



COLLEGE OF BUILT ENVIRONMENTS  
UNIVERSITY *of* WASHINGTON

# DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN

SEPTEMBER 2023



Photo by Amy Balala

# CBE Equity, Diversity & Inclusion Strategic Plan 2023

## Acknowledgements

The Diversity Council co-chairs wish to extend our heartfelt thanks to every member of the [CBE Diversity Council](#) for their leadership and commitment to advancing equity, justice and inclusion in the college.

### Current Representatives - 2022-23

Laura Barrera, co-chair	Mingrui (Ray) Jia
Lynne Manzo, co-chair	Donald King
Dana Austin Bass	Claudine Manio
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Branden Born	Carrie Sturts Dossick
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Kat Golladay	Kana Takagi
Megan Herzog	Vince Wang
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### Past Representatives - 2021-22

We also wish to acknowledge Diversity Council members who served last year:

Jen Davison	Jenner Johnson
Even Gebru	Maimoona Rahim

Many thanks to the EDI Strategic Plan Review Committee for their thoughtful feedback in earlier versions of this Plan. Review Committee members are CBE alumni, faculty, staff, past DC student rep, and Professional Advisory Council members that are representative of all CBE disciplines.

- Diane Sugimura - Runstad Advisory Board (RE PAC), EDI Committee member for RE, UDP Alumnus
- Jake Minden - MLA Alum, LA PAC, Mithun, previously served on EDI Task Force for LA dept
- Kabri Lehrman-Schmid - Construction Industry Advisory Council (CM PAC), EDI Committee member for CM, Hensel Phelps, CM superintendent
- Jamilah Williams - CBE Assistant Director of Marketing & Communications, Member of University Advancement Equity Council
- Maimoona Rahim - Master of Urban Planning student, previously student representative on the CBE Diversity Council
- Manish Chalana - Associate Professor in the Department of Urban Design & Planning, founded & Chaired the UDP EDI Committee & serves on numerous EDI leadership roles
- Emilia Cabeza de Baca - MArch Alum, Third Place Design Co-operative, Associate Architect & Board President leading implementation of the NOMA Call-to-Action

We also wish to acknowledge the numerous consultants and facilitators who supported the Diversity Council and/or co-chairs in this process: Dr. Anu Taranath, Julius Erolin, and Rickey Hall.

## Foreword

### Dean's Foreword

We often consider built environments to be *shaped* by socio-economic forces, evident in the location of parks or maps of transportation networks. We can trace the historical patterns of development of buildings and neighborhoods based on financial policies and demographics. We have seen built environments positively impact individuals and society through access to light, air, and beauty, we have also noted the negative impacts of perpetuating injustice, exclusion or both. However, the built environment is not merely a reflection of past values, it can also be a *driver* for aspirational change. It has the power to change historical patterns, demonstrate new uses of space, and new concepts of place that are meaningful to a broad range of diverse points of view.

At this moment, climate change and socio-economic disparities urgently need the attention of those who are invested in the built environment. Colleges like ours will be effective when our practices are aligned with our goals. For example, how we educate our students and how we work with community and other stakeholders should be consistent with equitable practices that we model internally amongst our faculty and staff. This EDI Strategic Plan is an important step in the process of identifying goals and finding ways to collectively take action. I'm grateful to the many folks who contributed to its creation and deeply appreciate the many more who will put words into action in the months and years to come.

Renee Cheng, FAIA, DPACSA, NOMA

John and Rosalind Jacobi Family Endowed Dean of the College of Built Environments

## **CBE Diversity Council Foreword**

The primary authors of this document are the [CBE Diversity Council](#). We are the only college-wide council made up of faculty, staff, and students that represent all academic disciplines and numerous departmental offices of the CBE. Outside of this foreword, the use of “we” and “our” generally refers to the college community as a whole.

The mission of the CBE Diversity Council is to guide the College in matters of social justice, diversity, equity and inclusion, to offer support and resources to students, staff and faculty around those issues, and to foster a supportive and inclusive environment in which all members of the college community can thrive.

### **CBE Diversity Council Vision for the College**

We envision a more equitable and diverse<sup>1</sup> College of Built Environments that acknowledges historical and present-day institutional racism and various forms of oppression, while centering justice, inclusivity, access, and collaboration to build a culture of trust where people are accepted, and valued as part of the CBE community.

Our goals are to create a diverse and supportive work and learning environment for all CBE community members. We seek to do this by supporting the five departments and research labs and centers within the college in their efforts to address justice, equity, diversity and inclusion in the delivery of their educational and research programs.

