UW ACKNOWLEDGEMENT

The University of Washington acknowledges the Coast Salish peoples of this land, and the land which touches the shared waters of all tribes and bands within the Suquamish, Tulalip, and Muckleshoot nations.
DEAN’S WELCOME & AGENDA

- Dean’s welcome and budget overview (10)
- EDI update (2)
- Strategic Planning update (70)
  - Survey results
  - Task Group reports
  - Looking forward: Writing + Review process
## CBE RESEARCH Initiatives

<table>
<thead>
<tr>
<th>Office of Sponsored Projects</th>
<th>CBE Advancement</th>
<th>Service Agreements</th>
<th>Unfunded Scholarship</th>
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<tbody>
<tr>
<td>Partnership with CSDE</td>
<td>Guideline (Laura and Alex)</td>
<td>Meeting with Labs and Centers</td>
<td>Fellowship and publication grants</td>
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### Communication
- CBE Research Portal (initial development by Marina and team)
- Current status: Working with Erika and Brian to refine and launch
- Creating a FAQ for CBE Intranet

### Events
- (Workshops, lectures, symposia)
- Contact my office if you need logistics support
- Susanne Adamson
Budget overview
EQUITY, DIVERSITY, & INCLUSION

Renee Cheng

- April trainings
- Videos available
CBE GROUP DEVELOPMENT  2019-2021

FALL 2019

• Identifying EDI Goals
• IDI Assessment
• Session 1
  - Groups results
  - Shared Understanding
• Individual IDI Feedback

WINTER 2020

• Tools and Skills 1
• Conflict Fluency 1
• Panel Discussions
  - Classroom practices
  - IDI Practices & Challenges

SPRING 2020

• Tools and Skills 1
• Tools & Skills 2
• Power & Privilege
• Intercultural Competence in the Curriculum
<table>
<thead>
<tr>
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<th>SUMMER 2020</th>
<th>FALL 2020</th>
<th>WINTER 2021</th>
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<tr>
<td></td>
<td>● TBD</td>
<td>● Conflict Fluency 2</td>
<td>● Repeat sessions</td>
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<td></td>
<td>● Focus on &quot;change agents and facilitating change tools &amp; skills&quot;</td>
<td>● Culture Specific/Context Sessions</td>
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<td></td>
<td>○ Classroom strategies/tools</td>
<td>○ Recruitment &amp; Hiring</td>
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<td>○ Student recruitment</td>
<td>○ Handling Complaints</td>
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• Tools and Skills, Part 2 (possible repeat)

• Conflict Fluency Part 1 (possible repeat)

• Conflict Fluency, Part 2 (*prerequisite Part 1*)
  Handling Student Issues/Complaints

• Power and Privilege
  Explore the concepts of power and privilege, role and link to social identities, and impact to the intercultural practice of Adaptation

• Integrating Intercultural Competence in the Curriculum and Classroom
  Tools and practices for facilitating intercultural development in students and building equitable, diverse and inclusive classrooms.
STRATEGIC PLANNING
FACULTY + STAFF SURVEY

What is your relationship to the College?

- Faculty – tenure track: 44%
- Faculty – affiliate: 10%
- Staff: 35%
- Other: 11%

What is your department of primary affiliation?

- Arch: 40%
- CM: 15%
- L Arch: 10%
- R E: 6%
- UDP: 16%
- Other: 13%

82 respondents
40 minutes / person
STUDENT SURVEY

What is your relationship to the College?

- Undergrad: 14%
- Master's: 22%
- PhD: 64%

69 respondents
45 minutes / person +

What is your department of primary affiliation?

- Arch: 12%
- CM: 20%
- L Arch: 28%
- R E: 1%
- UDP: 22%
- Other: 17%

34 comments from Open House
ALUMNI + COMMUNITY SURVEY

What is your relationship to the College?

94.4% - alum
15.0% - donor
10.7% - industry advisory board member

233 respondents
30 minutes / person
Student Experience

I feel the college helped me to develop strong contacts in my field before graduation:

- Strongly disagree: 6.06%
- Disagree: 16.67%
- Neither agree nor disagree: 27.27%
- Agree: 34.85%
- Strongly agree: 15.15%

I am confident in finding a job in my chosen field after graduation:

- Strongly disagree: 8.82%
- Disagree: 8.82%
- Neither agree nor disagree: 22.06%
- Agree: 41.18%
- Strongly agree: 19.12%

I am able to get into the courses I want, inside or outside of my program:

- Strongly disagree: 5.88%
- Disagree: 14.71%
- Neither agree nor disagree: 14.71%
- Agree: 39.71%
- Strongly agree: 25%

I am satisfied with the overall quality of instruction in your courses:

- Strongly disagree: 5.88%
- Disagree: 17.65%
- Neither agree nor disagree: 13.24%
- Agree: 47.06%
- Strongly agree: 16.18%
Have you engaged in interdisciplinary research in the last 3 years?

Total responses (n): 58

- 36% No, I focused on disciplinary research projects
- 28% Yes, I was involved in one or two interdisciplinary projects.
- 36% Yes, I was involved in multiple interdisciplinary projects.

