W **COLLEGE OF BUILT ENVIRONMENTS**
UNIVERSITY *of* WASHINGTON

STRATEGIC FRAMEWORK

2021

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UNIVERSITY *of* WASHINGTON
COLLEGE OF BUILT ENVIRONMENTS

EXECUTIVE SUMMARY

The 2021 CBE Strategic Framework describes a vision for elevating CBE's excellent work to reach even higher levels of quality that are ever more broadly recognized. The Framework is nuanced to reflect the diverse range of our complementary methodologies and disciplines, yet we propose a singular focus: **working collaboratively across our disciplines to realize a more just and beautiful world.**

With this focus in mind, CBE should be clear and specific about which aspects of our teaching, research, and engagement are most unique, practical, and valuable to advancing understanding about the systems and relationships between ecological, built, and social environments. This Framework proposes that we:

> Build our reputation as a beacon of inter- and intra-disciplinary collaboration, known for the skill of our graduates and the facility of our faculty and staff in bridging disciplinary differences.

> Embrace inter- and intra-disciplinary collaboration as a core curricular value that shapes all student experiences and professional practice.

> Activate academic and professional partnerships unique to CBE in order to accelerate collective progress towards these goals.

> Ensure the most positive, welcoming experiences possible for prospective students, students, and graduates.

> Focus investment primarily towards efforts that maximize the positive impact on our goals.

> Continue to support less urgent but equally important work on a slower cycle of investment.

Climate solutions will be our top focus for the next 3-5 years, with particular emphasis on climate relative to the built and natural world and how it impacts societal justice. This came to the fore during Framework planning due to the urgency of immediate action, the passion shown by participants, and clear alignment with our major themes of social justice, technology, history/theory/futures, and prosperity/health/well-being. Climate is a high priority for students as well as an area where the college enjoys national and international recognition. Apriori to addressing any "wicked problem" like climate change are critical skills identified as potential areas of CBE recognition (collaboration, interdisciplinary teaching, and research). Lastly, the College's notable partnerships with professional, community, and non-profit groups are currently activated by a shared urgency for climate solutions.

VISION, MISSION, & VALUES

CBE imagines...(vision-why)
a just and beautiful world where we teach, research, and engage to influence the trajectories of climate change, social justice, and human health, by defining built environments as complex interconnections between constructed and natural worlds and their impacts on society.

CBE believes in...(mission-what)
Education that expands students' knowledge by tapping into professional expertise to ground in disciplinary strength while confidently crossing boundaries to tackle broad social and personal concerns.

Research that accelerates knowledge that drives action, and cultivates bold thought leadership grounded in historical perspectives, evidence-based approaches, technological innovation, and creative design thinking across the disciplines of the built environment.

Engagement that co-creates processes for planning, designing, building, and investing in environments by welcoming expertise of citizens, community members and others with diverse backgrounds and a wide range of lived experiences.

CBE is guide by three pillars...(values-how)

COLLABORATION AND IMPACT	BOLD THOUGHT LEADERSHIP	EQUITABLE AND JUST PRACTICES
Today's grand challenges require our full range of disciplinary skills and expertise including the core ability to work with others. Our students, faculty, and staff bridge, complement, and integrate effectively across disciplinary boundaries within CBE and with our academic, industry, regulatory, governmental, and community partners.	The built environment is one of the most powerful levers -- as both the cause of and the solution for -- influencing the planet's most urgent social and environmental problems. Through our fluency in collaborative and interdisciplinary processes, we lead decisions about the built environment which are critically important to positive change.	As the built environment powerfully affects individual and community well-being and prosperity, we are changing the patterns that have resulted in underrepresentation and exclusion of people based on their identities. To achieve justice, diversity, and inclusion, we continue to model and foster equitable practices within the College and in our partnerships with others.

PILLARS, STRATEGIES, & ACTIONS

We must excel in three equal and interconnected pillars to achieve our goals: Collaboration and Impact, Bold Thought Leadership, and Equitable and Just Practices. This is our framework for action.

PILLAR: Collaboration and Impact

The elevation of collaborative and interdisciplinary skills underlies our potential to positively impact all of our goals. This will be demonstrated by the following teaching and research strategies.

