

UNIVERSITY *of* WASHINGTON

# COLLEGE OF BUILT ENVIRONMENTS NEW STUDENT ORIENTATION

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September 2022





# LAND ACKNOWLEDGEMENT

## Honoring the People and the Land

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The University of Washington and College of Built Environments acknowledge the Coast Salish peoples of this land, and the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations.



# AGENDA

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Dean's Welcome (35 mins)

Strategic Plan Implementation (space planning, website, diversity council) (5 mins)

Department Chair Panel Discussion (20 mins)

- Interdisciplinary opportunities

Office of the Dean (15 mins)

- Student services & academic integrity

Autumn Back to School FAQ (5 mins)

Facilities & Safety (5 mins)

Upcoming College Events (2 mins)

*EDI and Q&A Session follows*



# DEAN'S WELCOME

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Contact information:

Renée Cheng, Dean

Gould Hall, 224

[rycheng@uw.edu](mailto:rycheng@uw.edu)

*twice per month office hours, in person and via Zoom, look for email from [bfaulk@uw.edu](mailto:bfaulk@uw.edu) for exact dates and times.  
Or feel free to reach out for appointment.*



# Mentimeter (instant poll)

you will need a device that can connect to a browser

Go to [www.menti.com](https://www.menti.com) and use the code 7930 4496

Mentimeter

## Instructions

Go to  
**[www.menti.com](https://www.menti.com)**

Enter the code  
**7930 4496**



Or use QR code

♡

W

# CBE is

One community, one co-created culture

Three groups (faculty, staff, students)

Four groups (faculty, staff, students, alumni)

Five groups (faculty, staff, students, UW alumni, professionals)

Six groups (faculty, staff, students, alumni, professionals, community members)

Five departments and ten centers/labs

One of 15 Colleges/Schools at UW Seattle

433 Undergraduate students

341 Graduate students

56 Full-time faculty

153 Affiliate faculty

100 Administrative, Teaching, Advising, and Research Staff



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100 Administrative, Teaching, Advising, and Research Staff

1100 individuals

one collective college

Thought leader in Seattle, UW, USA, the world





# HOW CBE FOSTERS THOUGHT LEADERSHIP

**Disciplinary cultures** are strong and distinct

**Differences respected** and used to spur innovation

**Conflict embraced** and managed with curiosity

**Interdisciplinary collaboration** practiced and taught



# WHY LEADERSHIP IS NEEDED

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What is a “wicked problem”?

- > difficult to define
- > resistant to disciplinary “tame” solutions
- > require interdisciplinary work

Rittel, H.W.J., Webber, M.M. Dilemmas in a general theory of planning. *Policy Sci* 4, 155–169 (1973). <https://doi.org/10.1007/BF01405730>



# WHY LEADERSHIP IS NEEDED

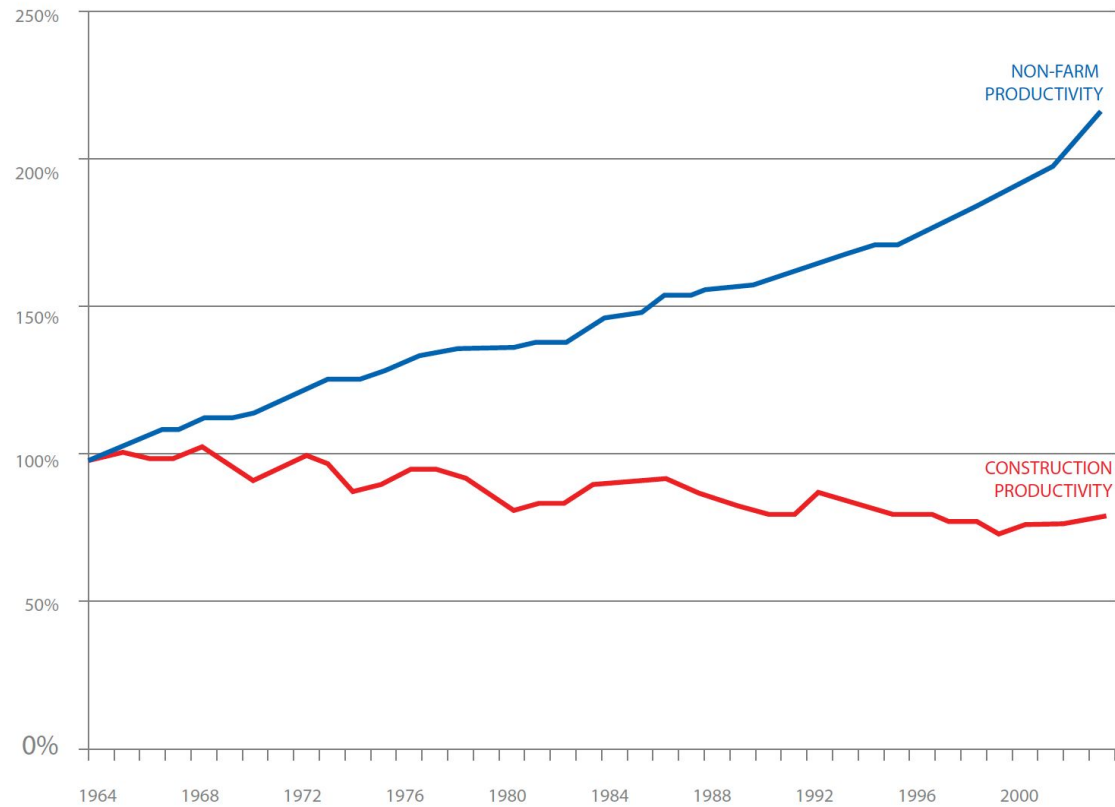
Some wicked problems involving built environment

