

College of Built Environments Strategic Plan Progress Report Implementation update - January 2023

The College of Built Environments [collectively developed](#) and adopted a [strategic framework](#) in Spring 2021 and began implementation Autumn 2021. This update reflects our [key activities and progress](#) towards the accomplishment of the goals we set. **The strategic framework proposed 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.

We agreed to organize our efforts guided by three pillars or Collaboration, Bold Thought Leadership, Equitable and Just Practices, with targeted strategies and actions.



The following reports on five key areas that support the objectives of multiple pillars. Each report includes direct outcomes, indirect outcomes, and progress status

- Student Support
- Cohort Faculty Hire
- BE Commons
- Research Support
- Faculty and Staff Support

Increasing Student Support

Pillars: Equitable and Just Practices

Building on the foundation of excellence established by advisors throughout the college, we are developing and implementing programs that extend the arc of support for CBE students from recruitment of prospective students to job placement and transition to joining our alumni communities. Aligned with the priorities of the endowment that created the [John and Rosalind Jacobi Family Endowed Deanship in 2022](#), expanding student support in anticipation of more diverse student populations is a priority.

Direct Outcomes:

- Formalized support for student affinity groups. A two-part student affinity group mixer was launched as part of AY kick off for students to connect with one another based on shared affinity or identity. These events included an invitation for students to establish formal affinity groups in the college, with institutional support. This led to the creation of the Filipino-American Student affinity group organized entirely by students. Outcome made possible by partnership between Diversity Council and [CBE Office of Student Services](#).
- Launched the [CBE Mentor Program](#), a new college-wide mentoring program for graduates and undergraduates that matches students with professionals and alumni mentors in their fields. In its very first year, we had over 200 students from all five departments participating, and we were able to achieve a 100% placement rate. The program kicked off in fall with a welcome dinner featuring John Paul Jones, the renowned Native architect who designed the UW's [wələbʔaltx^w](#) Intellectual House.
- Expanded the success of the [Summer ASPIRE Program](#), a summer leadership and professional development program focused on housing and the real estate industry. Designed in collaboration with Windermere Real Estate, this program serves traditionally under-represented and housing-insecure students. From its inception with eight students, it has grown to eighteen. *CBE*

Aspire Fellows program is being developed. Building on the success of the Summer Aspire program, the fellows program will be a year-long program aimed at supporting students new to CBE. by providing academic mentoring, community, and professional development opportunities.

- Increased the number of firms and students in the ARC Program for graduate students. From its start with three students and five firms, this program now supports seven students per year in four departments by providing professional and academic mentorship, research experience, and financial assistance in seven firms.
- Established the CBE Student Council with representation from all college degree programs. The Council helps connect the student community and provides an important avenue of communication between students and college leadership.
- New and expanded student recruiting efforts at local and national levels to support the growth and increased diversity of the college.
- Later this quarter, new student data to track and report on recruitment & retention, college culture, and student success.
- This spring, new faculty and staff trainings on health and mental health and student conduct.
- Process underway to add a new mental health specialist who be available to CBE students in coordination with UW Hall Health, we expect this will meet some urgent needs for CBE students

Indirect outcomes:

- CBE Mentor program (indirect outcomes)
 - Recruiting of professionals offered new opportunities for alumni and friends to connect with CBE students
 - Strengthening ties with Professional Advisory Committees at the department level
 - Formalizing, tracking, and supporting the many informal mentoring activities that were already occurring
 - Built on success learned from launch of the Real Estate pilot mentoring program launched last year, demonstrating scalability and continuous improvement
- Overall increase in communication and coordination among programs that will particularly help students interested in interdisciplinary work.
- Centering student voices and improving pathways of communication

Progress:

Staffing is not complete and many programs are underway. We expect it will take another academic year to see results and refine programs.

Cohort hire of interdisciplinary tenure track faculty

Pillars: Collaboration; Bold Thought Leadership; Equitable and Just Practices

From the website announcement:

In pursuit of our vision for a more just and beautiful world, the College of Built Environments is implementing an important part of our strategic framework: growing our capacity for collaborative interdisciplinary work with the goal of advancing climate solutions. We are excited to announce the first wave of CBE's new faculty cohort! Each brings new strengths and perspectives and as a group, they have the potential to be an effective team who, together with the excellent faculty already at CBE, will accelerate the positive impact of our teaching, research, and engagement.