Strategy CI.1: Build College Reputation for Collaboration

Become nationally and internationally known for graduates who have excellent collaborative and interdisciplinary skills and build the College's reputation as a good partner for academic, industry, government, and community groups at the local and global scales.

Stewards: Associate Dean for Academic Affairs Vikram Prakash; Assistant Dean for Advancement Alex Haslam; Associate Dean for Research Carrie Sturts Dossick; Assistant Dean Jen Davison

Actions:

1. Identify and meet needs for CBE students to gain skills and experiences in collaboration across disciplines. Promote aspirations and ground in the current state.

2. Identify and meet needs for non-CBE undergrads at UW and community colleges, including BE courses, majors, minors, and certificates.

3. Increase knowledge and access to CBE expertise by community, professional, and peer academic partners (e.g. symposia, events, lectures).

4. Increase clarity around funding and partnership processes and policies.

5. Identify and eliminate barriers for non-CBE community and/or research partners to work with CBE faculty, staff, or students, particularly for interdisciplinary work around climate solutions.
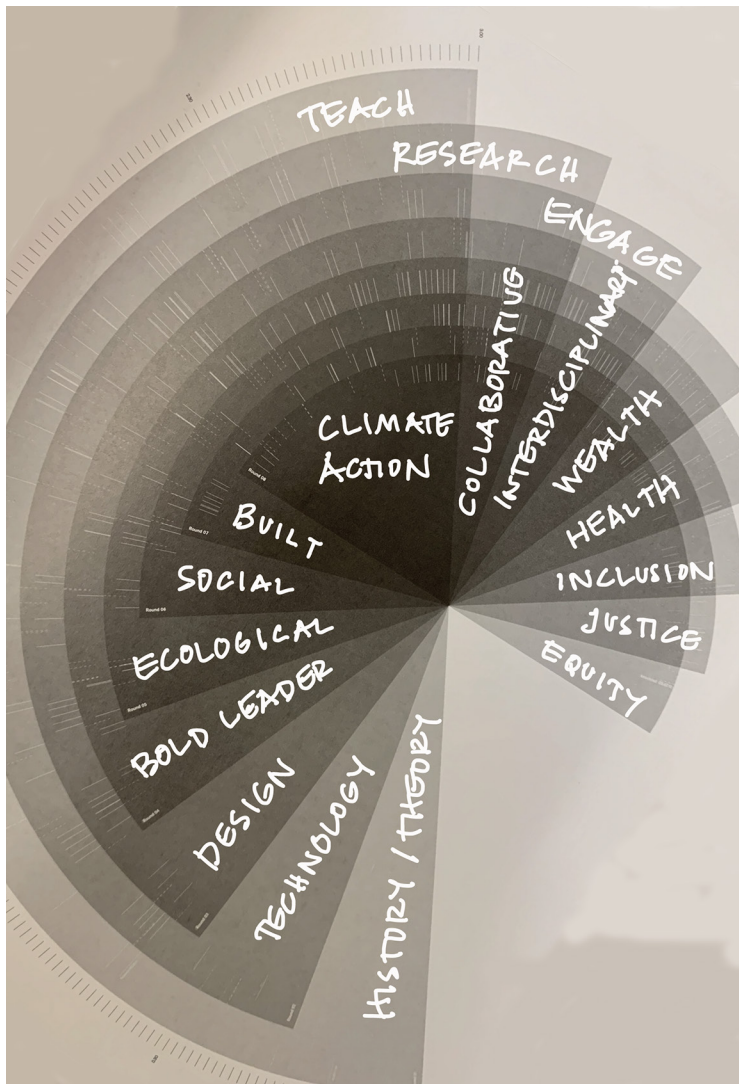
Strategy CI.2: Integrate Disciplinary and Interdisciplinary Pedagogy

Be known for providing a student experience that emphasizes collaborative skills to bridge between disciplines and for translating academic research to relevant practice applications. Integrate interdisciplinary expertise into teaching, curriculum, and pedagogy to advance the reach of our college and body of work, especially around climate solutions and EDI.

Stewards: Associate Dean for Academic Affairs Vikram Prakash; BE Curriculum Steering Committee

Actions:

1. Create and maintain a CBE student experience where disciplinary and interdisciplinary experiences are equally valued and accessible.

