DRAFT COLLEGE OF BUILT ENVIRONMENTS STRATEGIC PLAN

2020-2021

UNIVERSITY of WASHINGTON
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Dear Colleagues,

This draft language of the CBE strategic plan continues to evolve as we synthesize the work of the fall retreat, the task groups, and the feedback from round 1 in April. This is not intended to be a final draft, but a draft for us to agree on the principles of the strategic plan. We seek to continue the open dialog and transparent process that has characterized the process so far.

As outlined in the process set up by the Facilitation Team, the writing team presents this work for feedback with the goal of consensus on the principles so additional work can be done over the summer to test and refine these ideas. In the Fall 2020, a more complete plan will be presented, leading to an implementation proposal and pilots. We also envision this College strategic plan as a complement to departmental strategic plans where the college plan is a counterbalance to disciplinary emphasis found in departments. The departmental strategic plans can expand upon these themes and add new themes to support departmental goals.

Implementation will take many forms, not only the new programs and initiatives outlined here, but the plan lays groundwork for a college culture that best aligns with our goals. Over time, the principles of the plan can guide us in our decision making internally and will be compelling to draw partners and prospective partners to the college.

“From the process plan originally laid out by the P3 (plan to plan the plan) group in Spring 2019 and further developed by the Facilitation Team during 2019-20.

STRATEGIC PLAN PROSPECTIVE INFLUENCE

College Culture
- Ideas and applications spanning the College and Departments
- Interdisciplinary
  - Curriculum development and tools
  - Research focus, partnerships and funding sources
  - Recruitment and development
  - Professional community engagement
  - Internal and external communications
- College operations and resources use”

Writing Team Methodology:

The April 2020 draft of the mission, vision, and values statement (MVV) generated good discussion in town halls, surveys and small group discussion. While it captured some aspects of the college well, there was a general sense that there were significant gaps in how it addressed the aspirational college culture. In particular, there was substantive debate around the word “profit” in context of the triple bottom line of people, planet,
profit. This revealed an important opportunity, separate but informative to the strategic plan, to model a process for better understanding differences between conflicting ideas and agendas. The Facilitation Team has preliminary identified Gregg Colburn and Jen Davison to lead this process at a later date TBD, we hope you will participate.

In revising the MVV, we did not want to truncate this important chance to talk about profit, value, and flow of money by compromising on a different word in this draft. Instead, we chose to avoid slogans, or tag lines that did not feel authentically connected to the planning process. Looking at several examples of MVV, we looked at the recently completed School of Public Health as a potential model for format. In particular, we thought there was great potential in how the values were used to determine “how we know right from wrong” in decisions for what was “right” or aligned for the college as well as how these values could tie with goals, expectations and potential metrics for success as we develop the plan further. The values list is not directly repeated in the themes, but we have begun a process of mapping back and forth between the two, which is another version of the conceptual diagram of the plaid that has been frequently discussed.

Our goal for this process was to synthesize the task group work and give appropriate visibility to themes that emerged throughout the process. In this grassroots process, we did a content analysis of the task group products collecting goals, strategies and actions into theme buckets where we found similarities. We did two rounds of coding and sorted the goals and strategies into themes. These themes came into focus in the first review and were revised in the second review based on the discussion and feedback. Task groups whose names are not take up directly as themes are distributed across categories still appear – for example, student experience is in many of the resulting themes including EDI, Technology, Humanities, Interdisciplinary collaboration, Communication, Space + Time, and People. This is another example of the concept of plaid as the interwoven pattern of how one theme touches many of the other themes becomes apparent. We have not formalized the conceptual plaid into a graphic diagram at this time, but that may emerge over the summer.

The largest change in the categories and themes after the April feedback was the scope and concept of the second group of themes – these became Bodies of Knowledge. We also shifted personnel to people as this category includes students. We have compiled and written all the details of the goals and strategies under each theme.

We carefully tracked actions and metrics under each strategy and believe those should be refined after there is discussion on the goals and strategies.

We appreciate the foresight of the P3 group and Facilitation Team that anticipated the need for a Strategic Settings Report that would “capture the creativity, analysis, data and research that led us to the core tenets of the SP, including the Task Group research, analysis and discoveries.” It is in the Settings Report and other implementation work where the actions and metrics will be further presented and developed.
EXECUTIVE SUMMARY //

The University of Washington College of Built Environments strategic plan was conceived in Dean Renee Cheng’s first year as Dean and has been and continues to be implemented across our college. A strategic planning is an organizational process defined as “a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does and why it does it.” Our strategic planning process has and will continue to help us look at “the big picture,” but also leads us to specific, targeted actions. Our strategic plan focuses on organizational dynamics and identifies a list of strategic issues related to effectiveness and organizational direction. Our strategic plan provides a strategy or action framework to address these specific identified issues.