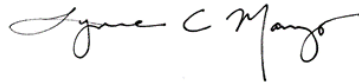
You can learn more about the [CBE Diversity Council by visiting this webpage](#).

### **Development of EDI Strategic Plan**

The CBE Diversity Council spearheaded the development of this EDI Strategic Plan, a process that began in 2021 with a series of dialogues<sup>2</sup> among the Council to determine goals and priorities to move EDI work forward in the CBE community. These conversations later gave rise to working groups among the Diversity Council focusing on strategic areas. Together the DC, in these working groups and as a whole, created an initial draft of this plan. We then established an interdisciplinary Review Committee (see acknowledgements) to provide feedback on the initial draft. This resulted in a revised draft of the Strategic Plan that will be presented to all students, faculty and staff for a 3-week public comment period in the Spring of 2023. After this time, the EDI Strategic Plan will be finalized and implemented.



Laura V. Barrera



Lynne C. Manzo

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<sup>1</sup> For a full definition of “diversity” please see page 4, “Core Values Defined”

<sup>2</sup> See [miro board](#) documenting these conversations.

## Introduction

A Strategic Plan is an organizational management tool that sets priorities, focuses energy and resources, strengthens operations, ensures that administration and other stakeholders are working toward common goals. It also establishes agreement around intended outcomes/results, and assesses and adjusts the organization’s direction in response to a changing environment. When it comes to strategic planning around equity, diversity, & inclusion strategic planning, there is often an added layer of shifting culture that must be imbued throughout the plan.

This Strategic Plan for the College of Built Environments is a focused document that delves more deeply into the specifics of “equitable and just practices” that are identified as a key pillar in the current CBE Strategic Framework. This EDI Strategic Plan is designed to help the college center equity, diversity, and inclusion in all that we do. It is intended for all current and future students, faculty, and staff of the CBE. As you read through this plan, consider how you are impacted as a stakeholder and how you can be a steward in carrying this work forward in the college.

## Overview and Context

In this section, the EDI Strategic Plan is contextualized within the broader CBE Strategic Framework as well as the University-wide context, particularly the UW Diversity Blueprint.

### College Context

The [CBE Strategic Framework](#), released in 2021, is guided by three pillars: (1) collaboration and impact; (2) bold thought leadership; and (3) equitable and just practices.

#### CBE IS GUIDED BY THREE PILLARS



In the CBE Strategic Framework, the pillar of equitable and just practices is summarized in this way:

*“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.”*

This more specific EDI Strategic Plan, spearheaded by the CBE Diversity Council, is meant to expand on the strategic mission and vision of the broader CBE Strategic Framework in regard to the third pillar. It expounds on the College’s core values in relation to equity, justice, diversity and inclusion to address the need to center issues of social justice and equity more firmly within the College.

## University Context

In 2021, the UW [Office of Minority Affairs and Diversity](#) released an updated version of the Diversity Blueprint. [This new 2022-2026 Blueprint](#) outlines a set of high-level, aspirational goals for the UW tri-campus community and now includes a new goal (#5) of place-based education. The current goals of the UW Diversity Blueprint are:

1. Cultivate an accessible, inclusive and equitable climate
2. Attract, retain and graduate a diverse and excellent student body
3. Attract and retain diverse academic personnel
4. Attract and retain diverse staff
5. Develop place-based education and engagement to advance access, inclusion and equity
6. Improve accountability at all levels

Goal #5 regarding **place-based education** highlights the need for the University to provide all members with “opportunities to better understand the environments in which their learning and work lives take place.” Providing opportunities to better understand and shape our surroundings is the very essence of our College. This goal recognizes that place - and, we would add, the built environment professions of the College - have a fundamental role to play in the advancement of equity, justice and inclusion because the disciplines we represent shape the built environment. Therefore, the College of Built Environments’ EDI Strategic Plan seeks to reinforce the broader goals for equity, diversity and inclusion at the UW and find ways for CBE to achieve greater leadership in this area.

