondents would like to changes occurring in the existing program.

### **Key challenges in implementing change(s)**

As for the key challenges, *budget and resources* was ranked the highest, followed by *crowded curriculum* and *underdeveloped model of alternative practices*.

*Institutional culture* is identified by close to half of the respondents as a key challenge, followed by *a lack of career paths and job opportunities* and *a lack of teaching staff with the specific skills and expertise*.

It is interesting that the *lack of student interest* is ranked the lowest as a key challenge, indicating a high perception of student interest.

### **Key assets for advancing design activism**

On the question of identifying key assets for advancing design activism in landscape architecture education, *community needs* was ranked the highest followed by the *university as the place for experimentation* and *partnership with outside organizations*. The former represents a strong recognition of the need for landscape architecture support and leadership while the latter recognizes the role of the university and opportunities for greater collaboration and partnership.

It's important to note that *student interest* and *applicability to professional practice* also received votes by more than half of the respondents. Again the survey results confirm a high level of student interest. Additionally, the results suggest that design activism is viewed as complementary to professional practice rather than a distraction from practice.

## **Key Findings**

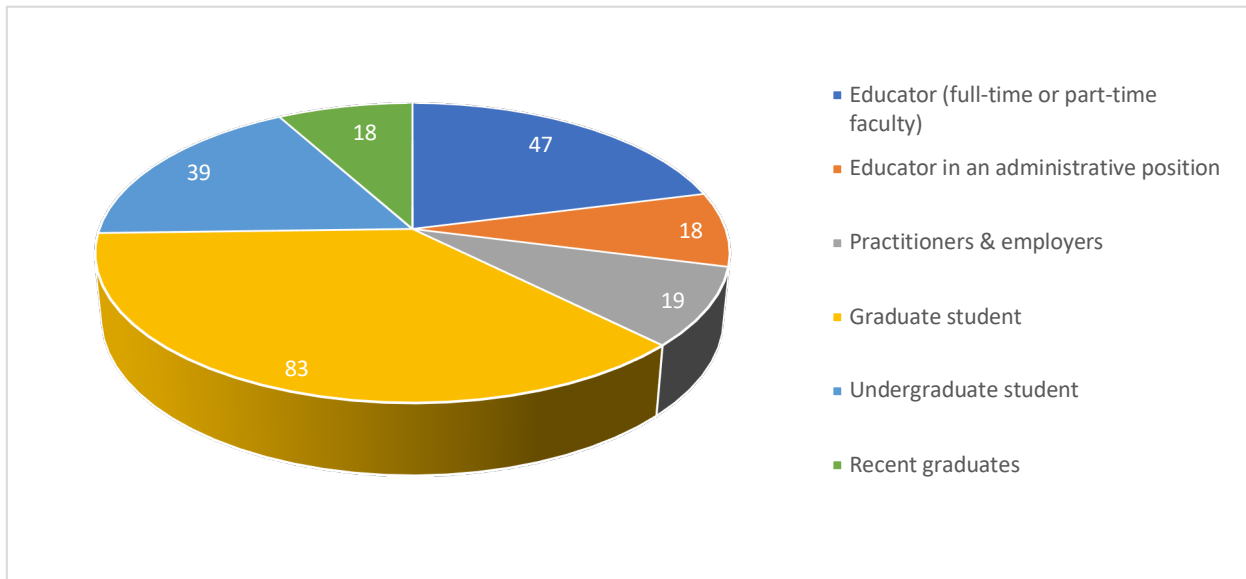
- A large majority of respondents find issues of climate change, design excellence, habitat loss, health and well-being, and inequality to be important or very important to the field of landscape architecture, with climate change ranked as the top issue regardless of population groups.
- The issue of inequality was ranked higher in terms of its importance among students and educators compared with practitioners.
- While the majority of the respondents appear to have a neutral or favorable view toward the current model of landscape architecture education in addressing the critical challenges facing the field, only 1% finds it strongly adequate, while 15% and 4% find it inadequate and strongly inadequate.
- Recent graduates and educators (not in administrative positions) appear to have the least favorable view, followed by practitioners.
- In terms of expertise or knowledge to meet the stated challenges of climate change, inequality, etc., *interdisciplinary collaboration* and *participation design/public engagement* were ranked the highest by the overall population.
- there is not a big difference in the ranking of expertise and knowledge among the different population groups.
- Practitioners rank *technical expertise* the highest as "very important." Together with recent graduates, they also ranked *entrepreneurship* as "very important" higher than other populations.
- Among the practitioners, *political economy* was ranked the lowest, followed by *organizing and advocacy*. These results suggest the professionals may not see these as relevant to the profession. It may also suggest a persistent barrier between the profession and the educational programs.
- In terms of what "design activism" means to the respondents, *design as social change* received the highest resonance, followed closely by *socially engaged design practice*.
- In terms of changes that could be incorporated into the current landscape architecture program to support design activism, *collaboration with other disciplines* received the most votes, followed by *opportunities for partnership and engagement outside the university* and *workshop or short-term programs on design activism*.

- *lack of student interest* is ranked the lowest as a key challenge, indicating a high perception of student interest.
- *Budget and resources* is ranked the highest as a key challenge, followed by *crowded curriculum* and *underdeveloped model of alternative practices*.
- *Community needs* is ranked the highest as an asset for advancing design activism, followed by *the university as the place for experimentation* and *partnership with outside organizations*. *Student interest* and *applicability to professional practice* also received votes by more than half of the respondents.

## Charts

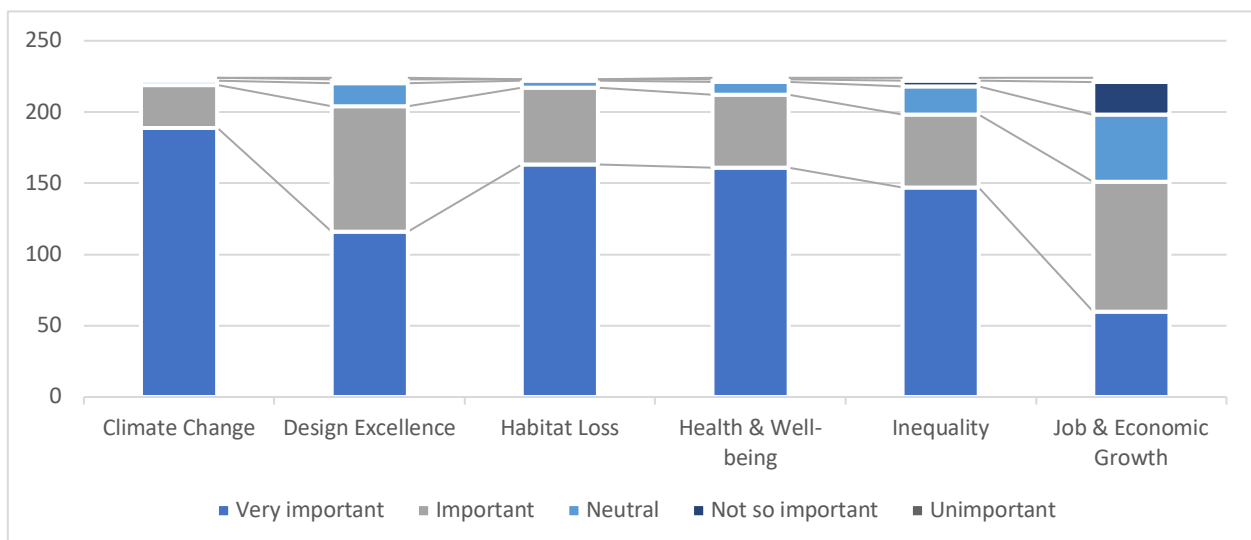
Survey period: 10/17/19 to 12/20/19 (n = 224)