- > climate change
- > disparities in wealth and prosperity based on home ownership, place, and geography
- > homelessness and housing insecurity
- > food deserts and food insecurity
- > modern slavery in building supply stream
- > construction waste



## PRODUCTIVITY INDEX (1964-2003)

CONSTANT \$ OF CONTRACTS / WORKHOURS OF HOURLY WORKERS  
SOURCES: US DEPT. OF COMMERCE, BUREAU OF LABOR STATISTICS



Paul M. Teicholz, CIFE

(December 13, 1999). Reverse Productivity Declines. *Engineering News-Record*. Retrieved from

<https://advance-lexis-com.offcampus.lib.washington.edu/api/document?collection=news&id=urn:contentItem:3Y44-T500-000K-J0TX-00000-00&context=1516831>.

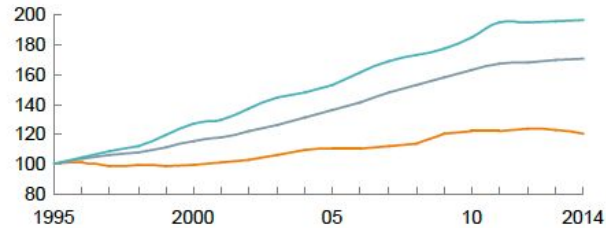
# Exhibit E1

## Globally, labor-productivity growth lags behind that of manufacturing and the total economy

### Global productivity growth trends<sup>1</sup>

Construction Total economy Manufacturing

Real gross value added per hour worked  
by persons engaged, 2005 \$  
Index: 100 = 1995



<sup>1</sup> Based on a sample of 41 countries that generate 96% of global GDP.

SOURCE: OECD; WIOD; GGCD-10, World Bank; BEA; BLS; national statistical agencies of Turkey, Malaysia, and Singapore; Rosi Institute analysis

Compound annual growth rate,  
1995–2014  
%



labor productivity, defined as the value added by construction workers (output in terms of structures created minus purchased materials) per hour of work and its growth over time, adjusted for inflation.

An increase means that higher value can be provided to customers with the same or fewer resources, which translates into a desirable mix of higher-quality structures at lower cost for owners, higher profitability for contractors, and higher wages for workers.

# The productivity opportunity in construction



## Construction matters for the world economy

... but has a long record of poor productivity



Construction-related spending accounts for

**13%** of the world's GDP

...but the sector's annual productivity growth has only increased

**1%** over the past 20 years

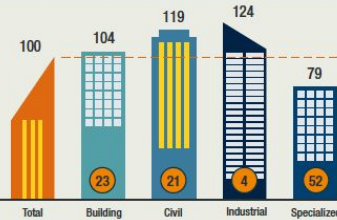
**\$1.6 trillion** of additional value added could be created through higher productivity, meeting half the world's infrastructure need

## Construction is a sector of two halves

Fragmented specialized trades drag down the productivity of the sector as a whole

Construction productivity by subsector  
Value added per employee, indexed total sector=100, 2013

● % of construction value added



## Action in seven areas can boost sector productivity by 50–60%



- Reshape regulation
- Rewire contracts
- Rethink design
- Improve procurement and supply chain
- Improve onsite execution
- Infuse technology and innovation
- Reskill workers

## 5–10x productivity boost

possible for some parts of the industry by moving to a manufacturing-style production system



MCKINSEY GLOBAL INSTITUTE

McKinsey&Company

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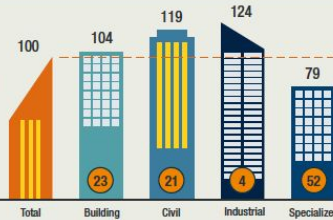
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- Infuse technology and innovation

areas requiring collaboration and intercultural skill





## CBE imagines...

...a more just and beautiful world

and we contribute to building it by collectively focusing on the skills and cultural values that promote both disciplinary strengths and interdisciplinary collaboration



# CBE STRATEGIC PLAN



Renée Cheng sketch based on Mitch Hammer Intercultural model discussed in January 2019 her first townhall of CBE faculty and staff





## 2021 Strategic Framework

Welcome to the landing page for the [CBE Strategic Framework](#) — adopted 2/10/2021 — and 2019-2021 Strategic planning process. We are excited to bring you our full plan along with transparency on our entire planning process.



### WHERE WE'VE BEEN

Over the past 18 months, our faculty, staff, student body, partners and PACS have been a part of the strategic planning and building process. Follow our complete and transparent process through our meeting minutes, updates and documents.