2. Define a College level BE curriculum committee that includes equity and interdisciplinarity with the support of chairs and staff.

3. Establish curricular paths across CBE and affiliated units to comprehensively address climate and the built environment.

4. Inventory current and create new BE courses that feed interdisciplinary certificates, minors, majors, and programs appealing to all UW undergraduate and graduate students.

5. Develop and maintain resilient and economically sustainable local-global (e.g. design build, study abroad) experiences.

6. Develop pedagogical measures of success that include effectiveness in meeting CBE strategic goals of equity and inclusion, justice, health, climate solutions, and collaboration.

Strategy CI.3: Expand CBE Capacity

Expand CBE research capacity and culture for interdisciplinary, applied, and community-engaged work that can be sustained over time.

Stewards: Associate Dean for Research Carrie Sturts Dossick; Assistant Dean Jen Davison

Actions:

1. Position CBE as a leading voice in the professions by connecting and aligning CBE research with the needs of professionals and communities engaging all types of built environments on climate solutions and EDI.

2. Explore and support the intersections between various research topics/lenses and built environments; use this to inform fundamental and applied research.

3. Create a CBE Office of Research including infrastructure for grants administration and fiscal oversight for all research types and methods, especially ethics.

4. Launch communication strategies that expand CBE's research reach, audience, and narrative and raise awareness of the centers, labs, PIs, and students, particularly for work related to climate solutions and EDI.

5. Create a CBE fund for new initiatives, community-engaged scholarship, and other types of under-funded scholarship, especially those related to climate solutions and EDI.

6. Elevate public engagement in CBE teaching, research, and service relevant to climate, social justice, and resilience – locally and globally.

Strategy CI.4: Know and Celebrate CBE

Know, foster, and celebrate our strengths, identify weaknesses and gaps, and build an affinity with faculty, students, staff, alumni, and industry, professional, and community partners to advance a more just and beautiful world.

Stewards: Assistant Dean for HR/Finance Rachel Ward; Director for Marketing & Communications Erika Harris

Actions:

1. Celebrate a robust culture of collaboration and measure its impact upon and awareness within the subcultures of faculty, staff, prospective students, current students, alumni, professionals, and other partners.

2. Use "Hot Topics" such as Profit, Professionalism, Craft, and Design to practice working across differences in alignment with ongoing IDI and EDI work in the college.

3. Use #CBEchronicles, CBE Research Portal, and CBE Spotlights to disseminate CBE faculty work and advance dialogue globally.

4. Align College staff with strategic planning and equity goals.

5. Develop principles for increasing effectiveness of interdisciplinary work that directly addresses systemic racism in the built environment.

6. Recognize strengths, support efforts, and promote accomplishments internally and externally.

7. Create and maintain marketing and communications capacity to address multiple strategic actions that mention communication needs.

8. Create spaces and time schedules to support collaboration and connection to empower wide participation in CBE initiatives and foster grassroots activities.

PILLAR: Bold Thought Leadership

Our varied and unique strengths make CBE a trusted leader on the most urgent issues facing humanity. Over the next 3-5 years, we will hone and showcase our collaborative skills by harnessing work toward a shared goal: to make progress on climate solutions, which we will achieve with these strategies:

Strategy BTL.1: Grow CBE Reputation as a Trusted Thought Leader

Increase the quality and relevance of CBE's work to tell the story of how we use sophisticated skills and nuanced concepts about systems and patterns to inspire bold thinking about the so-called "wicked" problems. Invite synergies and co-creative energy with partners, inside and outside academia.

Stewards: Associate Dean for Research Carrie Sturts Dossick; Assistant Dean for Research Jen Davison; Director for Marketing & Communications Erika Harris

Actions:

1. Track use and effectiveness of CBE's research portal in disseminating information to known audiences and reaching new audiences.

2. Track dissemination of teaching and research outcomes, especially those connected to the core goals of this Framework.

3. Conduct market research of prospective audiences and usage of platforms and outlets.

4. Develop a readiness plan for CBE pursuit of complex interdisciplinary research funds.

5. Develop and share stories about CBE work relevant to our goal of a just and beautiful world, and identify outlets to reach known and new audiences.