How would you describe your research partners in the last 3 years?

- Other: 4.55%
- Industry Partners/Practioners: 43.18%
- Public Sector Partners: 43.18%
- Community Partners: 54.55%
- Another Partner in Another Unit in the CBE: 59.09%
- Another Partner on the UW Campus: 61.36%
- External Academic Partners: 63.64%
What areas should CBE focus on for its local and global engagement?

- Research and Engagement in Climate Resilience: 64.04% (External), 56.96% (Faculty+Staff), 56.14% (Students)
- Research Collaboration with Industries and Professions: 59.65% (External), 37.97% (Faculty+Staff), 52.63% (Students)
- Recruit Students from Underserved and Underrepresented Communities: 55.7% (External), 47.81% (Faculty+Staff), 47.37% (Students)
- Empower Underserved and Underrepresented Communities: 52.63% (External), 41.23% (Faculty+Staff), 45.57% (Students)
- Research and Engagement in Social Justice + Equity: 45.57% (External), 36.4% (Faculty+Staff), 36.84% (Students)
- Service-Learning and Opportunities for Engagement in Teaching and Learning: 36.71% (External), 31.58% (Faculty+Staff), 22.81% (Students)
- Faculty and Student Leadership in Local and Global Affairs: 36.84% (External), 28.95% (Faculty+Staff), 37.97% (Students)
- Strengthen International Academic Exchanges to Create Opportunities for Faculty and Students: 31.58% (External), 27.63% (Faculty+Staff), 37.97% (Students)
- Research and Engagement in Health and Well-Being: 35.09% (External), 26.32% (Faculty+Staff), 27.85% (Students)
- Other: 3.51% (External), 12.72% (Faculty+Staff), 6.33% (Students)
(A FEW) EXTERNAL COMMENTS

“Thank you for soliciting feedback from current and former students.”

“This is an excellent example of engagement. Please use your new comms strategy to tell us what you heard and then what you are doing.”

“I appreciate the new Dean taking on this strategic initiative ---next step will be committed action to proposed strategies/solutions identified”

“Collaboration - keep on promoting it!”
STRATEGIC PLANNING

TASK GROUP REPORTS

RATIONALE - RESEARCH - GOALS
CLIMATE ACTION

Goal 1. Rapidly decarbonize and enhance climate resilience of the UW campus.

Goal 2. Encourage CBE students, alumni, faculty and staff to actively participate in resilience and climate planning, solutions and action.

Goal 3. Develop a communications strategy to help us speak in a unified voice toward climate action.

Goal 4. Establish CBE as a leader in climate action education and research.
COMMUNICATIONS + STORYTELLING

Goal 1. Communication processes

Create a unified culture of communications across the college to the extent possible that is efficient, easily managed, readily accessible to the proper audiences, and workable for our different administrative structures.

Goal 2. Interdisciplinary Communication

Make CBE known to internal and external audiences as a fundamentally interdisciplinary community of engaged researchers and educators working together to solve problems across scales of the built environment through local and global initiatives.

Goal 3. Storytelling

Make CBE known to internal and external audiences through compelling and memorable stories that resonate with broad social and personal concerns.
CURRICULUM + PEDAGOGY

Goal 1. Engagement and Leadership

Strengthen connections with middle and high school students

Goal 2. Interdisciplinary CBE - Undergraduate and Professional Degree Programs

Leverage college-wide strengths as bridges between departments

Goal 3. Interdisciplinary CBE - PhD and Post-Doctoral Programs

Bolster College PhD Programs
HEALTH + WELL-BEING

Goal 1. Serve the immediate needs and anticipate the future needs of our students, staff and faculty.

Goal 2. Support innovative research that informs and directs best practices in our professions.

Goal 3. Develop interdisciplinary partnerships within the UW population health initiative to raise its national and international profile in an area of universal importance—health and well-being.
HUMANITIES + HISTORIES + FUTURES

Goal 1. Build CBE support for research and scholarship in Humanities + Histories + Futures for students and faculty
- amplify student enrollment and engagement in existing history and humanities-focused programs (for ex. BE PhD, Architecture MS History/Theory);
- foster the value of writing as a core communication skill within the college.

Goal 2. Develop and integrate college-wide, interdisciplinary courses that include a humanities perspective.

Goal 3. Develop symposia, workshops and other events to highlight existing strengths in CBE scholarship and research in H+H+F, foster connections across the University and engage nationally and internationally.

Goal 4. Amplify our existing history/theory collective of research, scholarship and teaching to lead in envisioning and articulating future narratives for just, responsible and resilient communities that improve human experience that improve human experience.
Goal 1. Better understand and communicate CBE’s interdisciplinary research

Establish baselines and metrics that we’d like to improve upon. Identify redundancies, gaps, procedural difficulties and exemplary practices across efforts, leading to implementation of practices that allow for greater efficiency and more positive impacts. Create a shared understanding of what we do, why, and ways that stakeholders can get involved.