[READ NEWS](#) >



### WHERE WE ARE NOW

#### ADOPTION 2/10/2021

Through feedback mechanisms, faculty, staff, students, partners, we are excited to present our adopted strategic framework for the College of Built Environment

[READ THE PLAN](#) >



### WHERE WE'RE GOING

Organizational structures adopted or created to support implementation. Analysis of current structures, including College Executive Committee, Staff and College Councils, College Curriculum Committee, as well as working groups such as administrators and advisors on implementation and adoption processes. New structures created as needed in alignment with our adopted plan.

[EXPLORE](#) >



# COLLEGE OF BUILT ENVIRONMENTS STRATEGIC FRAMEWORK



## CBE IMAGINES

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

## CBE BELIEVES IN

**Education** that expands students' knowledge by tapping into professional expertise to ground in disciplinary strength while confidently crossing boundaries to tackle broad social and personal concerns.

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

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



## **CBE IS GUIDED BY THREE PILLARS**

### **COLLABORATION AND IMPACT**

Today's grand challenges require our full range of disciplinary skills and expertise including the core ability to work with others. Our students, faculty, and staff bridge, complement, and integrate effectively across disciplinary boundaries within CBE and with our academic, industry, regulatory, governmental, and community partners.

### **BOLD THOUGHT LEADERSHIP**

The built environment is one of the most powerful levers - as both the cause of and the solution for - influencing the planet's most urgent social and environmental problems. Through our fluency in collaborative and interdisciplinary processes, we lead decisions about the built environment which are critically important to positive change.

### **EQUITABLE AND JUST PRACTICES**

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.







**VISION & PROGRAMMING COLLEGE OF BUILT ENVIRONMENTS**  
**UNIVERSITY OF WASHINGTON SPACE PLANNING SERVICES**

PROJECT KICK-OFF  
9 SEPTEMBER 2022

KIERANTIMBERLAKE



# How can a College of Built Environments be programmed to anticipate the future?

UW COLLEGE OF BUILT ENVIRONMENTS



UW CBE website





## What is the College seeking?

A visionary **programming analysis** that can **pilot a post-Corona future** academic work/learning place for CBE that can also serve as a **model for the University of Washington and beyond.**

UW COLLEGE OF BUILT ENVIRONMENTS





# HOW TO GET INVOLVED

Build intercultural fluency  
(practice, use EDI resources, and give grace)

## Sign up for Student Council

*email [ccamp1@uw.edu](mailto:ccamp1@uw.edu)*

Engage in space planning and website design surveys  
and workshops October and November

Learn more about the [CBE Diversity Council](#) online.



# CBE ACADEMIC LEADERS

## Dean

Professor, Architecture  
*rycheng@uw.edu*  
for appointments: *bfaulk@uw.edu*



## Associate Dean, Academic Affairs Vikram Prakash

Professor, Architecture  
*vprakash@uw.edu*



## Department of Construction Management Giovanni Migliaccio

Professor  
*gianciro@uw.edu*



## Associate Dean, Research Carrie Sturts Dossick

Professor, Construction Management  
*cdossick@uw.edu*



## Department of Architecture Brian McLaren

Professor  
*bmclaren@uw.edu*



## Associate Dean, Students & Department of Urban Design & Planning

### Christopher Campbell

Associate Teaching Professor  
*ccamp1@uw.edu*



## Department of Landscape Architecture Ken Yocom

Associate Professor  
*kyocom@uw.edu*



## Runstad Department of Real Estate Steve Bourassa

Professor  
*sbour22@uw.edu*



# OFFICE OF THE DEAN

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## **Dean, Renee Cheng**

- Assistant to the Dean (Brittany Faulkner)

## **Academic Affairs (Vikram Prakash)**

- BE Curriculum, BE PhD, HHF, P&T; certificate prgms (Neile Graham)

## **Advancement (Alexandra Haslam)**

- Major Gifts (Savannah Ledgerwood)
- Philanthropy & Alumni (Laura Barrera)
- Events (Mel Hamasaki)
- Communications (Jamilah Williams & Brian Vogt)

## **Finance & HR (Rachel Ward)**

- Reimbursements +

## **Operations (Josh Polansky, interim)**

- Computing (Ross McKenzie)
- Archnet & Digital Commons, Computing Support (Matt Sharp)
- Facilities and Facilities Maintenance (Meegan Amen)
- Fabrication Lab (Catherine McCulloch)
- Visual Resources, Photo Lab, Gould Gallery (Josh Polansky)

## **Research (Carrie Sturts Dossick)**

## **Students (Christopher Campbell)**

- Academic Integrity, Code of Conduct, Title IX



# DEPARTMENT CHAIR PANEL

## Department of Construction Management

**Giovanni Migliaccio**

Professor  
*gianciro@uw.edu*



## Department of Architecture (Acting)

**Brian McLaren**

Professor  
*bmclaren@uw.edu*



## Department of Landscape Architecture

**Ken Yocom**

Associate Professor  
*kyocom@uw.edu*



## Department of Urban Design & Planning

**Christopher Campbell**

Associate Teaching Professor  
*ccamp1@uw.edu*



## Runstad Department of Real Estate

**Steve Bourassa**

Professor  
*sbour22@uw.edu*



# DEPARTMENT CHAIR PANEL

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## Interdisciplinary Opportunities in CBE