Strategy BTL.2: Advance Climate Solutions

Be known for providing a student experience that emphasizes collaborative skills to bridge between disciplines and for translating academic research to relevant practice applications. Integrate interdisciplinary expertise into teaching, curriculum, and pedagogy to advance the reach of our College and body of work, especially around climate solutions and EDI.

Stewards: Associate Dean for Academic Affairs Vikram Prakash; BE Curriculum Steering Committee

Actions:

1. Create a Climate Solutions Steering Committee (or alternative name TBD).

2. Host #CBEchronicles dialogues.

3. Explore and express the relationships among built environments, climate solutions, and the pursuit of equity, social justice, biological diversity, beauty, and delight (Vitruvius).

4. Work closely with current CBE professional advisory bodies to engage CBE alumni, industry, and advancement networks and organizations that share an interest in climate solutions for built environments.

5. Support CBE student, faculty, and staff actions in resilience and climate solutions. Highlight successful capstones, internships, public scholarship, and creative work.

6. Encourage student interest, experimentation, and career opportunity at the intersection of climate and the built environment.

7. Amplify UW's Sustainability Action Plan at the University of Washington for campus operations, existing buildings, new construction, and planning as a demonstration model for decarbonization and resilience, recognizing the campus as a living laboratory.

Strategy BTL.3: Foster Innovative Use of Technology

Foster a culture of accessible, explorative, ubiquitous use of technology within and outside the College in service to the urgent issues facing humanity, including climate change. Establish CBE as a leader located in a region and city known for technological innovation.

Stewards: Steering Committee for Technology; Assistant Dean for Advancement Alex Haslam; Associate Dean for Research Carrie Sturts Dossick facilitating for faculty/staff interest group

Actions:

1. Explore the need and potential role for a College-level steering committee for technology (or alternative name TBD) to advise on teaching and research initiatives and College technology infrastructure.

2. Model critical understanding and educate students for both knowledge and skill.

3. Remove barriers to technology use.

4. Create high level, mutually beneficial, strategic partnerships with firms and institutions.
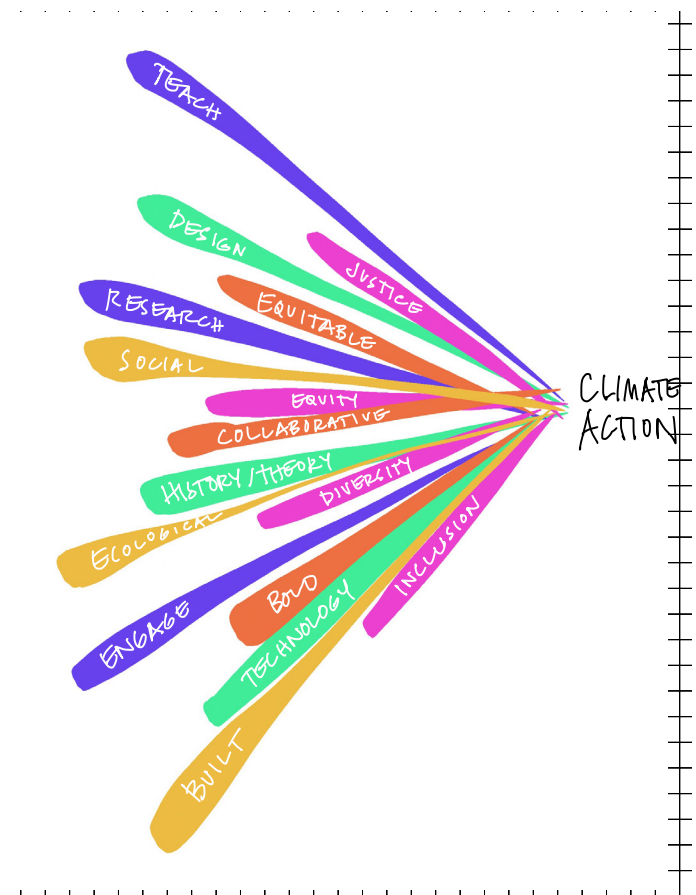
5. Create searchable repositories for student work that can be promoted to highlight progress on our College goals.

6. Create opportunities for cross-College, cross-University dialogue about technology, society, and the professions of the built environment, especially related to climate solutions.