### 1. Number and proportion of respondents (n = 224)

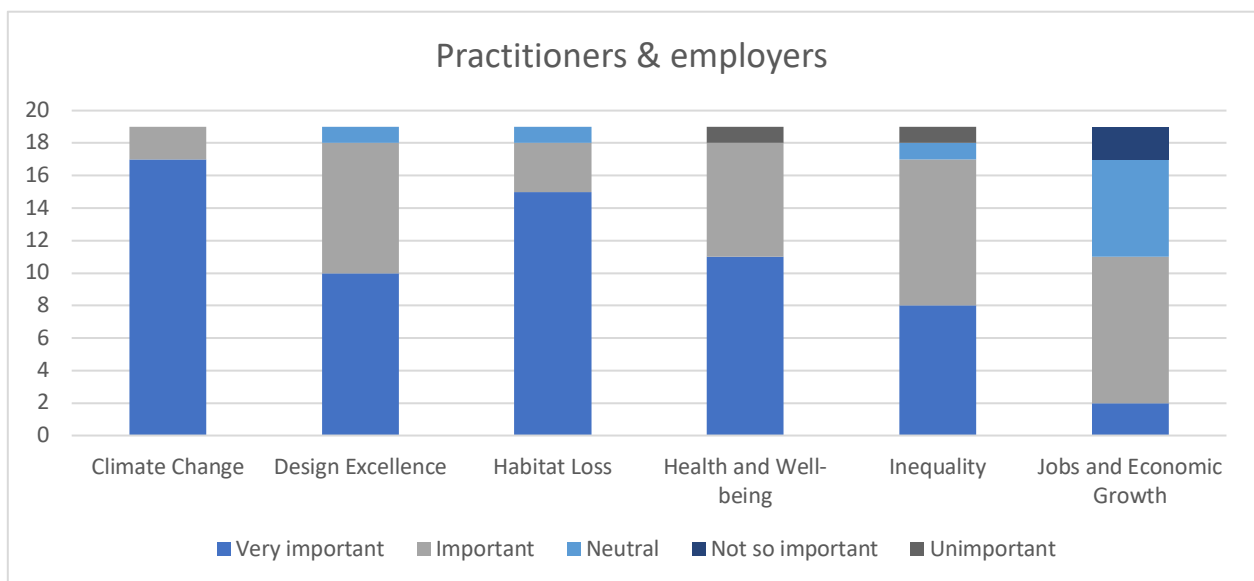
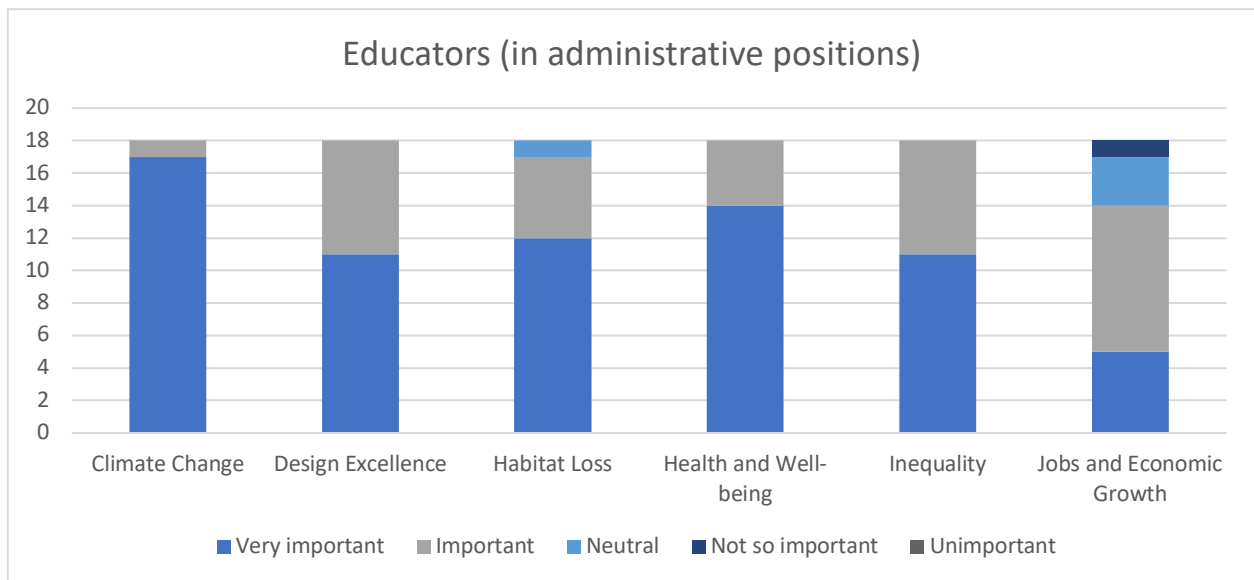
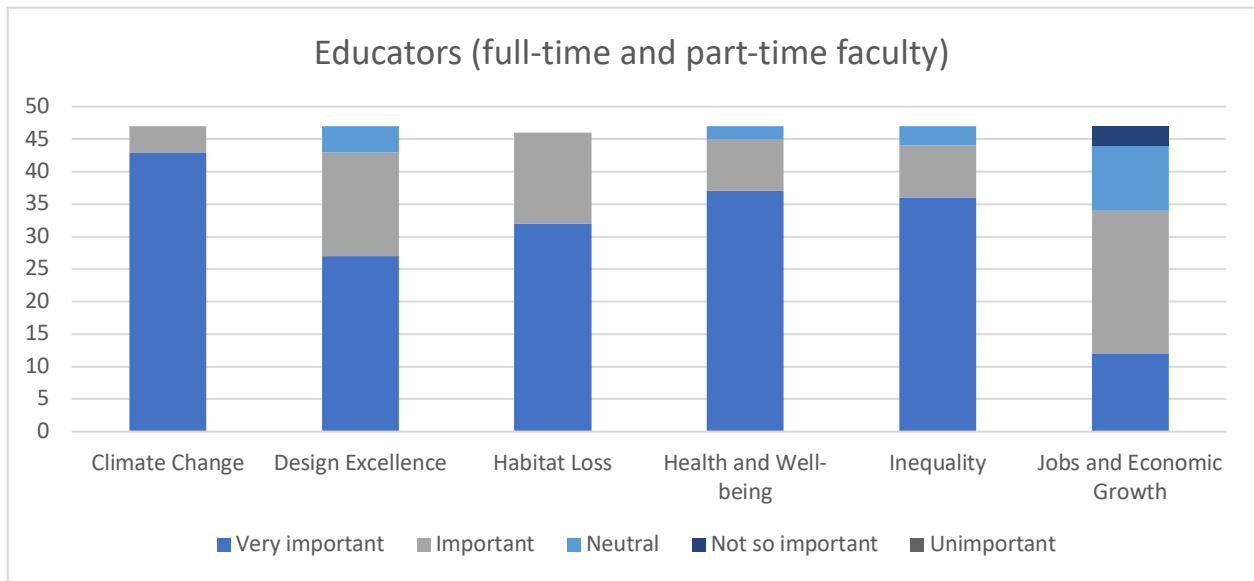