One of the most important steps in implementing the College of Built Environments strategic framework is growing our capacity for collaborative interdisciplinary work with the goal of advancing climate solutions which are at the heart of our vision for a more just and beautiful world. In the college, we invested in a search process to bring a cohort of faculty to add to our already collaborative culture. Over this academic year, we have invested time and energy in mapping out research and teaching opportunities that these new faculty could join or initiate and checking that our culture was as welcoming as possible. This led to understanding departmental priorities and areas of opportunity for promoting college-level strategic goals. The result was a wonderful dialogue leading to an unprecedented cohort hiring effort launched in the Autumn Quarter.

The search attracted applicants from a wide range of disciplinary backgrounds and demographic diversity along many dimensions, including race, gender, and ethnicity. There were strong themes of using big data and machine learning to develop tools and processes to address disparities in built environments impacts as well as addressing climate mitigation. We were encouraged by the response to the call, yet realize there is much work still to be done. We are committed to continuing this work next year with additional searches, considering tenure-track and teaching-track opportunities. The compelling vision for the cohort attracted positive responses from across the world for applicants and nominations. Closer to home at UW, the Provost recognizes the hard work to develop our goals and initiate this search and he congratulates us on our success. The strength of our alignment with UW priorities created synergies that brought funding from sources such as the UW Office of Provost, Office of Research, Office of Faculty Advancement, Clean Energy Institute, and the Escience Institute.

"The first of its kind for the College of Built Environments at the University of Washington, this faculty listing for an interdisciplinary cohort attracted applications from across the globe with a broad range of collaborative research and teaching interests. We are thrilled with the interest, and excited to welcome and support our new faculty who will continue to expand our capacity as we seek to develop opportunities for engaging and investing in our communities in an effort to build a more just and beautiful future."

– Ken Yocom, faculty lead for the cohort hire

Five faculty were able to start in Autumn 2022 and they participated in a new CBE-specific [onboarding process](#) developed by Gerri Williams, our HR Director. On-boarding at CBE complemented programs offered at the UW, departments, and nationally. It served to:

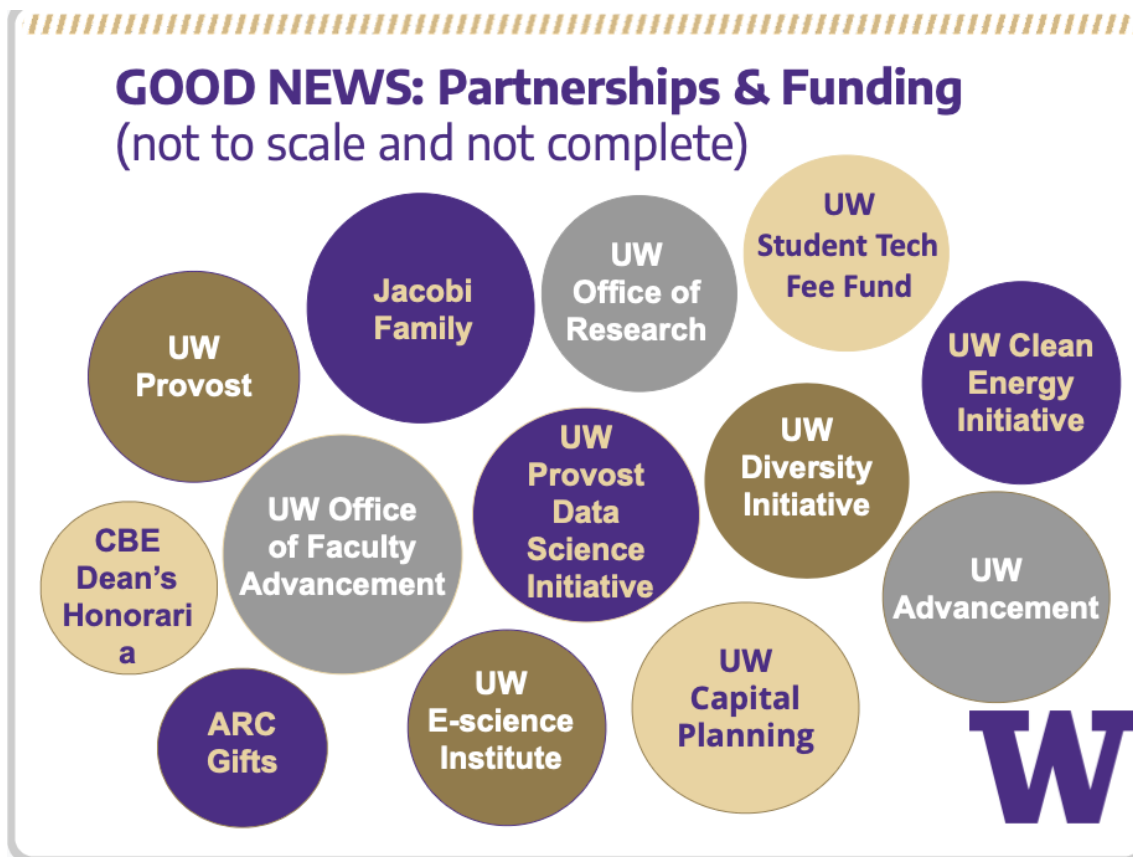
- orient new faculty to CBE culture, practices, and policies
- foster social and professional connections between incoming faculty
- Seed network for new faculty to connect to established CBE faculty inside and outside of their departments