## Rationale of this Plan

This EDI Strategic Plan is created to support the [College of Built Environments \(CBE\) mission, vision and core values](#) particularly in the areas of equity, diversity, and inclusion (EDI). The Plan articulates our aspirations and commitment to greater equity, diversity and inclusion within CBE. This document represents the first college-wide effort of this kind, and we intend for it to provide a roadmap to further express our values around justice, equity and inclusion. This EDI Strategic Plan is a living document that should be revisited every 3 years and updated in response to evolving contexts knowing that expectations and concerns will shift over time. Our recommendation is for the CBE Diversity Council to conduct biennial progress reports, starting in 2024, to evaluate the progress made towards achieving the objectives and action items delineated in this document and share with the college community.<sup>3</sup>

To achieve a just and equitable future, we as a college must confront and take responsibility for the continuing legacies of historical inequities. The University-wide effort in this regard is laid out in the [UW Diversity Blueprint](#) - a vision document that aspires, among other goals, to further place-based education and engagement to advance access, inclusion and equity. The UW Diversity Blueprint specifically notes that “we **must** rigorously explore the histories of racial, ethnic, and other forms of exclusion and actively engage their histories (emphasis ours).” By extension, CBE must also acknowledge the histories and

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<sup>3</sup> We anticipate that all offices and departments within the college will provide updates on their EDI-related work and accomplishments over the course of the report period and that they will work with relevant Diversity Council representatives to provide these reports.

contemporary practices of oppression in our disciplines and industries.<sup>4</sup> Our disciplines have played a role, whether intentional or not, in perpetuating inequalities within the built environment. We must have the courage to call out past and ongoing prejudices, and take honest and sincere action to disrupt the status quo. It's crucial that we make genuine efforts to recognize and dismantle these inequities that still shape our built environments.

To reposition our “placemaking” profession through a social justice lens, we need to demand and develop fresh approaches to our engagement with the built environments, particularly with the communities that inhabit it. CBE must learn from existing best practices and devise new ones to diverge from practices that center whiteness in the built environment. This work is urgent, particularly in the context of climate change and the pursuit of sustainability, which has social, economic and environmental dimensions.<sup>5</sup> We see EDI work as the foundation of all disciplines within CBE, and it must be integrated into our practices and preparing the next generation of professionals who would shape more equitable built environments.

## Guiding Principles of this EDI Strategic Plan<sup>6</sup>

With this EDI Strategic Plan the College also further articulates several principles of inclusion which it continues to strive to enact in practice. They all focus on **People, Capacity, and Culture**:

- We affirm the inherent dignity of each individual and group.
- We acknowledge that group differences are socially, culturally, and historically constructed and hierarchically arranged, resulting in an inequitable distribution of resources among groups. This construction and distribution can be changed and we commit to changing it.
- We affirm our commitment to address difference, privilege and power within the College. We will address privilege and power using anti-racist and anti-oppression strategies through ongoing education, open dialogue, skill building, challenging the status quo, and accountability to all underrepresented minoritized groups,<sup>7</sup> particularly BIPOC.
- We affirm our commitment to attract, recruit, develop, and retain talented, engaged people with diverse experiences, backgrounds and perspectives that reflect the local and global communities we serve and work alongside.

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<sup>4</sup> These historical and contemporary practices of oppression include, but are not limited to: settler colonial genocide and dispossession as foundation for colonial cities; redlining; erasure and expulsion through urban regeneration efforts; exclusive hiring and advancement practices; privileging anglo-centric curricula, pedagogy and forms of learning; and disproportionate distribution of environmental harms in communities of color.

<sup>5</sup> Strategic Imperatives. (1987). [Our Common Future: Report of the World Commission on Environment and Development](#). Accessed April 25, 2023.

<sup>6</sup> This set of principles is drawn from the UW School of Nursing webpage on Diversity, Equity, and Inclusion under their principle of inclusion.

<sup>7</sup> There is currently an ongoing debate among EDI scholars and activists around the use of “BIPOC.” For some, historical racism in the US demands the specific calling out of the impacts on and consideration of Black and Indigenous people of color, However, others argue that the use of BIPOC erases other forms of discrimination (source: <https://www.vox.com/2020/6/30/21300294/bipoc-what-does-it-mean-critical-race-linguistics-jonathan-rosa-deandra-miles-hercules>)

- We affirm our commitment to work toward building an inclusive and equitable community & culture for all students, staff, faculty and community members. This means a place where all college members feel welcome and have a role, regardless of background and identity.
- We affirm our commitment to develop and support structures, systems, practices and skills that embed EDI in the College's ways of working.

## Core Values

A fundamental purpose of the College of Built Environments is to create a more just world by educating students in the built environment professions to advance equitable and inclusive practices. A central activity to support this goal is adequate preparation to interact with people from all cultures, lifeways, and abilities. This requires that the built environment professions be responsive to, explicitly value, and incorporate a wide variety of perspectives and experiences in their work. This open and flexible approach is based on respect for all cultures and communities; examination of our own perspectives, biases, and socialization; and the ability to examine and adjust our own perspectives, beliefs and behaviors.