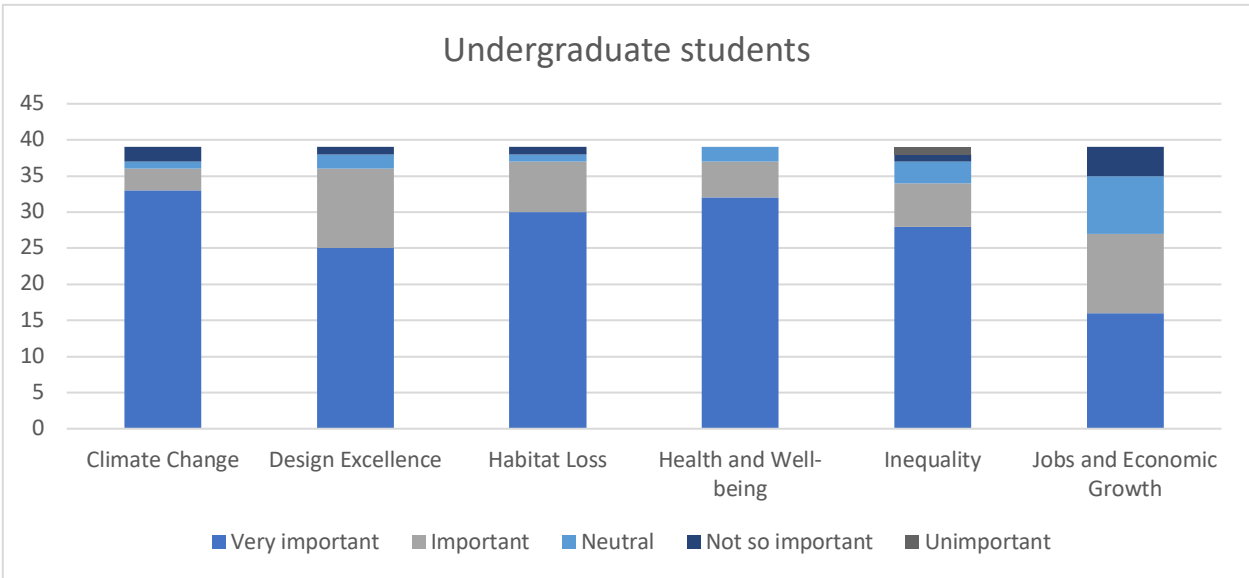
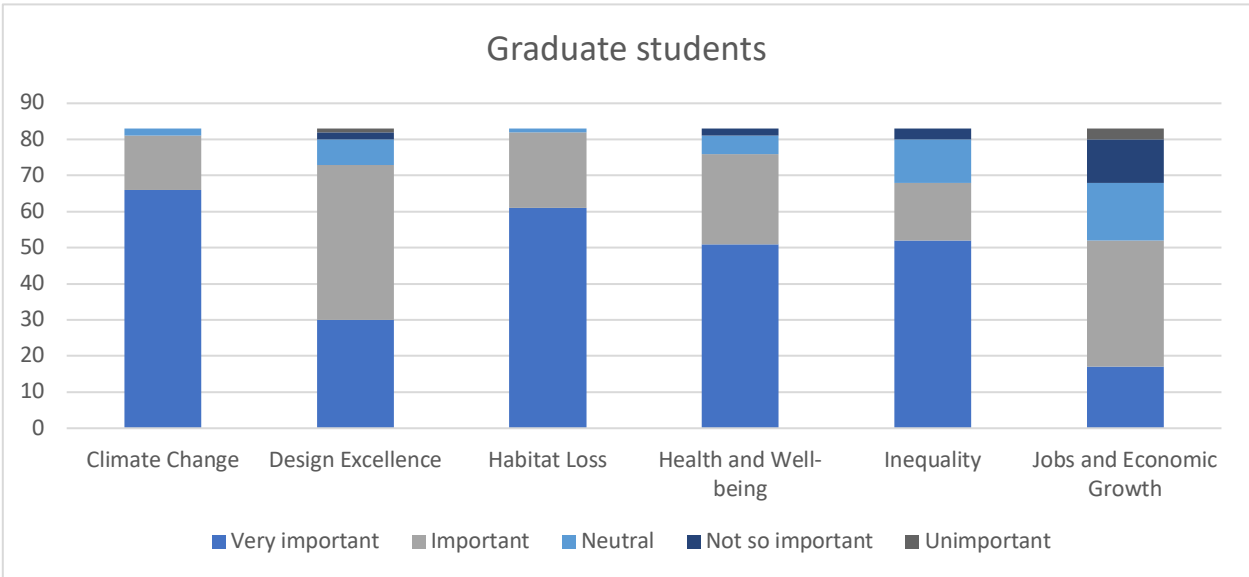
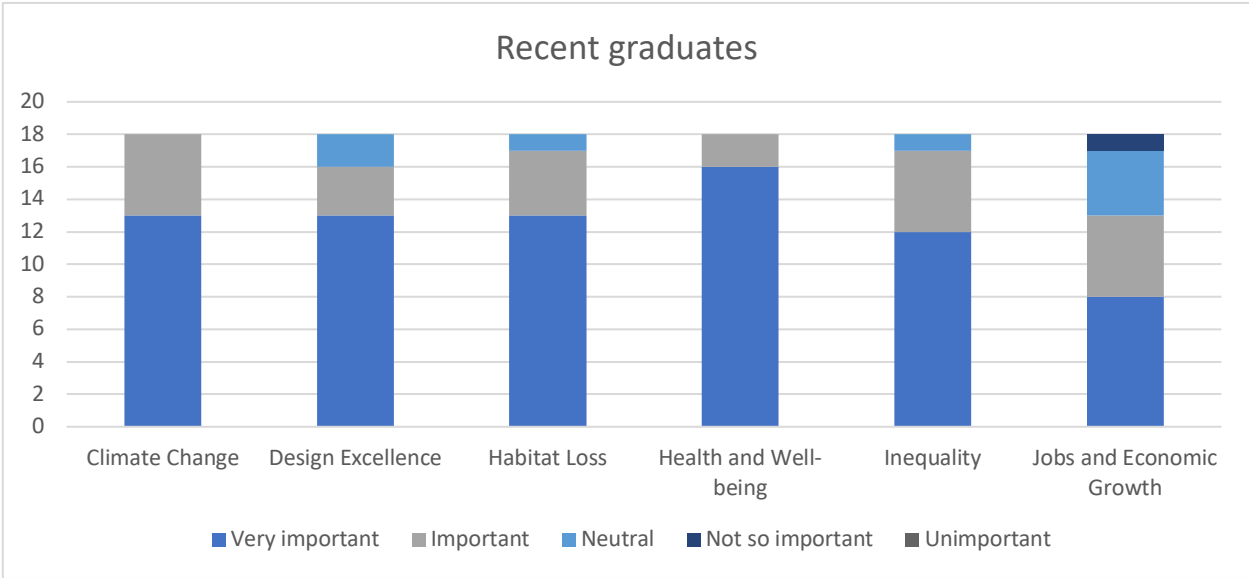
### 2. How important are these issues and challenges to the field of landscape architecture from your perspective?