Direct Outcome:

Six new tenure track faculty, one in each department and one joint appointment between the School of Public Health and Urban Design and Planning.

Indirect Outcomes:

- Increasing overall capacity for interdisciplinary work elevates existing strengths. The cohort faculty build on the momentum of long-standing faculty committed to interdisciplinary work, equity, and climate solutions. We have already seen positive results from building our capacity: in addition to research proposals underway, CBE's reputation around climate innovation is building. For example, at the recent set of "[Spark Talks](#)" sponsored by EarthLab, CBE represented almost 10% of the 105 submissions! In the Spark networking event it was clear that the interdisciplinary expertise of CBE's faculty was greatly valued by faculty from humanities or technology alike. The [CBE Office of Research](#) maturing processes is coinciding with expected increase of more complex, larger grants.
- Process attracted new and deepened connections with existing partners. Our cohort hire process was framed in ways that are relatively uncommon in academia, additionally it was very inclusive of disciplines outside our college. The search process attracted partners, some previously known and others that were new. The engagement ranged from in-kind contributions (access to databases, cloud computing, equipment), promises of future funding, and start-up funding. Many (but not all) of the sources identified in the following slide came through the cohort search and recruiting process. These partnerships benefit more than just the individual faculty members, but increase our profile for additional engagement as well as bringing in additional research funding that supports our students.



Slide from All College Meeting Oct 05, 2022 describing funding investments and partnerships that are relatively new to CBE. Most but not all were attracted during the cohort search process.

Progress:

Cohort hire complete, additional searches ongoing for teaching assistant professors more specific to their departments. Continuing to track potential for another wave of interdisciplinary cohort hiring. Progress on goals that CBE faculty demographic diversity more closely reflects student diversity.

BE Commons

Pillars: Collaboration, Bold Thought Leadership

The BE commons working group convened in Autumn 2021 to examine and advance interdisciplinary courses - including large BE lecture courses, BE studios, and large departmental classes open to multiple majors. This working group was renewed in Autumn 2022. Curricular proposals that came out of the group in Spring 2022 were delayed by questions around process to approve as well as requests for more clarification of financial impact and division of potential revenue and risk.

Here is the charge to the 2022-2023 group:

We believe that the most pressing societal problems related to built environments can only be addressed with interdisciplinary teaching, research, and engagement. To prepare graduates who can have a positive impact on wicked problems, the curriculum must teach the intercultural skills we believe are necessary and

offer opportunities for interdisciplinary collaboration that are truly transformative, not simply working in parallel. Therefore, the Strategic Framework is organized around three primary pillars: collaboration and impact, bold thought leadership, and equitable and just practices. It is our intention to prepare students with the methods and skills applicable to engage in any number of contemporary challenges with the hope that through small steps they can affect massive change. CBE can build on its strengths as a college with disciplines that cover the full spectrum of built environment expertise, one that values thought processes ranging from design thinking to logistics, and tools as varied as databases and freehand drawings.