Our strategic plan was founded with four process values identified to shape the process: Inclusive, Collaborative, Transparent, and Equitable.

MISSION, VISION & VALUES //

CBE imagines

a built world that contributes positively to health, equity and environmental resilience

CBE believes in

Education that prepares students to engage in collaborative and equitable practice to address the critical issues we face in our lives, including climate change and population health

Research that advances knowledge and drives action in all areas of built environments that directly or indirectly contribute to physical, cultural, ecological, and economic systems

Service that engages respectfully with People, Places, Problems, Policy, Pedagogy and Professions
CBE is

Collaborative
- Fostering behavior where disciplinary differences are respected and conflict is engaged

Bold
- Taking on the most challenging social and environmental issues

Diverse
- Respecting the power of a psychologically safe culture where diversity catalyses creativity and innovation

Equitable
- Championing equitable practices in our organization and beyond, recognizing that the built environments embody powerful messages

Inclusive
- Embracing futures by being aware of diverse ways of understanding human behavior, technology, craft, and historical patterns and how they contribute to, advance, and test bodies of knowledge

Just
- Engaging conflicting agendas and ideas, make tough choices, and reach shared alignment on goals, in order to eliminate inequitable disparities

Systemic
- Thinking resiliently using a range of methods, approaches and perspectives to discover problems and solutions, locally and globally

Impactful
- Researching, teaching, and serving to make a positive, measurable difference
OVERVIEW OF CATEGORIES //

Interdisciplinary Strategic Initiatives

While teaching and research in the college takes on wide-ranging issues and ideas, three thematic initiatives emerged in the strategic planning process. In our future, we want to leave open the possibility for other large college-wide initiatives to emerge. The mandate from this process suggests that the college develop and support activities in these three overarching themes:

- Climate Action
- Equity and Social Justice
- Health and Well-being

Bodies of Knowledge

The college reflects the larger university in that we have an incredibly diverse faculty who practice a broad spectrum of ways of thinking and knowing including scientists, engineers, philosophers, economists, designers, ecologists, historians, political theorists, and policy makers. And then, many of us collaborate with disciplines outside of our college to further our understanding of the phenomena of study, expand our ability to answer the questions we ask, and synthesize knowledge across disciplinary domains. In this strategic planning effort, some of these ways of thinking emerged as having a collective interest in building our reputation and knowledge around:

- Humanities + Histories + Futures
- Design Thinking + Public Interest Design
- Technology + Craft

Culture

Across the task groups, strategies for communication, the use of space, communication, and aligning people with the mission of the institution emerged as similar and aligned goals and strategies. These categories support the bodies of knowledge and strategic initiatives listed above:
Interdisciplinarity Collaboration
People
Communication
Space + Time
GOALS & STRATEGIES // Interdisciplinary Strategic Initiatives

Climate Action

Goal 1. The CBE is a leader in climate action research and education for built environments

Strategy 1.1: Organize and expand support for CBE climate research expertise

One possible model is the UW Clean Energy Institute, filling the gaps in UW expertise from bench science to commercialization and scaling of clean energy technology. The UW Clean Energy Institute was launched in 2013 with a $40M allocation from the WA State budget.

Strategy 1.2: Fortify CBE alumni, industry, and advancement networks with organizations that share an interest in climate solutions for built environments

Industry concern grows with the financial sector's growing awareness of vulnerability of built assets to impacts. To bolster reputation and possibly returns, firms are beginning to announce ambitious climate targets that implicate their own physical assets. Washington State recently adopted more ambitious targets. All of these are drivers of change for the built environment.

Strategy 1.3: Capitalize and accelerate the momentum created by abundant scientific knowledge and emerging policy changes on the role of built environments in causing and solving climate problems

Strategy 1.4: Establish curricular paths across CBE and affiliated units to comprehensively address climate and the built environment

Goal 2: CBE deeply engages in and develops models for resilience and climate planning, solutions, and action

Strategy 2.1: CBE community members actively engage in resilience and climate action
Strategy 2.2: Encourage student interest, experimentation, and career opportunity at the intersection of climate and the built environment

Strategy 2.3: Leverage the university as a demonstration model for decarbonization and resilience

Setting goals, executing strategies and verifying results so that we mitigate risk, adapt for uncertain future and demonstrate solutions that can scale to our State and beyond.