We are committed to addressing and working toward eliminating all forms of oppression resulting from socially and culturally constructed differences. This includes race, ethnicity, sex, gender identity and expression, sexual orientation, socioeconomic status, language, age, physical characteristics, disability, pregnancy, veteran status, country of origin, citizenship, religious or political beliefs, and military status as well as those from communities that have been disproportionately affected by environmental harms.

## Core Values Defined

The core values of this Strategic Plan are social justice, diversity, equity, inclusion and belonging (see Table below). We are guided by these values and an ethic based on treating one another with dignity and respect as fellow members of society. These values must be infused into all aspects and functions of the College. This document is an effort to expound on ways in which we can begin to accomplish that.

Core Values	Working Definition
Social Justice	Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.* It is not only about the fair distribution of opportunities and privileges (distributive justice) but about equity, fairness and care around the processes in which our work is carried out (procedural justice).



Diversity	Diversity is about the ways in which people differ. It encompasses all the characteristics that make an individual or group different from another. It includes diversity according to race, ethnicity, gender identity & expression, sexual orientation, marital/family status, physical ability, socio-economic class, education, age, religion, place of origin, language, neurological difference, size/appearance and a variety of different ways of thinking and being in the world. <sup>§</sup> The CBE Diversity Council seeks to recognize, embrace and honor this diversity within the college.
Equity	Equity is a part of social justice. It is distinct from equality in that it seeks to address previous imbalances in power and inclusion, and to acknowledge past harms. It is the “just and fair inclusion into a society in which all can participate, prosper, and reach their full potential.” It means unlocking the promise of the larger community/society by unleashing the promise in us all. <sup>⊗</sup>
Inclusion	Inclusion means to bring historically excluded individuals and/or minoritized groups into processes, activities and decision-policymaking authentically - that is, in a way that enables an equitable sharing of power and resources <sup>§</sup> and fosters a sense of belonging.
Belonging	Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group. <sup>x</sup> People can ‘belong’ in many different ways and to many different objects and places; “belonging can be an act of self identification or identification by others, in a stable, contested or transient way. It is a dynamic process influenced by power relations.” <sup>♦</sup>

\* Source: National Association of Social Workers

§ Source: Adapted from [www.racialequitytools.org/glossary](http://www.racialequitytools.org/glossary)

⊗ Source: PolicyLink

x Source: [Sense of Belonging | Cornell University Diversity and Inclusion](#)

♦ Source: Yuval-Davis (2006). Belonging and the politics of belonging. *Patterns of Prejudice* 40(3), 197-209.

## Strategic Areas and Goals

The strategic areas in this EDI plan are aligned with the four broader goals outlined in the CBE Strategic Framework under the “Equitable and Just Practices” pillar. The four broader goals listed in that Strategic Framework are:

1. cultivate an inclusive CBE culture;
2. model and embody equity and inclusion;
3. establish inclusive pedagogy; and
4. use equity as a research lens.

Considering the four broader goals of the College’s Strategic Framework, we organized our efforts in 7 Strategic Areas for the advancement of EDI work in the college. These areas form the organization of the remainder of this EDI Strategic Plan : **(1) support for affinity groups; (2) communications; (3) events & public lectures; (4) recruitment and retention; (5) training & resources; (6) curriculum; and (7) community outreach.** The following section outlines what actions we need to take across these areas. It also identifies key responsible parties in collaborating on this work.

Table 1. The intersection of the CBE Strategic Framework goals of the Equitable & just Practices Pillar with the Seven Strategic Areas in this EDI Strategic Plan

### CBE EDI Strategic Areas

**Justice and Equity Pillar Goals**

	Support for Affinity Groups	Communications	Events & Public Lectures	Recruitment & Retention	Training & Resources	Curriculum	Community Outreach
Cultivate an inclusive CBE culture	X	X	X	X	X		X
Model & embody equity & inclusion	X	X	X	X	X	X	X
Establish Inclusive pedagogy		X	X		X	X	X
Use equity as a research lens				X			X

In the following “Strategic Goals and Objectives” section, each of the seven strategic areas identified above are depicted in a table outlining the goals, impacts, action items, and needs, as well as key stewards and stakeholders for each strategic area. Each table also highlights how the strategic area aligns with the “Just and Equitable Practices” goals of the CBE Strategic Framework.