Combined responses –



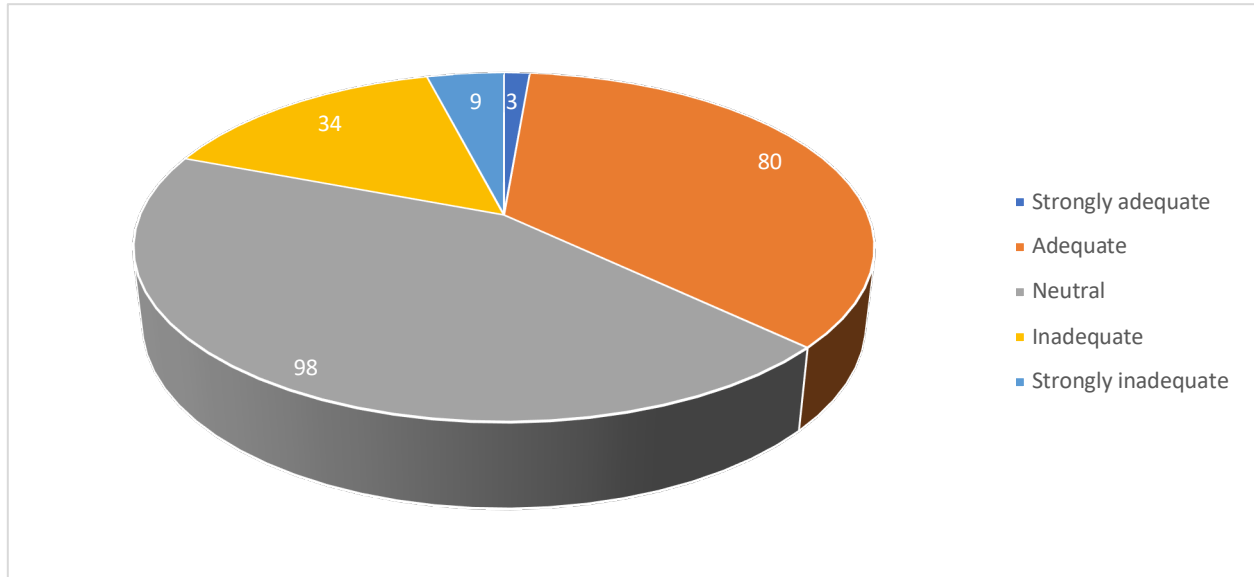
**Responses by populations --**



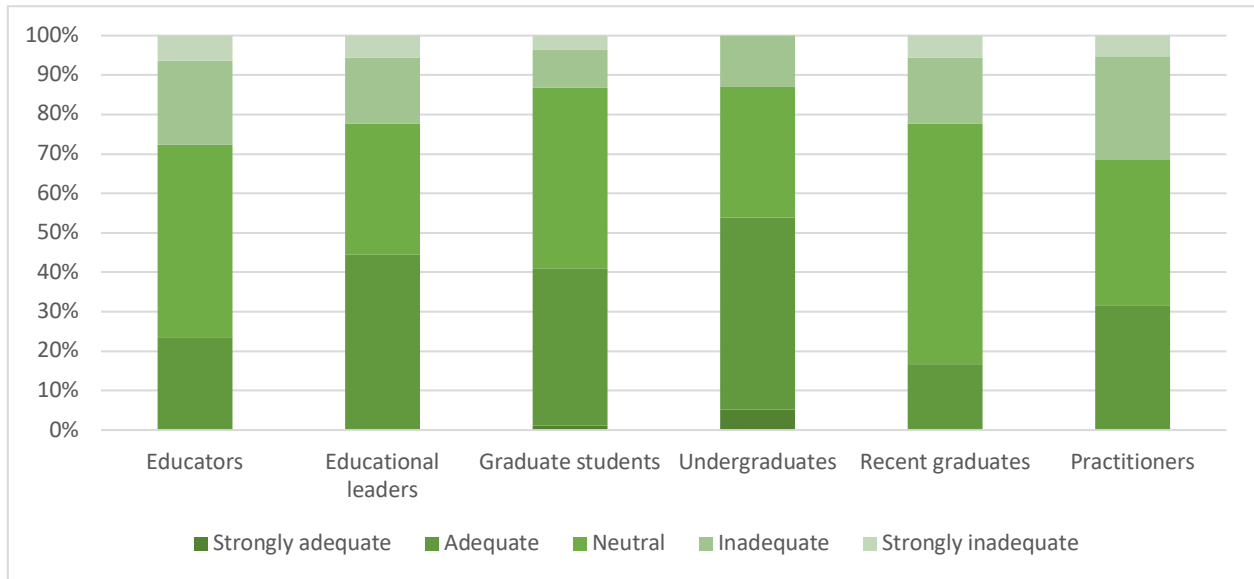


**3. How adequate is the current model of landscape architecture education in preparing a new generation of professionals to meet these challenges? (n = 224)**