Strategy BTL.4: Leverage CBE Humanities Expertise

Leverage CBE's unique strengths in humanities to contextualize, articulate, and challenge concepts of what constitutes just, responsible, and resilient built environments.

Stewards: Steering Committee for Humanities, Histories and Futures; Assistant Dean for Advancement Alex Haslam; Associate Dean for Academic Affairs Vikram Prakash facilitating for the faculty/staff interest group

Actions

1. Establish a College-level Steering Committee for Humanities, Histories and Futures (or alternative name TBD) to develop teaching and research initiatives.

2. Invest in our current humanities strengths, including connections to social science, relevant to climate solutions, prosperity, equity, and social justice. Connect CBE's humanities capabilities with the greatest needs of other UW colleges, local institutions, and community and industry partners.

3. Grow the College's financial base so that large humanities classes increase support for PhD students and graduate teaching assistants.

4. Publish and promote student work, especially work that advances the College's goals of a just and beautiful world.

5. Coordinate across the curriculum. Identify and integrate complementary courses and develop new College-wide courses that promote interdisciplinary discourse, interaction, and action in the humanities.

6. Develop national and international symposia, workshops, and other events to elevate CBE scholarship and research in humanities, histories, and futures, with a particular focus on climate solutions.

7. Collaborate with other institutions on forums that advance both CBE research and the causes of environmental resilience and social justice.

PILLAR: Equitable and Just Practices

By focusing on equitable and inclusive teaching, research, practice, and service, our work will seek to minimize and eradicate persistent disparities in the built environment to enhance prosperity, particularly of marginalized populations, by using these strategies internally and externally:

Strategy EJP.1: Cultivate an Inclusive CBE Culture (Internal Goal)

Cultivate and ensure an inclusive College identity, climate, and culture to welcome people from every identity regardless of age, race, gender identity, ability/disability, and ethnicity.

Stewards: Assistant Dean for HR/Finance Rachel Ward; Advisors' Council; chair of Staff Council; department chairs; body to be determined (Diversity Council, SJEDI Steering Committee, or other)

Actions:

1. Set goals for College student, staff, and faculty demographics to more closely reflect the racial diversity of the state and nation. Maintain success in meeting goals of gender diversity. Identify obstacles to recruiting, hiring, and retention of people who have non-dominant identities, such as BIPOC or people with different abilities.

2. Identify and limit the role of bias in student recruiting and admission, and in the recruiting and hiring of faculty and/or staff. Actively work with decision-making bodies at CBE and beyond to improve CBE diversity and evolve stronger regional and national structures.

3. Budget and plan for a cluster hire of faculty who are prepared to disrupt racial injustice and advance climate solutions through CBE teaching and research. Use inclusive and transparent processes to define these hiring goals.

Strategy EJP.2: Model and Embody Equity and Inclusion

Continue to improve, model, and embody values of equity and inclusion in College culture – internally and externally.

Stewards: Social Justice, Equity, Diversity, and Inclusion Steering Committee (SJEDI or alternative name); Dean Renee Cheng in support

Actions:

1. Create and support the CBE Social Justice, Equity, Diversity, and Inclusion Steering Committee (SJEDI or alternative name) to identify inclusion and equity strengths and begin addressing gaps in the College and in how the College works with partners.

2. Create a CBE SJEDI strategic plan and integrate it with ongoing efforts by departments and the Dean's Office; hire consultants as needed.

3. Define the goals for SJEDI and clarify relationships between justice/equity/diversity/inclusion, climate, and prosperity/well-being, recognizing the role of teaching, research, and practice in disrupting systems that have created and perpetuated injustices, disadvantages, marginalization, or prejudice in the built environment.

4. Create and support affinity groups that serve as safe environments for dialogue, advocacy, and grassroots engagement.

5. Continue to Invest in regular and timely group/individual training for faculty, staff, and students on JEDI topics.

6. Host #CBEchronicles dialogues, public lectures, and Hot Topics on diversity, equity, inclusion, and justice during the academic year.

7. Increase avenues for CBE to connect with leaders from communities historically underrepresented, marginalized, or excluded based on race, ethnicity, physical ability/disability, or gender identity.