## Strategic Areas - Goals and Objectives

<p><b>Strategic Area:</b> Support for Affinity Groups</p>
<p><b>Aspirational Goal:</b> Facilitate the creation of self-sustaining affinity groups to support underrepresented and underserved identities of students in CBE, and assist with facilitation of events when appropriate or needed.</p>
<p><b>Impacts:</b></p> <p>Student-to-student networks would provide support systems for underrepresented students with shared identities. Such groups have potential for collective care in the community, could aid in student retention and be a recruitment tool. Affinity groups could be a way to mobilize the student body when needed with affinity groups being key avenues of communication for students. Affinity groups exist for the collective care of students. Their scope of activities should be mainly self-determined. On some occasions the Diversity Council or Office of Student Services might ask for help with a given initiative but the affinity groups would negotiate their degree of involvement on a case by case basis.</p>
<p><b>Action Items:</b></p> <ol style="list-style-type: none"> <li>1. Create a structure for affinity groups to register with the appropriate unit (College or UW as RSO) to be determined</li> <li>2. Diversity Council and other relevant parties to assist with the formation of groups?</li> <li>3. Identify student-led affinity group coordinators</li> <li>4. Send quarterly email touch-points to student-led affinity groups</li> <li>5. Affinity Groups to send quarterly reminders to all CBE students inviting them to join affinity groups and events via email, Instagram, Teams, Slack, Canvas, newsletters, and printed posters in Gould</li> <li>6. Support quarterly Affinity Group events such as luncheons or other meetups by reserving spaces and helping to purchase food, process reimbursements, etc. (Idea: Consider reserving extra space and purchasing extra food for students who don't RSVP in advance)</li> <li>7. Support a 1-2 non-alcoholic happy hour events per quarter with a focus on, or space for affinity groups</li> </ol>

8. Affinity groups become formal [UW Registered Student Organizations](#) (RSOs) to have access to more resources (the way that NOMAs has)
9. Annual events are formalized and built into the CBE budget
10. Research, identify, and connect with other affinity groups university-wide

**Needs:**

1. Diversity Council to work with Office of Student Services on mobilizing and outreach for creation of affinity groups
2. A budget to support each registered affinity group for events & activities up to a maximum of [budget amount].
3. Coordination of department advisors to help recruit students

**Who to Call Upon to Meet these Needs:**

DC or subgroup

Office of Student Services

Dept Advisors

**Key Stewards** (responsible parties):

CBE Diversity Council, Office of Student Services, CBE Students

**Key Stakeholders** (who is impacted):

CBE Students

**Supports CBE Strategic Framework “Equitable & Just Practices” Pillar Goals:**

***Cultivate an Inclusive CBE Culture***

***Model and Embody Equity & Inclusion***

**Strategic Area:** Communications

**Aspirational Goal:** Enable a robust flow of information about EDI-related news, information, events, training, and other resources across CBE and all its communities: students, staff, faculty, and community partners.

**Impacts:**

Everyone has access to EDI information, everyone knows where they can go to learn more about EDI, and everyone feels empowered to contribute to that flow of information. Everyone feels that CBE is working in a collaborative and transparent way to integrate EDI into the culture of the college, its departments, centers, labs, degree programs, facilities, and other structures.

**Action Items:**

1. Invite, and amplify EDI resources to be shared across the college through dedicated platforms: physical bulletin board, Intranet, DC webpage, social media, Trumba calendar, and others. Anywhere that CBE news is shared, EDI resources are shared.
2. Share stories about EDI work with the CBE community and the public.
3. Build out processes for people to submit, and to learn about, EDI resources.
4. Create open feedback channels especially when it comes to bias reporting and grievance procedures.

**Needs:**

1. A workflow, and possible re-tooling of systems such as Trumba and MTeams, determined by the responsible parties to facilitate resource, event, and information sharing among all CBE community stakeholders.

**Key Stewards:** (responsible parties)

CBE Marketing and Communications  
CBE Associate Dean of EDI/Diversity Officer  
CBE Diversity Council

**Key Stakeholders:** (who is impacted)

Departmental administrators and leaders  
All CBE students, staff, faculty  
Community partners, including PACs as well as project / studio / research partners

**Supports CBE Strategic Framework “Equitable & Just Practices” Pillar Goal:**

***Cultivate an Inclusive CBE Culture***

**Strategic Area:** Events & Public Lectures

**Aspirational Goal:** The CBE to host one EDI event (EDify) per quarter

For the college to offer an array of events around equity, justice, diversity and inclusion. These Events could include exhibits, performances, film, lectures, art exhibits and creative media to spark dialogue. Educating and celebrating successful examples of EDI work. Creative expression; showcase different cultures.