*Combined responses --*

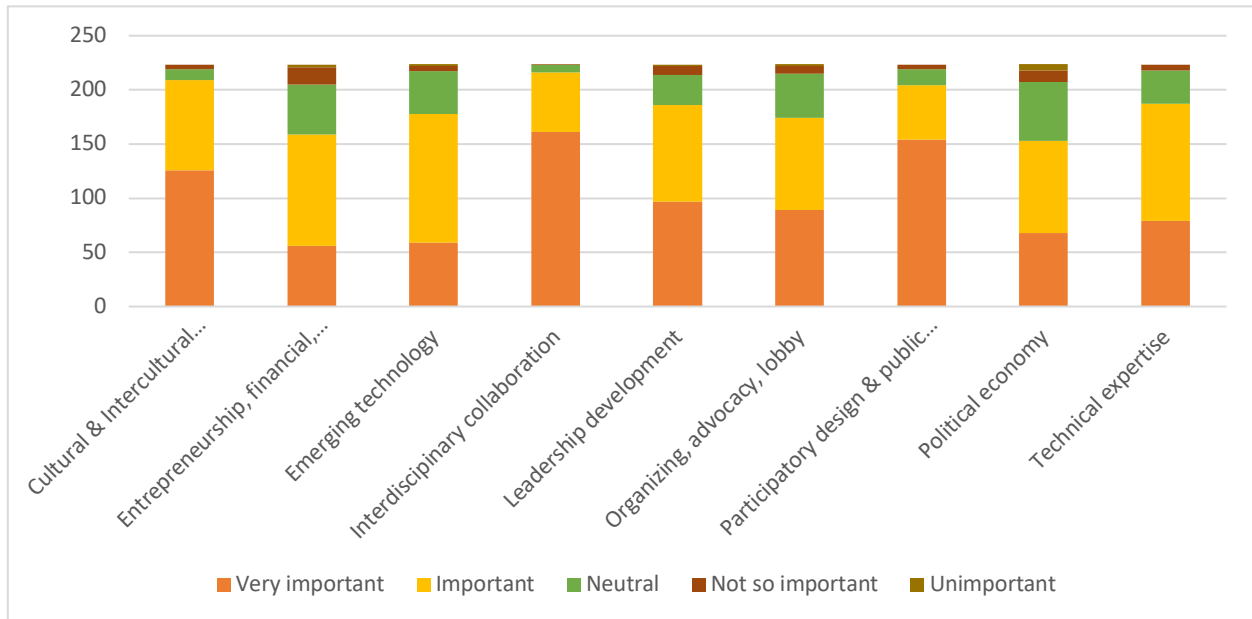


*Responses by populations –*

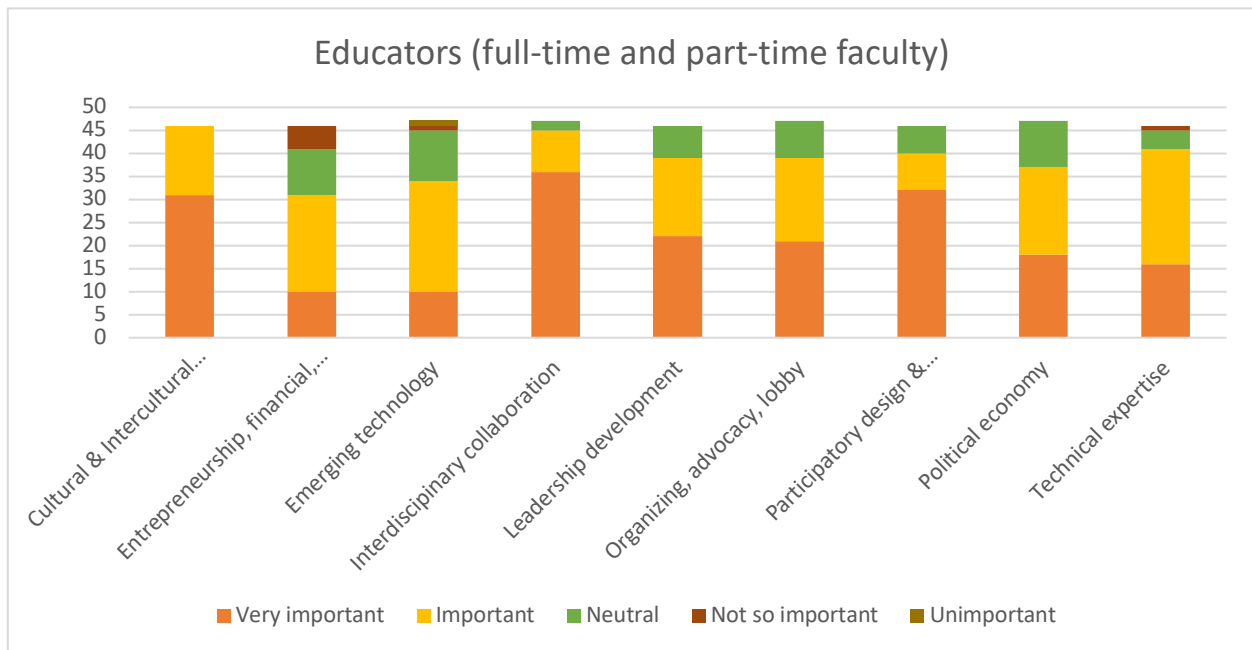


#### 4. How important are the following areas of expertise or knowledge in meeting these challenges?

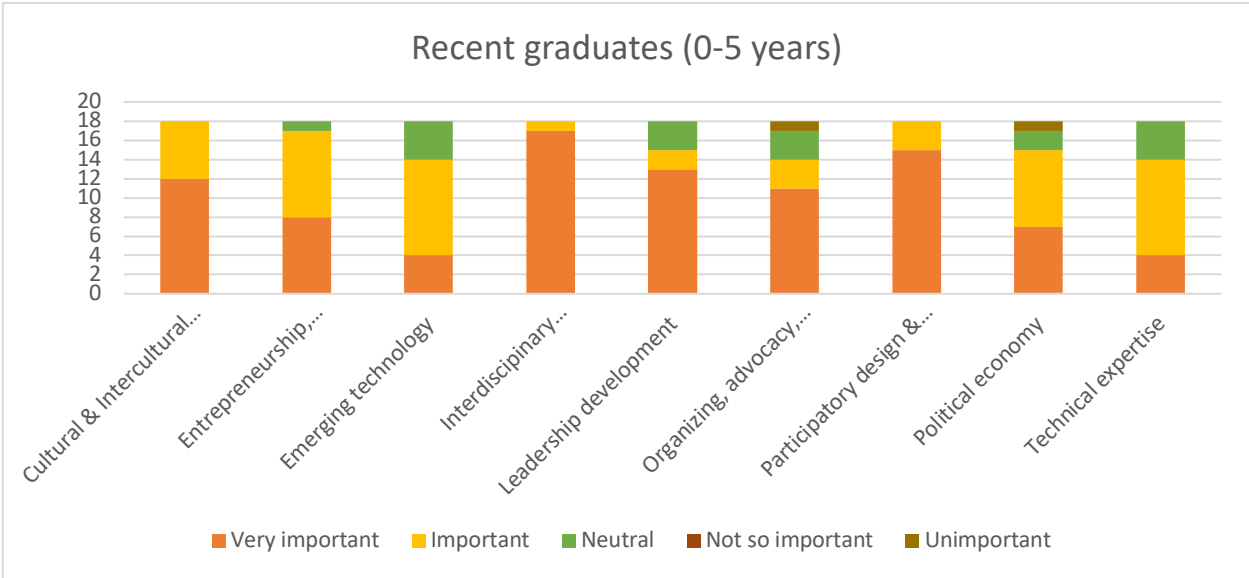
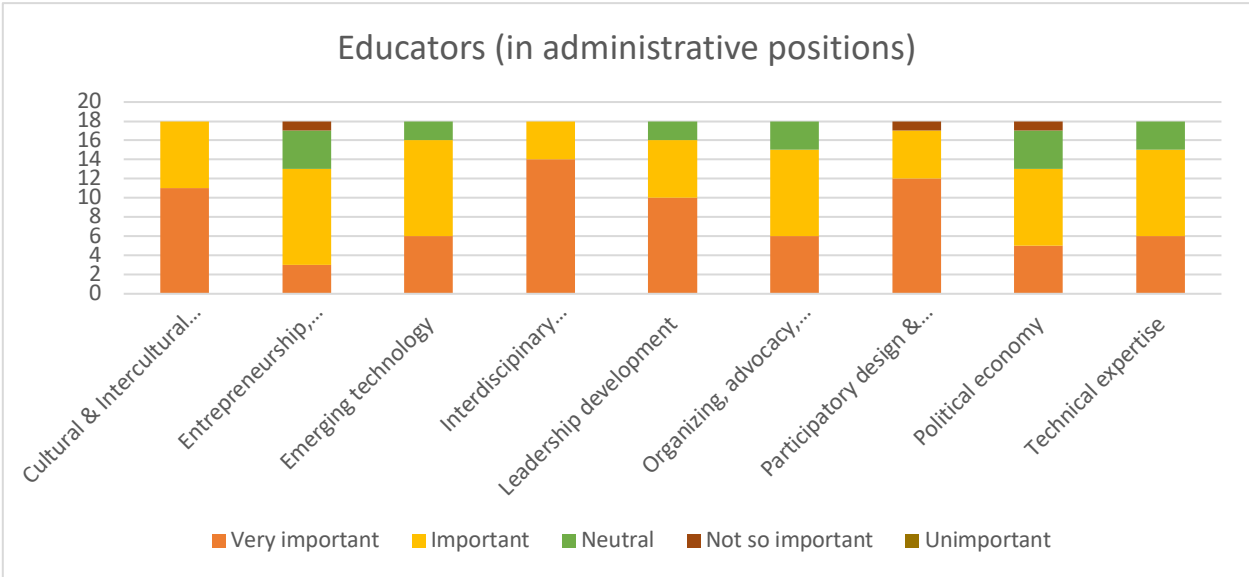
##### Combined responses --

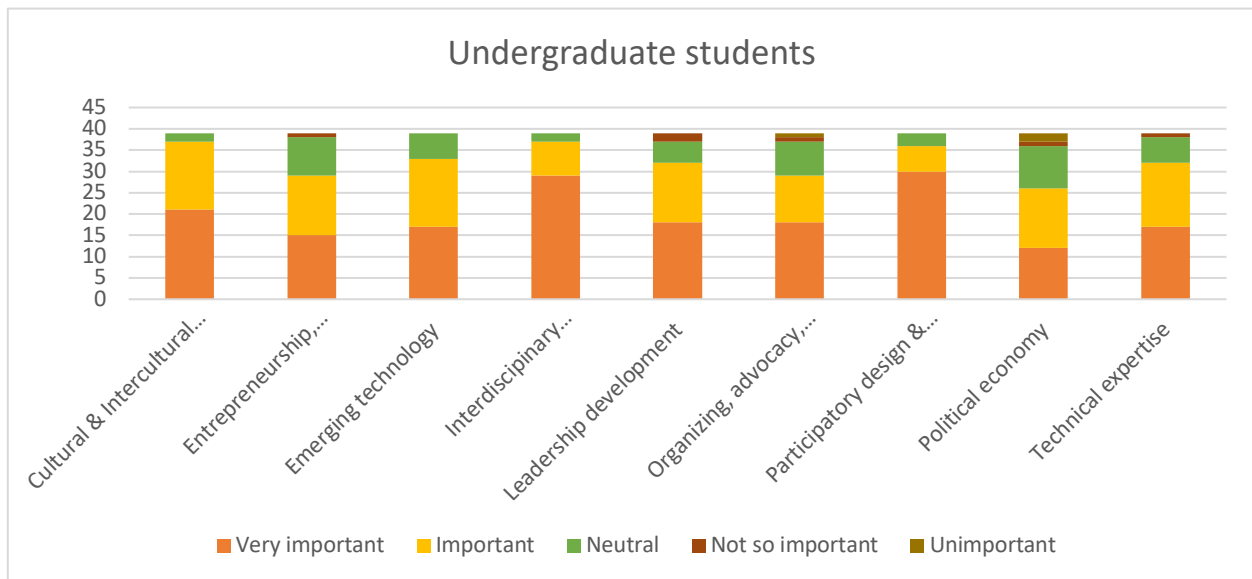
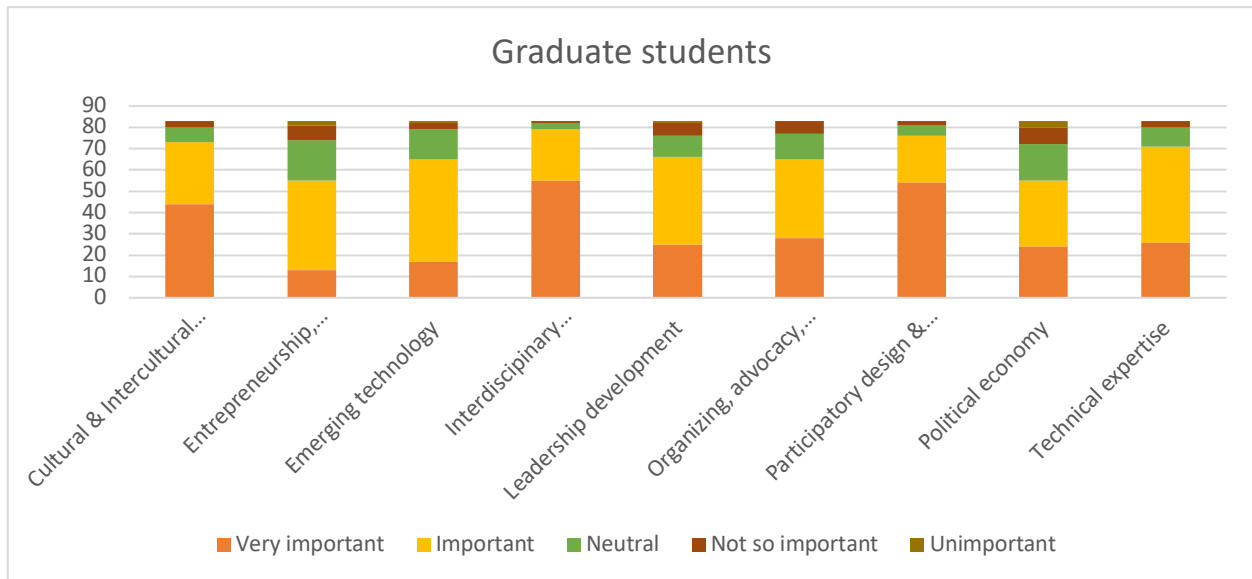