# DEGREES & CERTIFICATES

## DEGREES (\*)

- UDP (UG & Grad)
- RE (UG & Grad)
- LA (UG & Grad)
- CM (UG & Grad)
- Arch (UG & Grad)
- BE PhD

## DUAL DEGREES (\*\*)

- UDP + LA (Grad)
- CM + RE (Grad)
- Arch + LA (Grad)
- Arch + CM (UG)

## MINORS (\*\*)

- Architecture Studies
- Construction Management
- Urban Ecological Design
- Real Estate
- Urban Design + Planning

## CERTIFICATES (\*\*)

- Housing Studies (Grad)
- Real Estate (Grad)
- Urban Design (Grad)
- Historic Preservation (Grad)
- Construction management (UG)  
- *classroom based & online*
- Building Information Modeling -*online*

(\*) Opportunities for pursuing graduate degree after completing your current degree

(\*\*) Opportunities for pursuing another degree/minor/certificate while completing your current degree



# CLASSES + STUDIOS

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## BE + McKinley Futures Studios

### Fall 2022

- Coastal Adaptation Studio: Design for Climate Change and Social Justice with the Shoalwater Bay Indian Tribe
  - Daniel Abramson - Urban Design & Planning
  - Lynne C. Manzo - Landscape Architecture
  - Rob Corser - Architecture

### Spring 2023

- Near Future City Circular: Envisioning Seattle's South Park as an Environmentally Just Neighborhood
  - Catherine de Almeida - Landscape Architecture
  - Gundula Proksch - Architecture



# STUDY ABROAD

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## Quarter-long programs (examples)

- UW Rome Center - Architecture and Landscape Architecture
- Nepal - Landscape Architecture
- Mexico - Architecture

## Summer and Early-Fall Programs

- Germany - Urbanization, Conflict and Community
- Peru - Exploration seminar in Amazon Rainforest
- Norway - Design/Build

## Short-term Travel Programs

- Scan Design Foundation Master Urban Design and Landscape Studio

## Exchanges

- **Valle Scholarships**
  - Funding for 1-3 quarters in Nordic countries
- **University of Groningen, Netherlands**
  - Planning focus





# CAREER SERVICES

## Career Fairs

- **College career fair**
  - Winter quarter
  - Private firms catering to all aspects of built environment
  - Some public/non-profits
- **RE & CM career fairs**
  - Primarily for RE and CM students but open to people in minors

## Mentoring

- **CBE Mentor Program - NEW!!!**
  - Professional mentor for anyone who wants one
  - Be on the lookout for an invitation email - coming soon!
- **Aspire Program (undergrad)**
  - Focused on housing, equity, and the RE industry
  - 8 week summer program
  - Supported by Windermere Real Estate





# COMMUNITY

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## CBE Committees

- Diversity Council
- CBE Student Advisory Council

## CBE Affinity Groups

- Hosted by the Diversity Council
- Learn more after this event
- Luncheon Oct 3rd

## Clubs

- RE Club
- New Urbanism Club

## Social Hours

- Happy Hour
- Bocce Ball tournament
- Department public lectures



# STUDENT SERVICES



**Christopher Campbell**  
Associate Dean of Students  
ccamp1@uw.edu



**Megan Herzog**  
Director of Student Services  
herzomeg@uw.edu

## What we do:

- Health & Wellbeing
- Career Services
- Study Abroad & Exchanges
- Recruitment & Retention
- Student Engagement
- Student Conduct



# STUDENT WELLNESS

## Physical

- COVID

## Mental/Emotional

- Mental Health
  - Depression
  - Anxiety
- Work/Study Stress
- Relationships
- Financial Problems
- Home Sickness
- Family Problems
- Identity
- Drug/Alcohol Problems
- And others...



# STUDENT WELLNESS

**Hall Health** - <https://wellbeing.uw.edu/unit/hall-health/>

- Medical and mental health care on campus
- Open to all students, including same day service
- Many services free

**Disability Resources for Students** - <https://depts.washington.edu/uwdrs/>

- Provides resources for various needs impacting learning, including academic accommodations

**Husky Health & Well-Being** - [wellbeing.uw.edu](https://wellbeing.uw.edu)

- One stop online resource for all sorts of health and mental health resources

**SafeCampus** - <https://wellbeing.uw.edu/unit/safecampus/>

- Immediate help for mental health crisis, assault, stalking, suicide, distress - concerns for your safety or the safety of someone else
- No situation is too big or too small to call
- 24 hours, 7 days a week
- **(206) 685-7233 (685-SAFE)**



# ACADEMIC INTEGRITY

UW Student Conduct Code: <https://www.washington.edu/studentconduct/>

Conduct code outlined in two sets of documents:

1. Washington Administrative Code (WAC) 478-121: Details student conduct code for University of Washington.
1. UW Policy Directory (faculty code):
  - Chapter 209 – Academic misconduct, alcohol and drug violations, computer abuses, bullying, disrupting the learning environment, and other prohibited behaviors
  - Chapter 210 – Sexual assault, discriminatory and sexual harassment, intimate partner violence, stalking, and other prohibited conduct

In CBE, we are also guided by professional codes of ethics



# ACADEMIC INTEGRITY: PLAGIARISM

## What is it?

- Plagiarism is the submission or presentation of someone else's words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism does not encompass unacknowledged submission or presentation of information that is generally known and widely accepted by educated members of a discipline. (Faculty Code: Chapter 209, Section 7, Subsection 3)
- In CBE, “composition” includes visual representations and all other created works.