Goal 2. Increase administrative support for interdisciplinary research in CBE

Provide staffing and processes to support researchers to find opportunities for funding, achieve successful proposals and contracts, and manage resources for interdisciplinary research. Develop coordinated, efficient processes for grant-based research, service contracts, and projects that may not have additional/external funding.

Goal 3. Address institutional barriers to interdisciplinary research within CBE

By exploring and thoughtfully addressing key levers and alignment in hiring, promotion and tenure, curricular, and other college and departmental policies and procedures, CBE can take steps to (a) not disincentivize, and (b) further incentivize interdisciplinary research.
Goal 1. Create **synergistic projects** that facilitate local and global collaboration at the intersection of critical issues such as climate resilience, health and well-being, and social justice and equity.

Goal 2. **Strengthen capacity to coordinate, support and promote** local and global activities in the College (including documenting and communicating activities and results as well as supporting current initiatives).

Goal 3. **Develop EDI capacity** including programs to support faculty and student leadership and outreach through local and global engagement, including engaging and empowering underserved and underrepresented communities.
Goal 1. Improve efficiency, synergy and equity through a holistic review current space allocation, identify efficiencies, under-utilization, and research expanding resources.

Goal 2. Review instructional space allocation—CBE studios and classrooms—through the lens of space and time management efficiency, evaluate program growth potential and what space is necessary to achieve it.

Goal 3. Explore how college space can create space(s) for a college culture to be cultivated and flourish while encouraging collaboration and constituent mental well-being.
SOCIAL JUSTICE + EQUITY

Goal 1. Cultivate an inclusive College climate and culture
- people understand the importance of EDI, have self-awareness and skillfulness in actions, urgency to start immediately recognizing that internalizing this type of change takes time.

Goal 2. Create systems that support EDI
- representation, accountability, admissions and hiring practices, financial support from financial aid and scholarships to pay equity.

Goal 3. Become a leader in the field and model of best practice
- develop and showcase models of equitable practice and best practice in education and our fields, recognize, respect and support innovative student-led EDI efforts
STUDENT EXPERIENCE

Goal 1. Identify and develop CBE student recruitment strategies

Goal 2. Assess and improve CBE culture, resources and opportunities for students

Goal 3. Strengthen and maintain coordinated connections with CBE alumni

STUDENT EXPERIENCE: THREE STAGES

RECRUITMENT/ENTRY
- Recruitment of prospective students
- On-boarding process first introduction to CBE culture, faculty, and staff
- Demographics, prior educational experiences, and financial resources shape students’ goals and their educational, occupational, and institutional commitments.
- External commitments and financial resources also impact the process of students’ integration into the academic and social systems of their program, department, and university.

MATRICULATED STUDENT
- CBE culture
- Curricular experiences
- Research opportunities
- Professional development & career mentorship
- Co-curricular experiences
- School/Life/Work balance & support

POST-GRADUATE/ALUMNUS
- Sense of CBE community extends after graduation
- Strengthen & maintain alumni relations
Goal 1. Enable our students to be leaders in technology in their future careers, by modeling a critical understanding, educating for both knowledge and skill, and removing barriers to technology use.

Goal 2. Enable faculty + staff to develop expertise and become leaders in technology, by fostering a culture of accessible, explorative, ubiquitous use of technology across the college.

Goal 3. Foster interdisciplinary, leading research partnerships through outside collaborations with tech industry and local communities, by leveraging the unique perspective, position and resources of the college, and its ability to address grand challenges.
STRATEGIC PLANNING

WRITING + REVIEW PROCESS
STRATEGIC PLANNING

WRITING TEAM:

> CARRIE DOSSICK, Professor of Construction Management and Associate Dean of Research
> ERIKA HARRIS, Director of Communications and Marketing
> RICO QUIRINDONGO, DLR Group
> TED SIVE, Ted Sive Consulting
> JAN WHITTINGTON, Associate Professor of Urban Design and Planning
TEAMS

FT.....Facilitation Team

WT....Writing Team

RT.....Review Team
The UW CBE Strategic Plan Will Be...
VISION

What CBE will look like in the future, including goals and future accomplishment targets.
MISSION + MAP

Why we exist and do what we do, addressing the College and each Department, Lab and Center, and how we work together.
VALUES

The beliefs and actions that shape our teaching, learning and research interactions with all stakeholders.
COLLABORATIVE MATRIX

(aka “The Plaid”)

How the areas of strategic focus interrelate and overlap.
ACTION PLAN

- Goals
- Strategies
- Action(s) (implementation tactics and responsibility)
- Resources required
- Metrics and Key Performance Indicators (KPIs)
PROCESS OUTLINE + SCHEDULE

Strategies/Actions/Metrics.............................................................. TGs........3/8
All College Meeting (buckets and filters)........................................... All........3/11
Synthesis......................................................................................... WT/FT........3/31
Mini-Retreat (prioritization, reconsideration) ........TG reps, FT, WT, RT........4/4
Draft ................................................................................................. WT........4/30
Review .............................................................................................. RT........5/15
Final Draft (including comment response).......................................... WT........6/5
All College Meeting/Launch............................................................. ALL........6/10
CLOSING REMARKS