Equity and Social Justice

Goal 1: CBE is a leader in research about psychological safety in built environment practices that can improve equity, increase impact and advance value for all

Strategy 1.1: Develop research partnerships within AEC industry and academic areas within traditionally defined AEC field as well as relevant others such as sociology, policy, anthropology, business leadership, and organizational psychology.

Goal 2: CBE is a hub for new research on messages communicated by physical space and place

Strategy 2.1: Develop expertise and partnerships to open a new field of critical race theory applied to built environments, building on transdisciplinary work ongoing in geography, public health and education.

Goal 3: Cultivate and ensure an inclusive college identity, climate and culture

Strategy 3.1: Develop programs to support faculty and students to empower underserved and underrepresented communities through local and global engagement.

Goal 4: Promote a curriculum that engages multiple and diverse topics and voices in all CBE courses

Strategy 2.1: Develop and showcase equitable practice in education to transform professions.
Strategy 2.2: Establish curriculum guidelines to integrate multiple and diverse topics and voices in all CBE courses; centering and honoring voices of historically underrepresented communities

Health and Well-being

Goal 1: CBE grows expertise at the intersection of health and the built environment

Strategy 1.1: Expand and strengthen our relationships with campus units in health, medicine, and related scientific and applied disciplines

*E.g. Connect current faculty research related to health and well-being to other opportunities at the UW. Connecting with other academic units and capitalizing on already identified initiatives holds the potential to allow us to expand capacity.*

Goal 2: CBE supports and promotes innovative research on health and well-being that informs and directs best practices in our professions

Strategy 2.1: Create synergistic projects that facilitate local and global collaboration on health and well-being and the built environment

Strategy 2.2: Showcase the health and well-being work of our faculty, students, alumni, research centers and labs

**Action:** Organize shared events with health-related disciplines on campus to highlight the work of faculty and students at the intersection cities, health, and well-being

Strategy 2.3: Convene industry partners for symposia and summit meetings on pandemics and the built environment
GOALS & STRATEGIES // Bodies of Knowledge

**Humanities + Histories + Futures**

**Goal 1: Build CBE support for research and scholarship in Humanities + Histories + Futures for students and faculty**

- **Strategy 1.1:** Establish recognition of and coordinate support for CBE expertise in Humanities + Histories + Futures

- **Strategy 1.2:** Identify and integrate current, develop new college-wide, interdisciplinary courses that include a humanities perspective.

- **Strategy 1.3:** Foster curricular connections between CBE and humanities across the University

**Goal 2: Amplify our existing research, scholarship, and teaching in history and theory**

- **Strategy 2.1:** Elevate research and scholarship of faculty envisioning and articulating future narratives for just, responsible, and resilient communities that improve human experience.

- **Strategy 2.2:** Foster the value of writing as a core communication skill within the college

**Design Thinking + Public Interest Design**

**Goal 1: CBE’s effort to serve the greater public through knowledge creation and dissemination elevates public engagement in teaching, research, and service, locally and globally**

- **Strategy 1.1:** Establish the identity of CBE as an international leader in engagement at local and global scales, engaging respectfully with people, places, problems, policy, pedagogy, and professions
E.g. Local and global engagement is an existing strength within CBE with programs such as neighborhood design/build, Livable City Year, Storefront Studio, and a large number of study abroad programs in locations ranging from Scandinavia to Asia, Australia, and New Zealand.

**Strategy 1.2:** Expand on existing initiatives, exploring opportunities for further financial and administrative support

**Goal 2:** Our teaching, research, and service activities respond to the complexity of challenges facing the built environment by linking local and global scales

**Strategy 2.1:** Develop a pipeline for problem-based curricula to address pressing concerns for partners in industry, government, and non-profit organizations across local and global scales

**Strategy 2.2:** Expand support for international studios, study abroad, visiting scholars, and exchange programs, to provide equal opportunity for students to engage in these activities

**Goal 3:** Local and global engagements through CBE foster collaboration with community and industry partners and produce knowledge that advances the professions

**Strategy 3.1:** Expand outreach to community and industry partners, opening opportunities for CBE to play a stronger leadership role in linking local and global affairs in the built environment.
Technology + Craft

Goal 1: CBE has a conscious and deliberate engagement with technology grounded in the history of craft embracing the future of data that offers a promising path forward to both lift the profile of CBE and substantively address the strategic initiatives

**Strategy 1.1:** Build a college-wide identity and shared body of knowledge around technology, data, and craft topics

**Strategy 1.2:** Facilitate connections between college programs and with the professional community for research, education, and engagement

Goal 2: CBE leads in technology education and fosters a culture of accessible, explorative, ubiquitous use of technology and data across the college