**Impacts:**

The main purpose of the EDify events is to celebrate and foreground successful examples of EDI within the built environments.

**Action Items:**

1. One College-wide EDI event per quarter.
2. Develop a clear purpose and target audience for events.
3. Use Guidelines/Checklist for planning CBE DC Events & Lectures.

**Needs:**

1. Establish a clear budget for these events at the beginning of each academic year. The budget determines scope for the year.
2. Coordinate in advance with Advancement Events Team and CBE Internal Events Coordinator as well as the other departments to find best days and times to offer future events.

**Key stewards:** (responsible parties)

Dept EDI Committees, Diversity Council, Internal and/or Advancement Event Support

**Key stakeholders:** (who is impacted)

Entire CBE Community: faculty, students, staff, alumni, and PACs.

**Supports CBE Strategic Framework “Equitable & Just Practices” Pillar Goals:**

***Cultivate an Inclusive CBE Culture***

***Establish Inclusive Pedagogy***

## Strategic Area: Recruitment & Retention

**Aspirational Goal:** Attract, recruit, develop, and retain talented, engaged people with diverse experiences, backgrounds and perspectives, particularly BIPOC.

Prioritize retention as this calls upon institutions to shift culture in advance of recruiting new employees.. Retention is about more than metrics; it is about authentic change

### Impacts:

Increased visibility and support will lead to increased recruitment and retention of students within CBE.

Students report better experiences feeling more included, seen, and supported.

Faculty and staff culture survey reports improvement around EDI metrics for people feeling more comfortable and included.

### Action Items:

Recruit: Increase program access and reduce systemic barriers for admissions to CBE programs

1. Address financial barriers to admissions
  - Examine new funding sources Fee waiver accessibility
  - To address travel costs, ensure that students considering UW have access to online information sessions or recordings -
  - We can also participate in national portfolio days.
2. Establish a peer advisory program
  - Provide support for students that are looking to pursue CBE (can be an intimidating process), this could be through hired student peer-to-peer mentors/peer advisors (some colleges at UW do this already).
3. Define and develop pathways to CBE for students
  - Develop pre-existing pathways for students to consider double majors or dual degrees within CBE
  - Develop an annual plan for outreach to high school academic counselors, local community colleges, and community groups to expose students to the CBE disciplines building new and leveraging existing strategic partnerships within UW and beyond
  - Develop a general Built Environments major (partnered with Community, Environment & Planning) with a freshman direct-admit option
  - Inquire about existing capacity-constrained majors to gauge where capacity can be increased

- Potentially increase accessibility to major programs and minor programs.

Retain: Foster a better student experience for underrepresented and underserved students

4. Recruit and retain diverse staff and faculty
  - All staff and faculty hires to emphasize EDI related work and underrepresented groups in the hiring process
5. Assess student experience
  - Send CBE Student Exit Survey each year to track student satisfaction
  - Send mid-year student survey to check-in with all CBE students and establish an opportunity to address issues ahead of exit survey?
  - Track data on student demographics by updating CBE Outreach & Admissions Report
  - Track student retention by program through CBE Advisors
6. Develop a training program for faculty and staff
  - to better address students' health and wellness
  - to develop inclusive culture in CBE curriculum, activities, and events

**Needs:**

1. Hire CBE part- or full-time Diversity/Recruitment & Retention Specialist
2. Hire CBE part- or full-time Mental Health Counselor for students

**Key Stewards:** (responsible parties):

CBE Office of Student Services, Diversity Council, Advisors, Chairs

**Key Stakeholders:**(who is impacted):

CBE Students

**References:**

- [CBE Outreach & Admissions Report 2020-2021](#)
- [CBE Exit Survey 2022](#)

**Supports CBE Strategic Framework “Equitable & Just Practices” Pillar Goals:**

***Cultivate an Inclusive CBE Culture***

***Model and Embody Equity & Inclusion***



## Strategic Area: Training & Resources

**Aspirational Goal:** Offer strategic training and resources that reach all of the CBE community, to bring opportunities that meet people where they are, and to create spaces for inclusive training that fosters a more inclusive working and learning environment. Possible training topics might include power dynamics and privilege, racism, bias, gender non-binary inclusion, microaggressions, and sexual harassment.