##### Responses by populations --







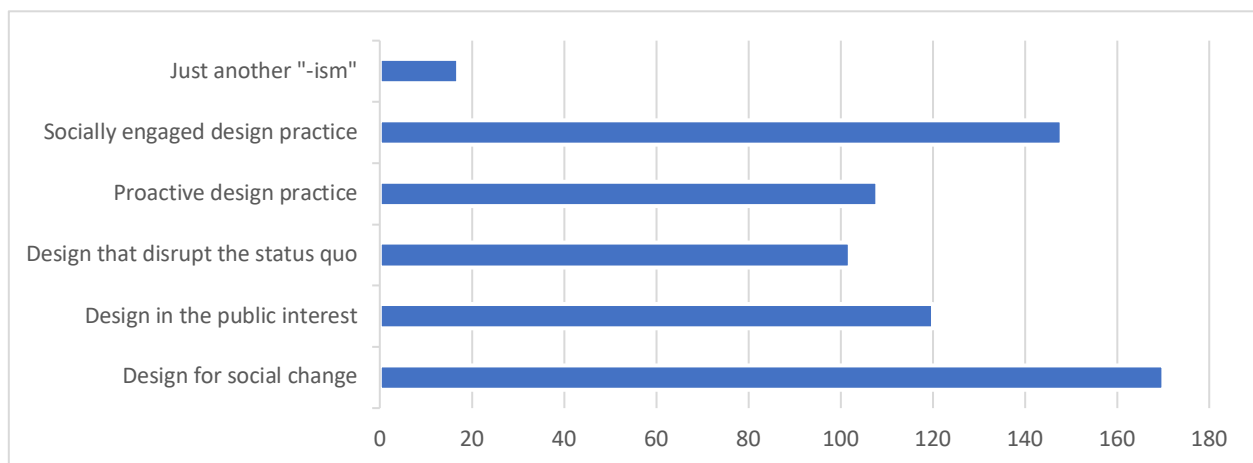


**Others not listed:**

- Ecology
- landscape students need more in-depth training in urban ecology
- 7th generation mentality should be taught.
- Specific understanding of how climate change or habitat loss (etc.) emerge - the science of it. 2. Philosophy and environmental ethics that help us see the changes upon us, our responsibilities, and why it matters. 3. Methods for adaptation and mitigation, which may or may not be "emerging technology" or "technical expertise."
- resilience thinking
- written and oral communication, relationship building, systems thinking, ethics
- Knowledge of global problems, conflict resolution, understanding of health safety and wellness
- Environmental science
- Ethics and philosophical basis
- Drawing from social sciences
- Personal growth and healthy individual habits. Personal exploration and experimentation.
- We can't do everything; we need to stop trying to do and be everything
- racial history, storytelling
- communication, empathy, consensus-building
- other vocational skills; theoretical, highfalutin conceptual design often feels like a waste of time
- Ecology; human reliance on and relationship with local and global ecosystems
- Historical knowledge
- Ecological literacy
- environmental, racial, and climate justice (and their intersections)
- Course work dealing specifically with urban and coastal resiliency design

- Actually being good at designing so that we have something unique to contribute to interdisciplinary collaboration, public engagement, advocacy, etc.
- Communication; empathy
- understanding of historical models and mistakes. And BTW, what IS the "current model of LA education"? Huge assumption in that statement. Not sure there is a cohesive model. Might be a good idea to ask about the model rather than assuming, or at least describe that model so survey takers would have a shared idea of what that model is.
- Environmental humanities
- The carbon footprint, cost, justice and source associated with a site's labor, machinery, materials, tools, etc.
- research
- Quantitative analysis.
- Spreading awareness to the public that landscape architecture is a critical and complex field that can seriously address today's problems. Then maybe more connections can be made between disciplines, resources, and communities.
- Ecological Systems Knowledge
- Design ethics
- Basic (non-graphic) communication skills
- critical thinking (ability and attitude to challenge status quo and current systems from various angles), desire for research (understand the importance of having the ability to do research and understand how research can advance practice)
- ecological literacy
- food security
- Social Justice
- Writing and Drawing
- Ecological systems
- sensitive insight
- Communication
- I'm cautious about the terms "economic growth" and "political economy. I believe one of our traps of our society is the assumption of constant growth over health and wellbeing.
- Active Activism

## 5. What does "design activism" mean to you? (Check all apply) (n = 224)

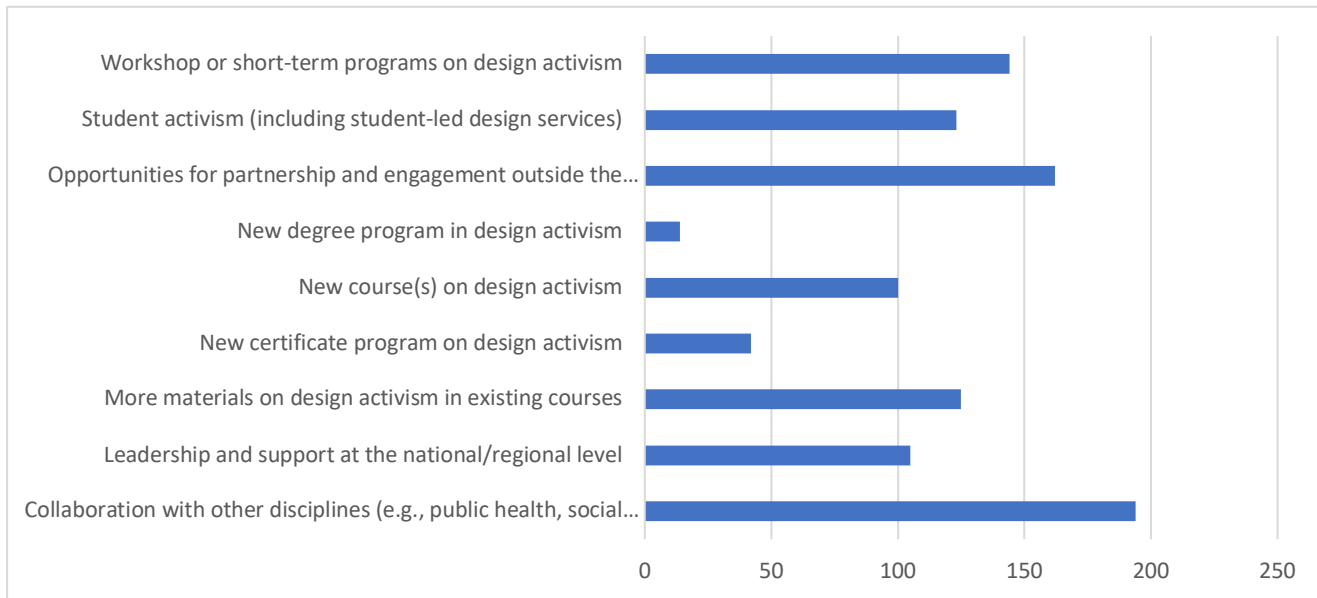


### Others:

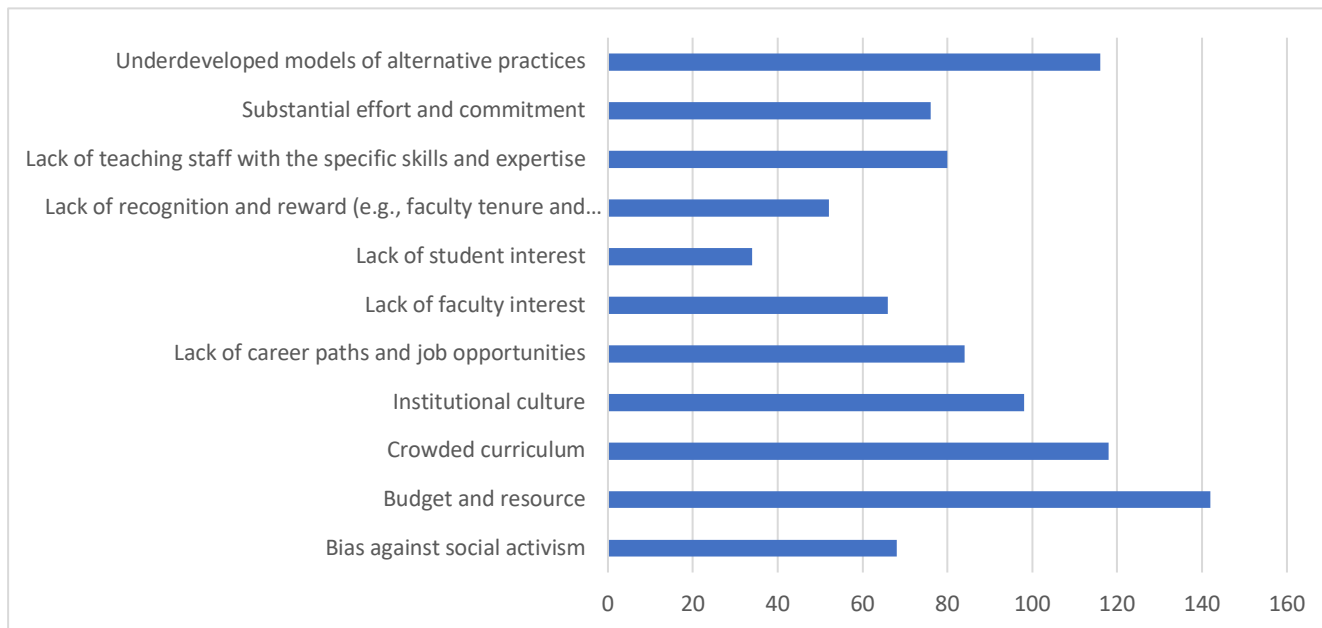
- Advocate for silent/vulnerable group
- Design practices that engage the 'dark matter' of governance, regulation, policy, etc. (2) design practices that advocate with communities for the value of landscapes
- Design within ecological and historical contexts. Decolonization of professional practice.
- Design that includes economic justice strategies
- At risk of becoming another -ism
- Regenerative design
- Activating space, causes change
- Fun
- Doesn't have to only be social in the description. Ecological is always wrapped into the social too, especially with environmental justice
- Design for social AND environmental change
- Design for the greater good; for the betterment of society, the environment etc.
- Design for climate resiliency
- Design for environmental responsibility
- design for climate justice
- serving underserved
- not really sure what it is; too many definitions out there.
- design for climate action
- Designing ahead of social behavioral change