8. Ensure that, regardless of title or position type, all faculty and staff feel welcome and connected. Specifically, improve transparency and clarity about the differences among faculty and staff position types and their terms/length of employment and steps for advancement.

Strategy EJP.3: Establish Inclusive Pedagogy

Establish teaching and curriculum guidelines to support multiple and diverse topics and voices in all CBE courses. Center and honor voices of historically underrepresented communities, and examine topics through a lens of justice.

Stewards: Associate Dean for Academic Affairs Vikram Prakash; Social Justice, Equity, Diversity, and Inclusion Steering Committee (SJEDI)

Actions:

1. Clarify and communicate that CBE understands that climate injustice and social injustice are interconnected and together pose the most urgent threats to society today.

2. Track baseline equity data and engagement for undergraduate and graduate programs, set regular and timely goals, and follow up to measure and report results.

3. Continue faculty and staff JEDI training specific to teaching/learning, develop measures of success that includes comparison of perceptions from students, recent graduates, and employers on the impact of pedogogy on student outcomes.

4. Evaluate, set goals, and measure progress for equity and inclusion in syllabi, classroom management, lecture content, and course assignments. Support faculty individually and as curricular groups to continually evolve as student expectations and disciplinary practices change over time.

Strategy EJP.4: Use Equity and Justice as a Research Lens

Consider equity and justice in defining research outcomes, processes, and approaches.

Stewards: Associate Dean for Research Carrie Sturts Dossick; Assistant Dean Jen Davison; Social Justice, Equity, Diversity, and Inclusion Steering Committee (SJEDI)

Actions:

1. Develop and regularly use definitions for inclusion, equity, diversity and justice that are specific about and sensitive to the differences across race, religion, ethnicity, ability/disability, gender identity, or disciplinary training.

2. Define SJEDI goals specifically for each context, so diversity does not become a euphemism read for example as race by one person and diversity of thought by another.

3. Value all forms of research and inquiry, especially those that CBE faculty is uniquely positioned to conduct including community based field ethnography, design research, humanities/histories/futures, and emergent methods.

4. Value and support the variety of research topics and approaches across the College portfolio.

5. Identify obstacles to access and inclusion in current research such as bias in some conventional research methods.

6. Ready CBE for research opportunities relevant to EDI grand challenges, especially those that intersect with climate solutions in the first 3-5 year period of this Framework.

RECAP OF PROCESS

This Strategic Framework is the result of a two-year collective process, with the most intensive work concentrated in the 2019-2020 academic year. The context evolved during the winter and summer of 2020 as an unprecedented convergence of events started with the COVID-19 pandemic, which resulted in a shift to remote learning and a budget crisis, and which continued with the killing of George Floyd which catalyzed increased awareness of racial injustice and heightened calls to embrace antiracism in education and the built environment. This elevated in the Framework the most urgent focus areas in the 2020 context: social and environmental justice, climate, and the health impact of the built environment. Even as this Framework focuses on these urgent themes, we acknowledge that other themes remain important, if less urgent.
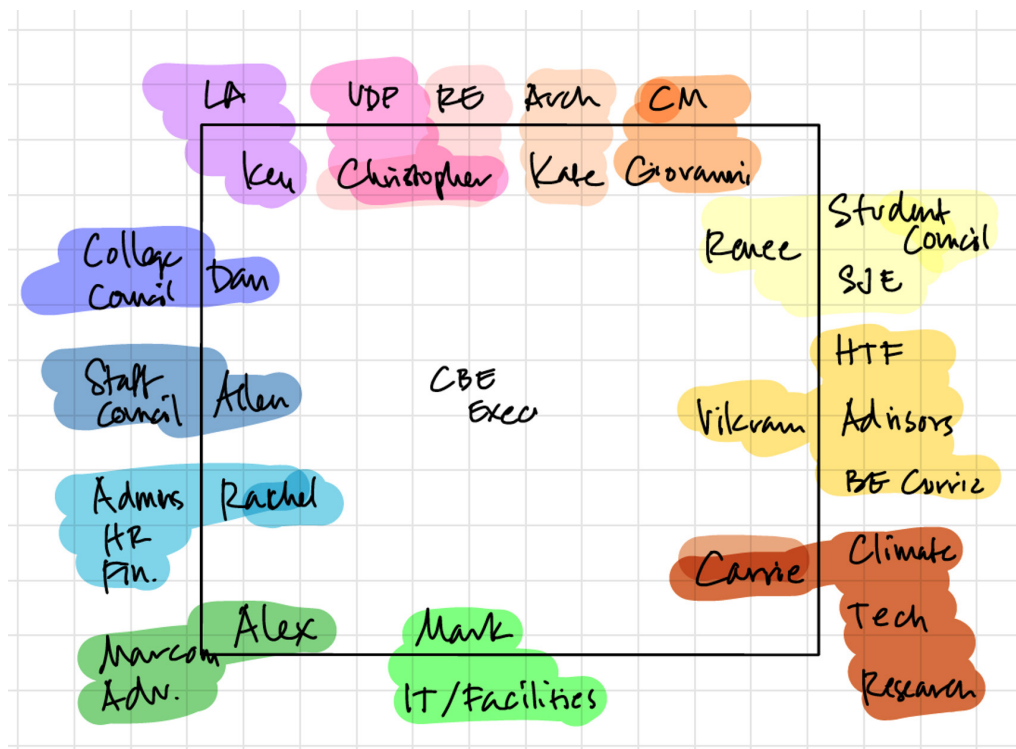
The strategic planning process began by gathering information about model plans and potential types of engagement. We convened a Planning Group to lay groundwork for the process and gather materials on previous CBE strategic efforts, which were later used as source material during the writing phase. The outcome of this stage was the development of a shared understanding of principles, process, and deliverables. Based on that work, this Strategic Plan committed to using **four process values: Inclusive, Collaborative, Transparent, and Equitable.**