Continue identifying existing training courses and resources both within and outside the UW. See Appendix B list at the end of this document. We can add to this list on an on-going basis.

### Impacts:

Permanent ongoing, diversified EDI trainings for all CBE stakeholders that accommodate different levels of learning, promotes self-awareness and skillfulness that helps the college continue to center EDI in all facets of our work. While internalizing and applying this learning can take time, it will help create a more welcoming college environment for all in the CBE community.

### Action Items:

1. Create a survey to assess what EDI training the CBE community needs/wants.
  - a. Analyze survey results and identify what resources would be the most useful and accessible for different populations: students, staff, faculty.
  - b. Follow-up survey to assess usefulness of training and identify possible improvements.
2. Design a permanently funded mandatory EDI training plan for CBE students, staff, and faculty.
  - a. Include follow-up surveys to continuously improve/adjust training offerings to meet the needs of CBE.
3. Create a 1-credit mandatory BE course in EDI/JEDI.
4. Identify/invite individuals to join or engage with the T&R committee (students, staff, faculty, PAC members).

### Needs:

1. Understand whether and how training can be mandatory.
2. Establish a budget for training.
3. Establish frequency and duration of trainings/courses so that it is accessible to new hires too.
4. Develop a communications plan to roll out trainings to the CBE community.

### Key Stewards: (responsible parties)

CBE HR Team, Diversity Council, Assistant Dean for EDI, Internal Events Coordinator, External Facilitators

**Key Stakeholders:** (who is impacted)

Staff, Faculty, Students

**Supports CBE Strategic Framework “Equitable & Just Practices” Pillar Goals:**

***Cultivate an Inclusive CBE Culture***

***Model and Embody Equity & Inclusion***

## Strategic Area: Curriculum

**Aspirational Goal:** Establish and support inclusive pedagogy that includes issues of social justice, historic contributions and design methods from [the global majority] as well as minoritized populations.

For every department in the College to offer a curriculum that: (1) acknowledges a diverse range of scholarship and ways of knowing; (2) that includes works of scholars & practitioners from an array of embodied identities; (3) that fosters experiential learning, and engages diverse communities and practitioners; (4) that offers opportunities for students to consider the intersection of their discipline with equity and justice; and (5) that, by extension, helps foster a sense of belonging for all students and faculty.

### Impacts:

Our college would create opportunities for students from historically excluded groups to be represented in the curriculum and we would be able to demonstrate that we are centering EDI work (teaching is at the core of our mission as a college). We would be fostering a more inclusive and welcoming educational environment that enables all students to feel welcome. We would also be equipping students with key skills that they could emphasize when on the job market (Design Justice Certificate). Slow transformation of our BE industries.

- Increasing credits that include EDI for CBE students
- Opportunities for DIV credits for CBE/UW students
- Scholarship dollars to historically excluded students

### Action Items:

1. Examine the mechanisms and possibilities of offering interdisciplinary BE course(s) that explicitly addresses social justice and equity in the Built Environments (DIV requirement)
2. Consider the possibility of an EDI certificate such as Justice in the Built Environments.
3. Develop a mechanism for accountability of department curriculum around EDI, for example, dept curriculum committees conduct an EDI audit of their courses, with evidence in syllabi – each department to demonstrate how they address and include EDI in their curriculum. Perhaps each dept EDI Committee can also meet with the dept Curriculum Committee annually. Consider an inclusive curriculum checklist and guidance. (there are examples to consider)
4. Consider a course evaluation item on EDI aspects of the course as an optional item. How a course might have changed their perspective. Consider requiring this item in the evaluations of all required courses

**Needs:**

1. Person who can gather and monitor data related to EDI in curriculum to support data-driven decisions about BE courses and college-wide certificates, etc.

**Key Stewards:** (responsible parties):

All CBE faculty, academic advisors, department curriculum committees, CBE Curriculum Committee, BE Common Committee, department chairs

**Key Stakeholders:** (who is impacted):

CBE Faculty, academic advisors, CBE students, prospective students, industry

**Supports CBE Strategic Framework “Equitable & Just Practices” Pillar Goals:**

***Model and Embody Equity & Inclusion***

***Establish Inclusive Pedagogy***

## Strategic Area: Community Outreach

*Goal 5 of the UW Diversity Blueprint on place-based education includes the goal to “engage the histories of the diverse communities within which its Seattle, Bothell, and Tacoma campus are located.”*