## How to avoid it?

- Always cite your work (unless instructor says otherwise)
- When in doubt, ask your instructor
- Citations don't have to be in proper format, but they should be present



# ACADEMIC INTEGRITY: CAUSES & CONSEQUENCES

## Why do we do it?

- Stress
- Fallen behind in work
- Don't understand/feel overwhelmed or over your head
- Pressure to get a certain grade
- Feeling bad for or wanting to help someone else
- Think you won't get caught

## What happens if you do violate the code?

- Formal allegation is made
- Investigation is conducted
- Consequences depend on case
  - Probation + other consequences
  - Multiple offenses or severe offenses can lead to expulsion
  - Other resources provided or suggested

**Mostly we want you to learn and correct your ways**





# BACK TO SCHOOL FAQS

## CBE STUDENT FAQS

### FAQ

**LAST UPDATED: September 15, 2021**

[The University of Washington currently plans for in-person instruction to be the primary mode during AY2021-22.](#)

For up-to-date information on the UW response to the COVID-19 outbreak, please visit the [University of Washington Coronavirus website](#). See especially the [COVID-19 frequently asked questions](#), the [summary of key resources for students](#), and the [Autumn quarter 2021 planning](#) webpage. Students should also [review the back to school checklist](#). For technology specific resources and the faculty and staff FAQ, please refer to our [Timely Resources page](#).

The following resources are intended to help CBE students during the ongoing COVID-19 crises, and back to school guidance in Autumn 2021 and through the

### CBE FAQs

<https://intranet.be.uw.edu/students/faqs/>

### UW FAQs

<https://www.washington.edu/coronavirus/faq/>

## COVID-19 frequently asked questions

Home > Novel coronavirus information > COVID-19 frequently asked questions

**Face coverings are required indoors regardless of vaccination status.**  
UW personnel and students are required to be [vaccinated against COVID-19](#).

Updated: Sept. 21, 2021 at 3:30p.m.

### Frequently asked questions about novel coronavirus

#### Table of contents

- [COVID-19 information](#)
  - [Prevention, health and vaccines](#)
  - [About the UW's response](#)
- [Information for current and prospective students](#)

### COVID-19 VACCINES



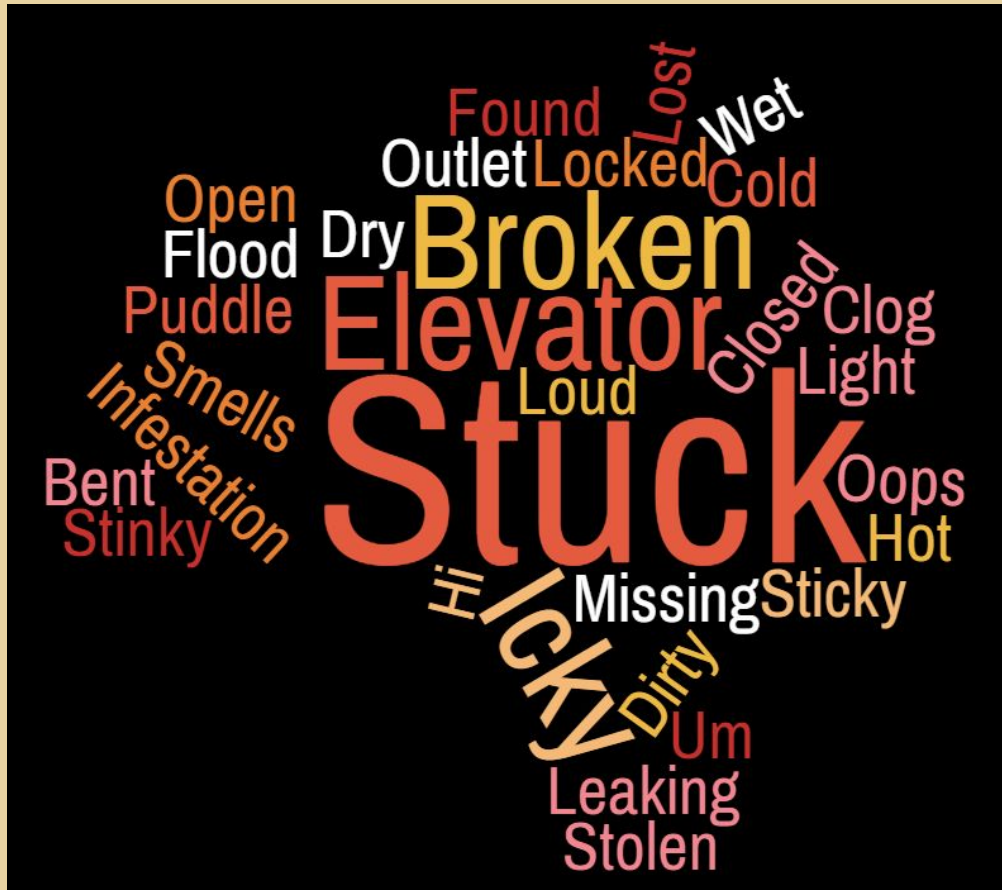
Get answers to vaccine questions and find a vaccine provider today.