The Planning Group was disbanded and a new group was formed to facilitate the planning process with the support of professional facilitators Ted Sive and Rico Quirindongo. A launch event in October 2019 led to the establishment of 11 Task Groups who gathered regularly over five months, each producing research, rationales, goals, strategies, action items, and indicators.

Periodically, the groups shared key elements of their work with each other and the broader

College community. Communication and engagement were extremely strong, with about 80% of the College faculty and staff participating.

The work then transitioned from Task Groups to the Writing Team and Review Team, during the rise of the pandemic and UW shift to remote work. Using remote tools, engagement remained robust with several town halls and other feedback forums on the April 2020 draft of the mission, vision, values, and general categories and preliminary themes. The May 2020 draft proposed a structure that evolved into the new structure presented in October 2020 incorporating extensive feedback from the Review Team and analysis from the Writing Team.

These resources are described and linked in the text above:

P3 group and principles
Strategic plan process guide
Source materials gathered from P3 including CBE unadopted 2012 plan
List of original 11 task groups including leads and FT liaisons
Roster of the FT
Hot Topics

WRITING TEAM METHODOLOGY

The Writing Team began with a content analysis of the Task Group products, collecting and aggregating similar goals, strategies, and actions. The Team completed two rounds of coding and sorted the goals and strategies into common areas. When the 11 Task Groups were assembled, the expectation was that groups' work would each span across pillars and areas as needed. For example, Student Experience Task Group work overlaps with EDI, Technology, Humanities, Interdisciplinary collaboration, Communication, Space + Time, and People. The Facilitation Team recognized that there are multiple interrelationships between Task Groups and referenced a "plaid" interwoven pattern between them. The interactive Action Map is a direct extension of this idea, where Task Group actions can be sorted by theme or tactical similarity.

Feedback on the April and May drafts helped identify where the rich nuances of the Task Group work were retained or lost. Over the summer, the Writing Team cross-referenced the Task Group deliverables with other sources of CBE planning (see linked documents listed below) to make sure the breadth and depth of work was captured and categorized. This process revealed how the organizational assessment in early 2019 and 2012 CBE draft plan complemented the Task Group work. It clarified that three pillars persistently arose when the CBE community considered its most important or unique contributions to society. These themes are presented in this Framework: Collaborative and Impactful; Equitable and Inclusive; and Bold Thought Leadership.