- Designing with listening - to groups different from you, and remembering that you are rarely the best expert
- Politicized product, that makes our profession less credible
- Design for social change and sustainable environmental response
- Design that addresses climate change subsequent environmental issues arising from climate change (flooding, extreme storms, etc.)
- Design to meet humans and other creatures' need
- Environmental advocacy
- Applying design to create ecosystem benefit and to educate the public on the important role of ecology and our reliance on natural systems
- Design for a better world
- Socio-political and ecologically conscious design
- Design that heals the Earth

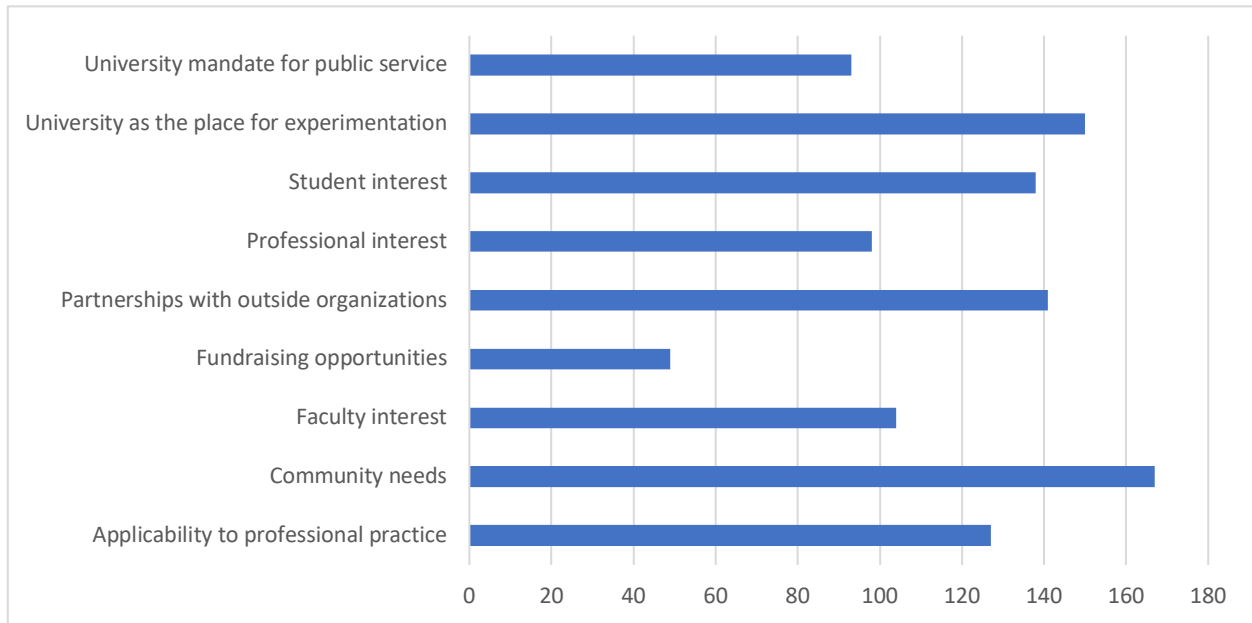
**6. What would you like to see incorporated into the program in your school to produce the next generation of proactive practitioners? (Check all apply) (n = 223)**



**7. What are the key challenges in implementing the change(s) above? (Check all apply) (n = 223)**



**8. What do you see as key assets for advancing design activism in landscape architecture education? (Check all apply)**  
(n = 224)



**Others:**

- Attract more students to profession
- reach out to communities and other disciplines, let various sectors, public and private, understand the importance, change the world culture of economy-based model
- Students entering the workforce need to demand activism from employers
- The world needs it. We're falling apart! Time to step up!
- Collaboration across disciplines (shared goals to create a thread along which we can work in interdisciplinary teams)
- Partnerships with other university departments
- Involve landscape architecture at young ages.
- a required history/theory class on how high modernist planning was utilized to create inequality
- Historical achievements
- Moral and ethical imperative in a time of climate and social crisis
- new practice and education models
- Combining design activism with people's career success
- convergence of environmental philosophy writing and resistance movement
- Activism should not be promoted or encouraged by taxpayer-funded institutions because it is divisive, and all people should be represented by government, not one political side over another.
- Teach students to be designers. We do not need to rebrand our work with the term activism.
- Landscape architecture has the potential to change how the world is imagined, designed, and built. Landscape programs are built so incrementally that the curricula is often years behind, rather than the decades ahead that it could be.

**9. Any other inputs that you would like to provide in regard to design activism in landscape architecture education? (Please write) (n = 47)**

**Educators (full-time and part-time faculty)**

- Faculty need to understand that working with community partners does not automatically make your studio engaged with the community or Design Activism.
- There most definitely need to be more design activism career paths laid out for students, and they shouldn't have to choose between being licensed or working in this realm- let's get more licensed professionals leading design activism firms so students feel like they don't have to choose! Also we need design activism layered into professional practice too- lawyers and doctors have

required pro bono hours to maintain their license. Let's move the butts of all generations of designers.

- Our program has a robust legacy of design advocacy and activism, with few obstacles to implementing (Question 7 could be blank for me). Please interview Andy Wilcox at CPP on how our program engages outside communities/collaborators and educates students to be the future of landscape architecture.
- In challenges, I would say there's an issue involving political/moral values. I have students, for example, who are Trump supporters, for whom activism is anathema. To some degree, I try to remain politically neutral--which I've found can be a better way to move students than to be lobbying for social change in particular directions. Starting small: I'd just like to see all my students vote. I think this issue is quite different at the undergraduate and graduate levels. BTW, I wanted to leave Question 6 blank, but HAD to fill it in. Personally, I'm not sure I want to see ANY of those. There's an assumption here that I WANT to see more design activism in the program. This seems to indicate a BIAS in your survey methodology here that seems like it will make your results somewhat invalid or at least skewed. If your goal is to "understand" then your survey lacks neutrality, but is rather leading your results in a certain direction.
- Traditionally LA had been an elite profession. The current practice model encourages professionals to work for developers on construction versus conservation or equity work. Public sector work pays less and community based work and non-profit almost nothing. To place

these students, profession may need to look to non-profits and foundations such as Gates, Rockefeller, etc. Leadership and Strategic Thinking will be essential. At some level, planners may be better prepared than LA's as they have larger tool kit. In order to recruit more diverse students there needs to be more diverse employment opportunities. Profession tends to recognize design/form giving projects with large budgets versus processes that are stimulus for equity and/or community and economic development/conservation. The profession covers such diverse issues and project types we are losing our identity. Holistic understanding of landscape (including plants and ecology) is an arena we can claim but we may be losing this to conservation biologists and restoration ecologists. We compete with architects on urban design and transport planning, scientists on restoration, horticulturalists on planting design, planners on policy, ecologists and biologists on conservation / restoration. Unlike planners who uses strategic and physical planning, policy, programs and projects as implementation tools, we tend to view projects (mostly built) delivered through a traditional architectural and engineering model as primary implementation strategy. We need to change/expand delivery models and teach more leadership skills. Students need to learn to think independently and develop unique solutions...