GET VACCINATED



# FACILITIES + SAFETY

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Report issues or concerns to:

Meegan Amen  
[meegan@uw.edu](mailto:meegan@uw.edu)



# EMERGENCY RESOURCES

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## [SafeZone App](#)

PLEASE DOWNLOAD THIS APP! Use it to call for Medical issues, if you or someone near you needs urgent medical help. And to call for an Emergency, if you feel threatened, need urgent help or witness a crime in progress.

## **9-1-1**

Ask to be transferred to UWPD

Non-Emergencies: 206.685.UWPD (8973)

## **UW Alert**

[www.washington.edu/safety/alert](http://www.washington.edu/safety/alert)

## **UW SafeCampus**

206.685.SAFE (7233)





# SAFETY SERVICES

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## Husky NightWalk

*Walking escort and van service by a UWPD Security Guard*

- > 206.685.WALK
- > 6:00 p.m.-2:00 a.m.
- > 7 days a week
- > Transport up to 1 mile off campus

## NightRide Shuttle

- > Eight campus pick up locations
- > Wheelchair accessible
- > Pick up from 8 pm -1:34 am for the East Zone
- > Pickup from 8 pm - 1:39 am for the West Zone
- > Monday through Friday
- > Excludes University holidays and summer quarter



# UPCOMING COLLEGE EVENTS

## Fall Quarter

- 10/13 - HHF & CBEChronicles: FUTURE VISIONS: Anthropocene & the Environmental Crisis - Deans' panel with Renée Cheng, Maya Tolstoy (CoE), and Diane Harris (A&S)
- 10/20 - Dept of Architecture: AIR50 Steven Holl Lecture
- 10/28 - HHF Event featuring Kate Brown, Professor of Science, Technology, Society, MIT "The Reactor in the Garden: Hanford, Chernobyl and the Great Acceleration "
- 11/2 - UDP Professions Council lecture: "New Urban Disruptors - Beyond Vancouverism" - A conversation with Larry Beasley, C.M.
- 11/8 - Construction Management Career Fair
- 11/8 - HHF Event featuring Erik Frandsen: Lundgaard & Tranberg Arkitekter "Connectedness – the Danish Pavilion in the 2021 Venice Architecture Biennale"

## ● Winter Quarter

- Faculty candidate visits (approx. 18 lectures) w/ topics re: the future interdisciplinary & collaborative practices







# Justice, Equity, Diversity, & Inclusion

## How to support Identity and Belonging

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Renée Cheng, Dean of the College of Built Environments  
Lynne Manzo & Laura Barrera, Co-Chairs CBE Diversity Council  
University of Washington

# AGENDA

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Dean's thoughts on equity  
Diversity Council

—

Q&A

*Affinity group sign up and pizza!*





Home ▾ About BE ▾ Equity, Diversity, and Inclusion

## Equity, Diversity, and Inclusion

### Honoring Place in the Built Environment

The University of Washington and College of Built Environments acknowledge 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 Message

Welcome to the CBE Equity, Diversity, and Inclusion Webpages!

At CBE we believe that Equity, Diversity, and Inclusion (EDI) are essential to meeting our goal of a more just and beautiful world. We believe that focusing on equitable and inclusive principles in the built environment, elevates diversity and justice, and results in increased health, wealth, and deeper levels of engagement for everyone. The built environment bears a disproportionate share of the responsibility for carbon emissions, energy consumption and place-based determinants of health and wellness in the world. As we continue to more deeply understand the power of the built environments as a lever of change, we commit to shifting from "doing less bad" to doing good. These are complex problems, solving them requires the ability to work effectively with people who come from a wide range of identities that may intersect.

Having a shared understanding of what [equity, diversity, and inclusion](#) mean in the context of our college is important to reaching these goals. This page collects resources and captures the evolving dialogue around how we are building necessary skills and framing new mindsets with these topics in mind. Reaching a shared understanding is the first step in developing systems and processes that align with our values. We expect those values will be reflected in how we operate as a college, how we treat those in our community, and as an important measure of our success in teaching, research, and engagement.

As a college, we have outlined our key strategies for moving forward with our EDI goals. Overall, we seek to increase intercultural competency and the ability to bridge across differences [by using strategies outlined in our strategic plan](#).

We are curious to hear your thoughts on what you find in these resources, especially if you think there are gaps or opportunities you believe we should address, and/or places you wish to partner with us. Reach out to [cberesponse@uw.edu](mailto:cberesponse@uw.edu) or make an appointment to see me during my office hours through my assistant [bfaulk@uw.edu](mailto:bfaulk@uw.edu). Thank you for taking the time to engage in this meaningful conversation.