Additional sources used in drafting strategic plan:
iBE draft report and other materials
Research Strategic Plan draft
Organizational assessment -- *Erolin Solutions*
EDI report -- *Erolin Solutions*
Organizational analysis -- *Staff Council*
College Council memos from Spring 2020 on budget cuts using Strategic Plan values
CBE Forward memos

LANGUAGE

The following terms are used throughout this Framework.

1. **Pillars** – Pillars are organizing ideas that emerged from a holistic review of the Task Group work and other source material referenced above. The three overarching pillars of CBE work are Collaborative and Impactful; Equitable and Inclusive; and Bold Thought Leadership. While the pillars are related and complementary, this division into three large organizational areas created manageable strategies to structure our work in the next three years.

2. **Strategies** – Three to five strategies are listed under each theme, outlining the key elements of a three-to-five-year plan that will make measurable and accountable progress.

3. **Actions** – Actions proposed by Task Groups can be found on the Action Map, arranged so they can be sorted by themes, topics, and tactics. Specific actions listed under strategies come from a mix of sources, including those listed or linked above.

4. **Tactics** – Tactics cross between pillars and strategies. They are important bridges between strategies as well as linking multiple actions. These are not included in this text for numerous reasons and are expected to be fleshed out as part of the implementation phase.

5. **Framework** – The Framework is the basic structural organization of our strategies, actions, and tactics, leading to planning and implementation guidelines.

6. **Outcomes and Key Performance Indicators (KPIs)** – Each strategy lead will develop KPIs for measurable tracking and accountability. These are not listed in the plan as most require continued development. Some KPIs developed by the Task Groups have been recategorized as tactics or actions.

7. **Hot Topics** – Various topics have been identified as involving meaningful differences and productive conflict for our College. This has manifested in conflicting ideas about words' meanings, the impacts of topics on the College, and the value of concepts to the work of individuals, the department, or the College. We call these "Hot Topics." A regular series of discussion sessions will began in Autumn 2020. Entries for those topics will be added to this list when sessions are completed.

8. **Steward** – This person is typically a member of the dean, associate, and assistant dean team who tracks, supports, and is accountable for the success of the College in meeting the goals.

PLAN IMPLEMENTATION

The colliding crises of the COVID-19 pandemic, economic shifts, and increased awareness of social injustice created an unanticipated context to the strategic planning process. The CBE community urgently needed to articulate guiding principles and common values that could be referenced in the many decisions, changes, and investments of time and energy that had to be quickly implemented in 2020. Though not anticipated to be actively used and tested in its draft state, the May 2020 draft proved to be a robust and useful framework. For example, when including faculty and staff in early budget discussions, the College faculty and staff councils were able to adapt elements of the draft Strategic Framework as proposed principles to guide discussion on budget values. The reports from those sessions helped guide discussions and decisions over the summer, culminating in the CBE Forward memo on budget. All of the CBE Forward memos explicitly tie decisions on College changes to Strategic Plan principles and the base material developed by the Task Groups.

Moving into the academic year 20-21, we kept the planned schedule to bring the Strategic Plan to the College for discussion during the Autumn Quarter with the aspiration for adoption by the end of calendar year 2020. Conversations were held during All-College meetings (primarily for faculty and staff) and Hot Topic sessions were open to the broad CBE community. The review process was coordinated by Jamilah Williams, with functional groups and other reviewers providing feedback on this text as well as actions listed in the Action Map.

In the Themes, Strategies, and Goals section of the plan, individuals and groups are named as Stewards for specific strategies and actions. These individuals include CBE assistant and associate deans and directors who will serve as a CBE Forward team. The CBE Forward team will facilitate strategic initiatives and seed groups of faculty and staff to explore ways to implement plans and actions. Some faculty and staff groups are already existing functional groups, some will be ad-hoc, and others may be created as part of the CBE administrative structure. For example, groups could have responsibility for curriculum review and approval, teaching assistant recommendations for relevant coursework, or distribution of funds gained by tuition increases (tracked by Activity Based Budgeting or ABB).

The Action Map is a key tool that organizes and activates the richness of the task group materials into a conceptual "plaid" pattern of cross-linkages. This interactive framework clarifies interconnections between Task Groups and draws critical connections between actions and the larger organizational framework so resources and energy can be channeled and sequenced. One way to use this tool is to sort the various columns to see how any one action might fall into various themes, tactics, and topics.