### Aspirational Goal:

- To identify best practices and obstacles of community outreach with EDI lens
- To connect and learn from communities historically underrepresented, marginalized, or excluded
- To bring in best practices advancing EDI from the professional world across CBE disciplines

### Impacts:

- Our EDI work will not be siloed; instead, our effort is connected to and informed by best practices and external communities.
- We are extending our EDI impact from CBE faculty, staff and students to broader communities.
- The community outreach efforts help us develop a gateway for monitoring and improving our work.
- Community outreach creates opportunities for students from historically excluded groups to find belonging and connection with mentors and in the practice/professional world

### Action Items:

1. Identify –
  - Research CBE Departments, Advisory Boards, and PACs on what they are doing for community outreach.
  - Research how the University measures/tracks community outreach across campuses.
  - Reach out to other Universities in the U.S. and around the globe. To understand different cultures and other diversity plans.
2. Connect –
  - Evaluate what we have done (e.g. studio that Donald was part of) and identify more opportunities in all forms (such as reading materials). Develop a catalog of the CBE community engagement studios, research and seminars for as far back as each CBE Department can track.
  - Liaise with CBE Office of Student Services about CBE Mentorship Program to review opportunities for improvement/deeper engagement

- Create a platform to share resources and lessons learned (Syllabi, publications, videos, etc.)
3. Bring –
- Identify best practices advancing EDI across disciplinary areas
  - Offer access to learn about those best practices. Create and manage a repository of published best practices, which is maintained by the DC or the Associate Dean-level EDI champion.

**Needs:**

1. Someone to lead and develop the platform and repository.
2. Buy-in from CBE faculty, staff and students to contribute to the community engagements.

**Key Stewards:** (responsible parties):

Assistant Dean of Equity, Diversity, and Inclusion; PACs, department chairs, Diversity Council

**Key Stakeholders:**(who is impacted):

CBE faculty, staff, students, and community members external to CBE

**Supports CBE Strategic Framework “Equitable & Just Practices” Pillar Goals:**

***Cultivate an Inclusive CBE Culture***

***Establish Inclusive Pedagogy***

***Use Equity & Justice as a Research Lens***

## Conclusion/ Path Forward

This document was developed to provide a vision for how the College of Built Environments can center values of equity, diversity, justice and inclusion in all aspects of the College culture. It provides a broad foundation for those endeavors by highlighting key strategic areas and a set of goals and actions items for each area to help us become a more equitable and inclusive college. In order to achieve the goals set out in this Strategy Plan, it will be necessary for all members of the college community to engage in the implementation of this plan.

The action items identified in this plan need to be executed through a negotiated and collaborative process with all members of the College community. The authors of this plan deliberately chose not to assign action items to individual people but instead have identified key stewards who would share the primary responsibility for certain parts of this plan. It is these key stewards who have the existing roles, knowledge, and resources to collaborate in driving sections of this plan forward. We envision that these groups, and the college at-large, would collaboratively determine how to execute the action items to reach these EDI goals and determine how to prioritize tasks to achieve desired outcomes. We anticipate that the key stewards of each strategic area would also develop suitable timeframes for achieving their goals.

As mentioned earlier, this EDI Strategic Plan is meant to be a living document to be re-evaluated and updated by the college to meet emergent needs and shifting contexts. The authors of this plan recommend that the CBE Diversity Council provide biennial reports on the progress made in plan implementation beginning in 2024 and that the college community review the document every 3 years (beginning in 2026) to update with any relevant changes.

As we noted at the beginning of the document when describing the guiding principles of this Strategic Plan, EDI work – and all strategic planning efforts – revolve around people, capacity and culture. As we go forward to implement our EDI vision and goals, we would do well to remember that our built environment professions are ultimately about putting in motion a vision for a better future, one that appreciates all people, honors our potential and embraces a culture of inclusion.

## References

CBE Strategic Framework/Plan 2021:

[https://be.uw.edu/wp-content/uploads/2021/10/Strategic-Plan-2.17.21-Final\\_a11y-1.pdf](https://be.uw.edu/wp-content/uploads/2021/10/Strategic-Plan-2.17.21-Final_a11y-1.pdf)

[https://be.uw.edu/wp-content/uploads/2021/10/StrategicPlanRoadmap\\_09.27.2019.pdf](https://be.uw.edu/wp-content/uploads/2021/10/StrategicPlanRoadmap_09.27.2019.pdf)

## Appendices

Appendix A: [Guidelines/checklist for planning CBE DC Events & Lectures.](#)

Appendix B: [Training and Resources within and outside of the UW.](#)