- I would be extremely interested in doing this kind of work, but I'm a lecturer with no connections to anyone in the five departments that I teach in.

### ***Educators (in administrative position)***

- Be the leader and not a follower
- as with any curricula initiative, it depends on distinct individual faculty to champion the efforts. It cannot be mandated and still have an 'activist' voice.
- The biggest challenge might be the inertia and inherent apolitical, expertist stance of the professional mainstream. There is also an inherent danger in landscape architecture activism becoming more about the profession and practice of landscape architecture than about the communities we need to serve. Unless landscape architecture is unwilling to address the structural and systemic political and economic causes, and to challenge the very systems that have enabled and funded mainstream practice, "activism" rings hollow and self-congratulatory. Secondly, practice models and education will have to radically change to develop a

meaningful and impactful model of activism in landscape architecture – I don't see it as something that can just be integrated into the accredited curricula of landscape architecture programs – which tend to be overloaded as it is. Licensure requirements might have to change drastically – as well as best practices. In short, no landscape architect could take on, pursue or implement a project unless is positive impact on the "public good" (locally, regionally, nationally and globally) is proven using common sense standards. Lastly, and consequentially, mainstream landscape architecture practice and an educational model that caters to their antiquated standards (CLARB) might be the biggest enemy of a meaningful "activism in landscape architecture". What might be needed is a "landscape activism" or "activism in landscape" instead.

### ***Practitioners & employers***

- get on with it !!!
- I don't think "design activism" should be part of a formal education. I think students should primarily learn required skills of a professional LA, followed by

marketing, and communication skills-- Skills that are both universal and can be customized by unique passions / perspectives. Then they can be applied to "changing the status quo" and influencing change whether it's in a

meeting with a Client or part of a political movement. I don't think true activists need to lose time getting a degree. A 16-year old is the face of climate change right now.

- The practice sector needs to show support

### ***Recent graduates (0-5 years)***

- I think design professions, including landscape architecture, also need to think about how to recruit and retain more students of color. The design field needs to better reflect the communities that we design for. We need to talk about how racism and white supremacy show up in our curriculum and how we design for communities. Technical skills are important to have, but they don't mean much in the realm of design activism if our designers don't have the proper communication, conflict de-escalation, cultural competency, and fundraising skills. These "soft skills" should be equally emphasized in curriculum and practice.
- It is not about developing design activists, but to become conscious of how the broad scope of the visions and actions of landscape architects and space thinkers should not be viewed as neutral. That they do not operate in a vacuum, are inherently political, and affect the lives of all beings. Designing with people and environment, as opposed to for people and environment, is a skill not to be disenfranchised. This should not be the consciousness of few, which is why I would recommend integrating this strain of thinking into the curriculum rather than understand it as being separate.
- too many professors view community-engaged design as incompatible with design excellence.
- The main focus of education should be on design. What are we really asking students to do? Are we compromising their initial intellectual value as students?

### ***Graduate students***

- Design activism is currently stuck in a neo-liberal, or at best, a "progressive" liberal framework which is totally inadequate in my opinion. Designers of any sort, if they wish to have any social significance or contribute to the public good, have to take on the elephant in the room which is capitalism. The extent to which a landscape architecture education can tackle this issue is ambivalent - it probably goes as far as having classes which value critical thought and discuss controversial issues as well as teaching the radical history that exists within the design and planning professions (Gian Carlo de Carlo, Geddes, even Ebenezer Howard was influenced by Peter Kropotkin, Lefebvre, Murray Bookchin, Walter Segal, David Harvey, Lewis Mumford, etc.) and the visionary attitude that existed in the United States during the New Deal era and the role Landscape Architects played in that. There are current day organizations that take on

- reputation of the university
- To stand up to serve the Earth as the client requires balls and lifetime commitment. Faculty must have the wisdom and empathy to provide strong moral and intellectual support.

It seems that these courses would influence student's opinions without encouraging them to conduct research and come to conclusions through their own deductions. As a landscape architect, it would be difficult to hire someone with a design activism concentration since I have no idea what skills this degree encompasses.

- Get students out of the classroom as much as possible. Theory is important as a foundation but actively participating in society should be a higher priority in my opinion.
- A class on how to enter the professional field, working with clients and bosses, without sacrificing values. Values like, consideration and taking time to fully develop projects. the professional field is a capitalist field, and it takes a special set of skills to maintain activist mentalities in that world. Maybe some sort of consortium of professionals and students who work together to make the world better.
- This is on survey design, but as a note it's important not to exclude Africa as a named region ("Other" is other-ing)
- There seems to be a huge divide between design activism and professional work/career readiness. I think UW has a design activist agenda in general, but many courses, internships, or career opportunities seem to contradict this focus. Going into more professional experiences with the ideals of design activism, I have often been told is "unrealistic," "impossible," "too expensive," "not able to be maintained," etc.

this question of "design activism" with vigor such as the Architecture Lobby which includes LAs in addition to regular architects. In lieu of the rather institutionalized and career oriented notion of "design activism" or design "interventions" that work around the edges of the market instead of taking it on, we need visions of genuine transformative change and the organization it takes to implement it. This means architects and landscape architects need to organize a rank and file, democratic union and join the labor movement with a broad vision that includes housing, the climate crisis, ecology, and the social good. To be stewards of the landscape. Until then, I will continue to roll my eyes at anemic-liberal exercises in any sort of "design activism". Apologies for being polemical, but we're at a historic juncture and lines need to be drawn.

- Highly political, seen as purely "social", not perceived as bound with social and ecological crisis and healing, not to mention views as economically or politically marginal.
- Enhance studio culture. Faculty should be required to say one positive thing about a design. Negativity is uncalled for and demeaning.
- how do we get paid for \*good\* work?!?
- I think it is important to encourage community input as I have worked with communities in the past, but within our MLA program there are no courses which teach about community engagement and how to lead or conduct community input processes. There may be courses for the community planners or urban designers but we either cannot take those courses or do not have enough space in our curriculum to do so if they aren't even offered.
- Real life situations for credit, with support/leadership from a professor.
- Holistic design, considering climate typologies and consideration of human habits that are not articulated in the general discourse. (I.e. green lawns in desert climates.)
- I hope to see more successful or unsuccessful cases in our class.
- The university IS a place not just for experimentation but for work that can do good beyond education. Engaging students in community action can also be a great way to orient minds to possibility in the profession before they meet the expectations and traditions of a workplace.
- Training on how to interact with the public and communities for students.
- Same as above- I see it as relating to pushing for more ecology driven design to help more quickly help with climate change and education of the public to push the issue into other sectors as well.
- Based on response choices I do want to make a distinction between design for social innovation (transformative change) and community service. Those are two very different concepts in my mind. The first is design to create sustainable change and the latter is how we've operationalized public interest design today, which is limited to pro bono work, specific service or task-oriented work. I feel like we all operate with different definitions of what design activism is and that creates confusion and lack of advancement.
- Additional resources to educators on how to teach this subject. Additionally, a common definition and explanation of design activism would be helpful

### ***Undergraduate students***

- I'm a non-traditional student, returning to learn LA specifically to join efforts for intelligent climate responsiveness and resiliency (incl. social equity & climate refugee issues). While studying architecture I learned of the progress being made in LA in response to the climate crisis and changed my major.
- In general we need more taught from outside of the White, heteronormative, able, male, middle-class, American/Eurocentric point of view because it's infuriating and frankly baffling... the white cluelessness is... painful.
- I think social justice has a place but it is very minor compared to climate awareness and accessible design. I'm worried that by calling it design activism in the current political climate social justice is the only issue that will be addressed and the more relevant issues will fall by the wayside.
- The importance of the guerilla and the gift to activate change. Informal architecture can lead to formal change. Or gestures change moods.
- Hard to make people care about something they might not be educated on. People need to know and feel the great need for design activism.
- Working together with local activist groups, non-profits, and political parties to convince/lobby the public, private institutions, and politicians for the important and interconnected work of climate and social justice.
- I think it is a part of our field that is not widely discussed, and just sharing more and more about what design activism is will generate interest and increase its presence in the education system.



10. Where are you based or located? (n = 224)