The specific charge of this group is:

- 1. Identify new or revised current course(s) most likely to advance BE curriculum goals and/or generate revenue for future curriculum/faculty investment. These courses should be focused externally as lower level undergraduate introductory courses (100- or 200-level). Care should be taken to coordinate with department chairs, advisors, faculty for any new courses that have potential overlap with existing courses or for changes proposed that would expand enrollment for current courses.*
- 2. Ready new course(s) for enrollment for the academic year 2023-24*
 - a. Articulate overall course needs, expected format, level, and place in existing and future sequence*
 - b. Work with Department chairs to identify potential faculty to write syllabi*
 - c. Work with Associate Dean Vikram Prakash and College Council on path for review and approval*
 - d. Get feedback on (a) from advisors, student council members and others who may have knowledge of student interest and schedules*
- 3. Streamline and formalize path for current BE studio and seminar offerings*
 - a. Determine optimal number and timing of offerings based on current enrollment and departmental needs/opportunities*
 - b. Identify planning horizons, annual critical decision points*
 - c. Design and document workflow of call for proposals, review, and decisions and propose a staffing plan*
 - d. Implement workflow for offerings starting academic year 2023-24*
 - e. Work with CBE communications and departments on documentation of BE course announcements externally and internally*
- 4. Identify longer term opportunities for expanding BE studios, lectures and seminars*
 - a. Specify conditions that will assist in determining success*
 - b. Work with individual departments to determine interest and need*
 - c. Describe scenarios, pros and cons of expanding*
 - d. Develop a timeline and maturity plan for implementing these courses.*

Direct Outcomes:

- BE Commons group created to identify new or revised current course(s) most likely to advance BE curriculum goals and/or generate revenue for future curriculum/faculty investment.
 - Identification of UW undergraduate service course needs relevant to CBE topics almost complete

- Working relationships with Engineering and iSchool (two fastest growing undergraduate programs) developed which helps identify potential market need for large CBE classes
- Process of interdisciplinary curriculum development and approval in progress. Motion for a [new CBE curricular policy](#) written by the then Chair of the College Curriculum Committee, did not pass a faculty vote in June 2022. Dialogue with the College Council and current College Curriculum Committee on the structure and flow of the approval process continues.

Indirect Outcomes:

- BE interdisciplinary graduate studios continue to have participation by faculty and students from multiple departments. Recent studios have positive engagement and impact on BIPOC communities and are advancing relationships that sustain multiple year efforts. We continue to track process improvement for identifying and supporting students and faculty, timelines for decisions, and coordination across programs.
- New large service courses would provide economic basis for new BE PhD students and bring additional revenue that can support investment in additional small and medium sized interdisciplinary courses

Progress status:

- Incomplete

Space planning and visionary programming

Pillars: Collaboration, Equitable and Just Practices, Bold Thought/Climate

As a college that values the connection between the built environments and culture, we are well positioned to explore how our own CBE spaces (Gould Hall, Architecture Hall, Community Design Center, and Construction Education and Research Center -CERC space at Sandpoint) support and embody our strategic goals. This analysis advances work in all three strategic pillars:

Collaboration

One of the three strategic pillars of CBE is collaboration. CBE believes that preparing our students for future practice requires developing knowledge of allied professions. Additionally, addressing the 'grand' challenges of our times, such as climate change and EDI, requires cross disciplinary approaches. In service of this goal, CBE would like to study how to reconfigure our spaces to promote additional collaboration. With information from surveys and workshops, we can better understand current obstacles and what could change if spaces were used differently.

Bold Thought Leadership/Climate solutions

Our analysis will include the study and use of systems and materials that are resilient and promote health. This analysis will look at ideas that offer long term future-proofing of the university, provide a model for faculty, staff and students spaces to thrive in work, learning, research. CBE is the ideal size for a pilot and

has an ideal range of program space types (making space, lecture, seminar, collaboration, humanities, STEM) to explore models for the university.