**Strategy 2.1:** Develop a cohesive teaching approach to CBE technology and data
GOALS & STRATEGIES // Culture

Interdisciplinarity Collaboration

Goal 1: CBE is an interdisciplinary community of engaged researchers and educators working together to solve problems across scales of the built environment through local and global initiatives

**Strategy 1.1:** Expand CBE capacity for interdisciplinary work by respecting the power of a psychologically safe culture where diversity catalyses creativity and innovation

**Strategy 1.2:** Better understand and communicate CBE’s shared understanding of interdisciplinary research and teaching

Goal 2: CBE intentionally educates about and supports interdisciplinary collaboration through teaching and research initiatives

**Strategy 2.1:** Examine and address barriers in academic programs so that more students can undertake more intentional skill-building in collaborative research

**Strategy 2.2:** Expand interdisciplinary learning opportunities (internal to CBE + with other colleges) particularly focused on the three CBE initiatives, Climate, EDI and Health

**Strategy 2.3:** Create viable CBE PhD Programs for interdisciplinary education and research.

People
Goal 1: CBE interdisciplinary culture is supported by infrastructure, policies, and processes

**Strategy 1.1:** Build support of research activities and administration through the pursuit of grants, contracts, gifts, and fellowships

**Strategy 1.2:** Align recruitment and retention of faculty and staff with strategic initiatives, using equitable practices

**Strategy 1.3:** Provide advancement, research development, grants admin, events, and training for interdisciplinary research and teaching

Goal 2: CBE undergraduate and graduate program cohorts are healthy and engaged

**Strategy 2.1:** Curricula review includes holistic program assessment of financial modeling, assuring for student advising and support, market demand, student engagement, and faculty support

**Strategy 2.2:** Align student recruitment and retention with strategic initiatives, using equitable practices
Strategy 2.3: Provide the educational and workplace conditions that prioritize physical and mental well-being of students, faculty and staff

Goal 3: Students find personal and professional growth through CBE academic and extracurricular programs, engaging in collaborative and equitable practice to address the critical issues we face in our lives, including climate change and population health

Strategy 3.1: Create comprehensive understanding of CBE student services from recruitment and student life through post-graduate engagement

Strategy 3.2: Identify, assess, and mitigate sources of friction for student success and then work to minimize those challenges

Strategy 3.3: Provide Phd students college-wide Professional Development opportunities

Strategy 3.4: Promote an equitable, diverse, and inclusive learning environment for all CBE students

Goal 4: Faculty, staff, and students have an affinity with CBE through CBE’s reputation, profile, recruitment, and advancement efforts.

Strategy 4.1: Engage CBE Alumni through understanding their experiences in the college and connecting them with current and prospective students

Strategy 4.2: Develop and recognize faculty, staff, and students who model and champion CBE values

Strategy 4.3: Align investments in recruiting pipeline for students currently underrepresented in our fields with financial support for matriculated students

Communication
Goal 1: Develop a clear CBE identity that is simple, not simplistic, capturing the complex nature of the college with its differing priorities, disciplinary differences and high aspirations for interdisciplinary work that tackles complicated social and personal concerns

**Strategy 1.1:** Cultivate and propel compelling and memorable stories about student, faculty, and staff impact achieved through researching, teaching, and serving with the intent to make a positive, measurable difference

**Strategy 1.2:** Develop the framework of overall CBE story/brand as guidelines for communications

Goal 2: Communicate our thought leadership

**Strategy 2.1:** Create and document communications processes, people, and tools to speak in a unified voice on strategic initiatives (e.g. climate action, health and well-being, equity and social justice)

**Strategy 2.2:** Create shared meaning around complex bodies of knowledge that CBE advances in its teaching, research, and engagement.

Goal 3: (Communicate what we do) Students, faculty, and staff feel knowledgeable about and celebrated within the activities, events, and opportunities that take place throughout the college and the university

**Strategy 3.1:** Showcase faculty work, student work, and alumni accomplishments

**Strategy 3.2:** Document and distribute internal policies
  e.g. space usage, grants management

**Space + Time**
Goal 1: CBE spaces convey identity and cultivate discovery, recognizing that the built environments embody powerful messages

**Strategy 1.1:** Create a visual sense of community between CBE buildings, spaces and people

**Strategy 1.2:** Design public and instruction space for student learning and mental health needs including daylight, quiet work, and team collaboration

Goal 2: CBE spaces and time schedules support collaboration and connection, reflects strategic initiatives for teaching, research, and engagement and empowers wide participation.

**Strategy 2.1:** Allocate space and time to promote community engagement and grassroots ideas

**Strategy 2.2:** Explore opportunities to share spaces and resources between departments