Yours,

Renée

#### About BE



Meet the Dean

**Equity, Diversity, and Inclusion**

- Strategic EDI Action

- Our EDI Approach

- CBE Diversity Council

- Our EDI Efforts

- Our EDI Resources for Faculty, Staff, and Students

Strategic Framework

Dean's Office Directory

Academic Leadership



### THE DEAN'S NORTH AMERICAN EDI LEADERSHIP

- [Working With and Across Differences - Renee Cheng at DOWL - Video](#)

- [AIA Guides for Equitable Practice](#)

- [Change Agency, Change Value - Renee Cheng for Architect Magazine - Op-Ed](#)

- [Renee Cheng speaks on A+ Session: Future Workforce of Professional Practice and](#)

<https://be.uw.edu/about/equity-diversity-and-inclusion/>



Diversity creates \_\_\_\_\_

write down as many answers as you can in 2 mins





on its own, NOTHING

### 30 Under 30

## Why diversity is the key to unlocking sustainability

Jaromi Bond  
Thursday, August 24, 2017 - 2:08am



Research proves that companies thrive when they encourage people from a variety of backgrounds to shine.



## DIVERSITY IS A MARKET ISSUE.



HOUSEHOLD  
SPENDING  
CONTROLLED BY  
WOMEN

BY 2018, MORE THAN  
HALF OF CHILDREN  
UNDER 18 WILL BE  
NON-WHITE



## Statistics that Prove the Value of Diversity in the Workplace



## Why is board diversity important?

Nurle looks at why diversity is important in the boardroom, the benefits of a diverse board and how to implement a board diversity policy.



While a diverse workforce can have its challenges, it could also be said that the advantages of having a multicultural team far outweigh those challenges, while also giving your organisation a competitive edge. With this in mind, let's take a closer look at some of those benefits.



INCREASED PRODUCTIVITY



INCREASED CREATIVITY

the promise

<https://www.greenbiz.com/article/why-diversity-key-unlocking-sustainability>

<https://www.brazen.com/blog/recruiting-hr/benefits-of-diversity-in-the-workplace/>

<http://outsourceminstitute.com.au/news/diversity-workplace-4-great-benefits/>

<http://www.letstalkaboutwork.tv/benefits-employee-resource-groups/>

<https://blog.capterra.com/7-studies-that-prove-the-value-of-diversity-in-the-workplace/>



## **VIRAL** Huffington Post Editor's Photo of 'Diverse' Meeting Immediately Backfires

f share this



HUFFINGTON POST ED  
OF "DIVERSE" MEETIN

James Damore sues Google, alleging intolerance of white male conservatives

Class-action lawsuit led by fired engineer includes 100 pages of internal documents and claims conservatives are 'ostracized, belittled, and punished'

NITASHA TIKU BUSINESS 06.14.18 05:23 PM

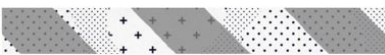
### GOOGLE'S DIVERSITY STATS ARE STILL VERY DISMAL

en's  
raid

07.14.18 | POV

### Camouflaging diversity issues isn't the same as solving them

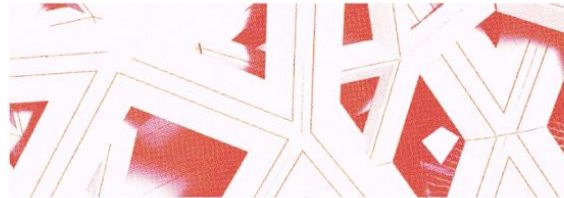
Under pressure, tech companies are rushing to tout their commitment to inclusion. But some of their efforts paper over the problem rather than so



12.04.18 | STRONG FEMALE LEAD

### Employers, you need to get rid of these misconceptions about diversity

Trying to build a diverse and inclusive workforce? These beliefs might be limiting your progress.



the downside

**My identities:**

industry leader

academic leader

educator

architect

researcher

mentor

sponsor

mentee

mother

artist

asian

woman

first-gen american

squash enthusiast

yoga and qigong practitioner

## **My identities:**

industry leader

academic leader

educator

architect

researcher

mentor

sponsor

mentee

mother

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~~sponsor~~

~~mentee~~

~~mother~~

~~artist~~

~~asian~~

~~woman~~

~~first-gen american~~

~~squash enthusiast~~

~~yoga and qigong practitioner~~



# Guides for Equitable Practice



Increasingly, architects will be called to lead efforts in finding solutions to many of our society's most pressing issues. To meet these challenges, as well as the unknown ones ahead, we must have the talent, passion, and creativity of a diverse cohort of students, professionals, and leaders.

The *Guides for Equitable Practice*, done in partnership with the University of Washington and the University of Minnesota, and the American Institute of Architects' Equity and the Future of Architecture Committee (EQFA), are a vital part of AIA's long-term commitment to lead efforts that ensure the profession of architecture is as diverse as the nation we serve.

These guides will help you make the business and professional case for ensuring that your organization meets the career development, professional environment, and cultural awareness expectations of current and future employees and clients.