Equitable and Just Practices

Another pillar in the CBE Strategic Plan is using and modeling equitable and just practices in the built environment. The process we use to conduct our analysis needs to respect the power differentials in academia so that input is candid and goals are well understood. The discussions about space are equally about culture, especially in a college like ours where spatial literacy is high. We expect the analysis and output of this study to foreground the opportunity to create an environment where all people feel a sense of belonging and welcome, recognizing that academic spaces are historically hierarchical and emphasize power differentials and differences based on status and identity.

Project Goals

Develop a visionary space use program and roadmap for the next 1 – 30 years that:



Project goals diagram by KT has been evolving based on feedback from faculty, staff, and student workshops, as well as discussions in project advisory committee and project working teams

Because CBE’s goals have strong overlap with UW goals around innovation and equity, we were able to secure Provost funding for conducting this analysis with an outside consultant. Using UW’s 2020 short list of firms selected to do programming analysis, we awarded the CBE project to [KieranTimberlake](#) (KT). This was announced in May 2022. Since it was very close to the end of the academic year, we did not start gathering basic building documentation and designing an engagement process until late summer 2022.

From the UW selection process:

University of Washington sees an opportunity to envision future academic places and spaces that reflect and foster our commitment to celebrating place. We believe that our community is at its best when collaboration is supported and a sense of belonging is fostered at many dimensions, including our offices,

classrooms, and other spaces. This moment in time is ideal for re-envisioning academic work and learning spaces since the global COVID pandemic prompted the use of innovative technologies and practices and increased attention to the social justice movement has sharpened our focus on how places and spaces advance our Diversity Blueprint, new text with that focus is currently in draft state. As we return to campus, UWF is seeking means of increasing efficiency in our use of space to improve the student and employee experience, enhance productivity, and promote cultural relationships, while also modeling equitable and just practices in the built environment.

December 2022 update: the [Diversity Blueprint](#) referenced above has been revised and one of the new goals is specific to place and space. (Goal 5: Develop place-based education and engagement to advance access, inclusion, and equity.)

During Autumn, KT reviewed building documentation, conducted a space inventory and held workshops, surveys, and small group discussions. Their goal was to gather information about current building uses as well as specific hopes, wishes, and future needs.

Direct Outcomes:

- [Kieran Timberlake](#) hired with support of provost funds
- [Workshops and surveys](#) provide for discussion among faculty, staff students
- [Analysis and data](#) on energy performance of CBE buildings
- [CBE students participated in a focus group about student belonging](#), run by [Dr. Karen Thomas-Brown](#), the diversity lead for the College of Engineering. She expanded the methodology used in her work with KT on the College of Engineering Interdisciplinary Engineering Building currently under construction.

Indirect outcomes:

- [CBE seen as adding to UWF and national dialogue](#) on creation of academic work and learning spaces of the future, particularly in making progress towards increasing student belonging
- [New partnership with College of Engineering](#), complementing their work on measuring student belonging, adding to university data about students' perception of space.

Progress:

Expected KT phase to wrap by early March or sooner. CBE will need next steps to identify immediate design/build projects as well as build the case for funding from philanthropy and other sources.

Increasing Research Support

Pillars: Collaboration, Bold Thought/Climate

The word “research” is woven throughout the strategic framework. Investment in research is an obvious way to advance our strategic goals. CBE Office of Research supports, connects, elevates, and accelerates research across the College of Built Environments. In academic year (AY) 2021-2, we launched an effort to share an annual report highlighting (1) the college’s research productivity, outcomes, and impacts; (2) the needs of the CBE research community; and (3) the efforts of this office and how they helped us to make progress on our goals. CBE-OR’s inaugural Annual Report, 2021-22, and their current work plan is available to download on [their site](#).

CBE funding in support of research related activities for calendar year 2021 totalled over \$4M. In 2021 CBE researchers submitted 31 proposals; in the same time-span, 11 grants were awarded to CBE PIs. The CBE research community published over 100 articles, reviews, books and book chapters in 2021.

Helping dissemination and interconnection among researchers, the CBE Research Portal is a searchable database. Amplifying its impact is the Research Portal Publications Project - a novel process for gathering over a decade of journal publications across the College of Built Environments and celebrating that collection in a visual way on the college's website.

Direct Outcomes:

- [The CBE Research Portal](#) highlights the interconnected and diverse portfolio of CBE scholarly activities.
 - Publications project
- [Listening sessions](#) to hear about research needs and build community
 - Students
 - Research Staff
 - Faculty
 - Specific areas of expertise
 - Communities of practice identified in the strategic framework (Climate Solutions, History Humanities and Futures, Technology)
- [Trainings](#) on grant writing, identifying grant sources, specific grant strategies based on funding sources
- [Funding](#)
 - 4 internal grant cycles in AY 2021-2: the [CBE Inspire Fund](#); the Johnston-Hastings Research Publication Award; the Johnston-Hastings Research Travel Award; and, launched in spring 2022, the [CBE Research Restart](#) Fund.
 - Matching funds for Population Health Grants

Indirect Outcomes:

- First report CBE-OR is a baseline to build future evaluation and reporting efforts
- Strategic action plan sets collective goals
- CBE infrastructure and policies
 - Builds consistency and efficiency
 - Clarity makes research support more accessible to more people
 - Builds dialogue on shared practices among individuals, centers, and labs
- Building and expanding CBE's network within UW. New or deeper relationships with UW's Federal Relations, President's Office, Office of Research, and Office of Global Affairs; City of Seattle's Office of Planning and Community Development, CoMotion, Clean Tech Alliance, GIX, MIC, and the Clean Energy Institute.
- Largest grant ever given by Bullitt Foundation to Urban@UW [[LINK to info](#)]
- Largest grant in the history of CBE awarded to Carbon Leadership Forum [[LINK to info](#)]

Progress:

Completion of several key infrastructure elements (policies, training, guidance documents, and research portal) and development of baseline research impact measures together allow for ongoing tracking and more strategic investments.

Increasing Faculty and Staff Support

Pillars: Collaboration, Equitable and Just Practices

Faculty and staff at CBE are a vital resource. The more they are supported, the more likely they will feel they are a valuable part of the College. This greater sense of belonging can free up energy and inspiration so that faculty and staff will be better able to engage innovative and collaborative solutions towards the ambitious goals of a just and beautiful world. The following are several small and large activities that form a base of support for many faculty and staff, particularly those working on strategic initiatives.

Direct Outcomes:

- Creation of the CBE faculty LEADS program, a twelve month leadership development with optional projects that advance strategic goals
- Staff Council initiative to create a subject matter expert network, where individual staff are known as resources, for example student hiring, processing visas, etc.
- Re-evaluated key financial and HR responsibilities to determine which tasks are best done by Dean's Office and which in the departments

- [CBE Diversity Council](#) re-launched with cross-departmental faculty, staff, and student representation working collaboratively to define/shift CBE culture toward a more supportive and inclusive environment that centers social justice and equity
- Salary market adjustments for staff and faculty, this is first year multiple year analysis and developing criteria, data gathering, and decision processes.

Indirect Outcomes:

- New [LEADS](#) program develops future leaders in the college who have a deeper understanding of how college values guide decision making
- Sharing effective practices among staff will reduce inefficiencies, allow for better communication of how UW-level changes impact the college
- Diversity Council EDI Strategic Plan will include areas of focus and goals impacting faculty, staff, and students and help define needs for potential Diversity Lead person in the Dean's Office
- Diversity Council advocacy for student compensation for substantive service roles is now a model for CBE
- Salary market adjustments process piloted but more work is needed to develop robust decision-making aligned with strategic values

Progress:

Increasing faculty and staff support is a continuous process. Several of the programs and changes mentioned are under way and we hope will contribute to higher levels of engagement by faculty and staff. CBE fiscal transparency has been slow to make progress since we are at a historic point in time where UW financial systems shift to a new platform for the first time since the mid 1970's. Over the next two years, more data will be available to support transparency and planning.