Each chapter includes real-world-derived best practices, relevant research, and other tools to help you address a variety of employment and personnel issues about equity, diversity, and inclusion. Each guide begins with a baseline explanation of its topic, conveying the knowledge and language required to have meaningful conversations with individuals at any level of your firm. The user-friendly layout and short, consumable sections are designed so you can find the content you need easily and quickly.



## Equity, Diversity, and Inclusion

We are actively engaged in furthering and supporting multiple initiatives and goals that value EDI for people of all backgrounds.

[Learn more >](#)

Questions regarding the Guides for Equitable Practice?

[Contact us >](#)

## Glossary

The purpose of this glossary is to furnish a shared understanding of how the Guides for Equitable Practice define and use terms related to equity, diversity, and inclusion (EDI).

[Download the Glossary >](#)

CAREER AND THE PROFESSION

Introduction

The guides make the moral, business, ethical, and societal cases for equitable practice in architecture.

CAREER AND THE PROFESSION

Compensation

Architecture's compensation issues arise from inequitable opportunities, valuation of work,

CAREER AND THE PROFESSION

Mentorship and Sponsorship

Mentorship and sponsorship can prove crucial to individuals' careers.

SOCIAL IMPACT

Intercultural Competence

As architecture becomes more diverse, bias and intercultural competence—the ability to function in diverse environments—becomes

FIRM MANAGEMENT

Recruitment and Retention

Attracting and retaining talent is vital for every firm and the

CAREER AND THE PROFESSION

Advancing Careers

This guide details the importance of approaching career advancement as a shared responsibility between

CAREER AND THE PROFESSION

Workplace Culture

Workplaces are becoming more complex—with new environments, increases in diversity, and shifting

CAREER AND THE PROFESSION

Negotiation

This guide outlines skills architects can develop to act inclusively and equitably during negotiations.

SOCIAL IMPACT

Engaging Community

Because the majority of architects' work affects communities, respectfully engaging with them

https://www.aia.org/resources/6246433-guides-for-equitable-practice

# CBE Diversity Council - Co-Chairs

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**Laura Barrera**



**Assistant Director  
CBE Advancement**

**Lynne Manzo**



**Professor  
Landscape Architecture**



## Laura:

woman  
Latina  
second-gen american  
undocumented upbringing  
undergraduate student  
first-gen student  
non-traditional student  
working student  
Miamian  
*(as in born & raised Miami, FL)*  
NYC Enthusiast  
*(only bc I can't call myself a NYer  
after living there only 8 yrs)*  
traveller  
learner  
artist

## Lynne:

woman  
educator  
researcher  
mentor  
mentee  
environmental psychologist  
first-gen college graduate  
mountain climber  
once-New Yorker  
*(I can still get my NY up)*  
working class upbringing  
ally - but it's a verb

# 2021 - 22 CBE Diversity Council Members



Dana Austin Bass



Melissa Best



Branden Born



Jen Davison



Even Gebru



Katrina Golloday



Megan Herzog



Allen Jennings



Donald King



Claudine Manio



Maimoona Rahim



Shanna Sukolv



Kana Takagi



Lynne Manzo



Laura Barrera

**Look for invitation  
for student  
representatives for  
AY 2022-23 coming  
soon!**

**Let your department  
advisors know if you  
are interested in  
participating!**





[illegible]

**W**





Home > About BE > Equity, Diversity, and Inclusion > Our EDI Resources for Faculty, Staff, and Students

## Our EDI Resources for Faculty, Staff, and Students

The CBE EDI Initiative has included a variety of workshops to provide tools and build skills tailored specifically to the needs of faculty and staff, resources below.

### Equity, Diversity, and Inclusion ↑

Strategic EDI Action

Our EDI Approach

CBE Diversity Council

Our EDI Efforts

Our EDI Resources for Faculty, Staff, and Students

### Resources for Students

The first resource for students can be found at the department level. Advisers are well versed in a number of resources available to students. Students with specific concerns or ideas to share are also welcome to schedule time with the Dean during Office hours. You can contact Brittany Faulkner at [bfaulk@uw.edu](mailto:bfaulk@uw.edu) for more information.

### Special Topic Videos for Students

**Part 1: Building Intercultural Competence**



**Part 2: Equity, Diversity + Inclusion Q&A with Dean Renee Cheng**



### University of Washington Resources

UW Centers and Organizations

Mental Health

Safety

Several centers and organizations promote support networks that allow students to experience personal growth, meet new friends, share common interests with other students, faculty, and staff.

+ [Click for resources](#)

We encourage all members of the College to use these resources as a springboard for further learning about anti-racist and anti-discriminatory practices and to foster greater diversity and inclusion in your work.



# We look forward to getting to know you!

Questions? Suggestions?

Interested in joining the CBE Diversity Council? We are seeking student reps by Oct 7th

Contact us!: [cbe\\_dcchairs@uw.edu](mailto:cbe_dcchairs@uw.edu)

CBE EDI Strategic Plan coming in AY 2022-23

Join us next in Gould Court for Lunch and Affinity Group breakout social!

*Mark Your Calendar!*

Next Affinity Group Luncheon  
Monday, October 3, 12-1:00pm  
Location TBD

