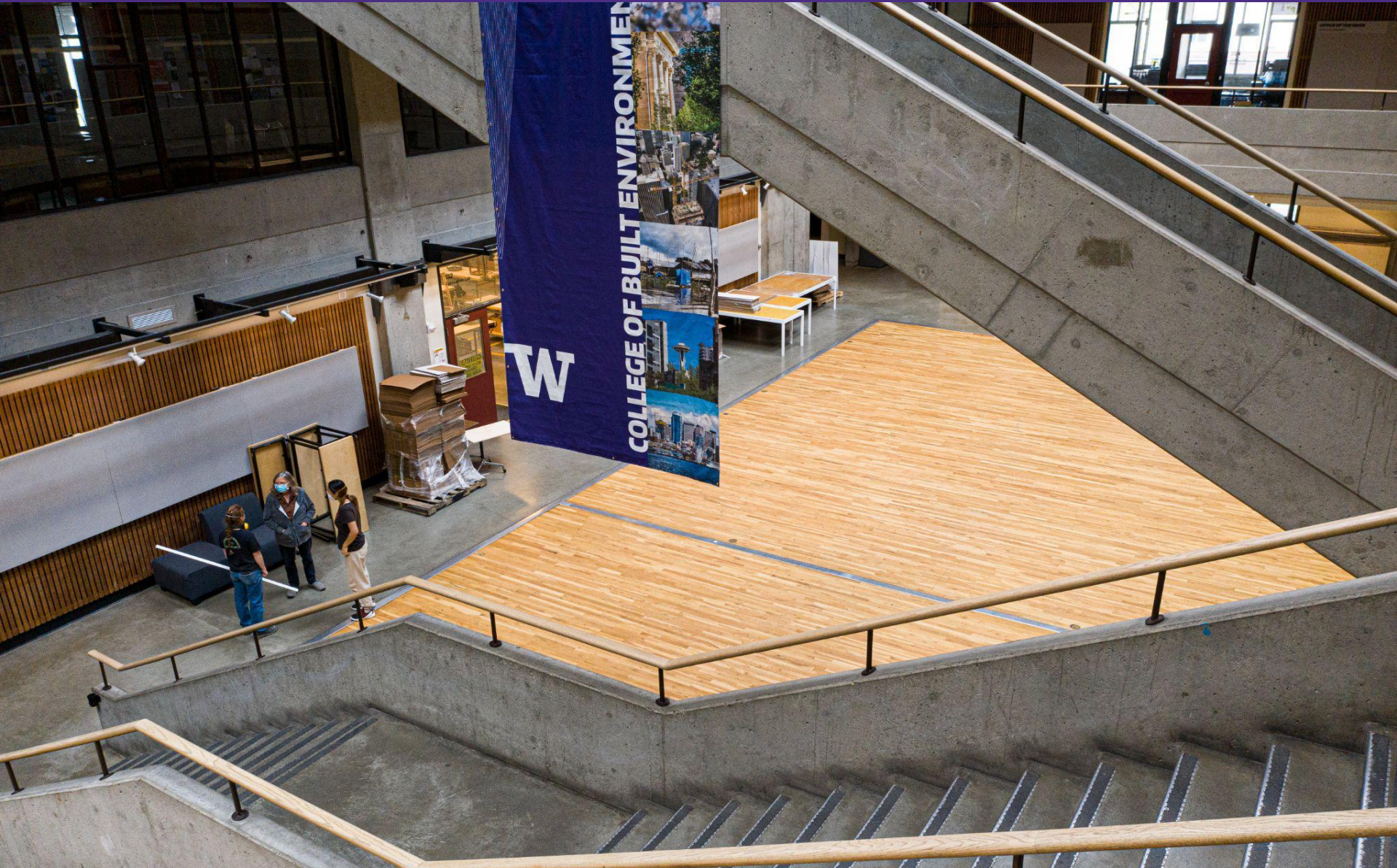# FACULTY
WELCOME TO CBE ONBOARDING DAY!
SEPTEMBER 13, 2023

MORNING COFFEE

MEET AND GREET

AND CBE TOUR

Ken Yocom, Chair
Department of
Landscape Architecture

Gerri Williams, HR
Administrator

AGENDA

Morning Session
- Introduction to CBE
- Library Overview
- Introduction to the Office of Student Services
- CANVAS Workshop
- Meet and Greet lunch

Afternoon Session
- DEI session
- Introduction to Finance and Administration & Operations
- Office of Advancement
- Office of Academic Affairs
- Office of Research
- Human Resources

INTRODUCTION TO CBE

Renée Cheng,
John and Rosalind Jacobi Family Endowed Dean

- Introduction of Chairs and Deans
- History of CBE
- Dean's office and Departments
- Strategic Framework

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INTRODUCTION TO CBE

Dean Renée Cheng

- Introduction of Chairs and Deans
- History of CBE
- Dean's office and Departments
- Strategic Framework

HISTORY OF CBE

CBE FUNCTIONAL ORG CHART

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CBE FUNCTIONAL ORGANIZATION CHART

DEPARTMENTS	ASSOCIATE DEANS	ADVANCEMENT	OPERATIONS	HR/ FINANCE
Chair, Architecture Rick Mohler	**Associate Dean, Academic Affairs** Lynne Manzo	**Assistant Dean, Advancement & External Relations** Alex Haslam	**Director, Operations** Josh Polansky	**Assistant Dean, Finance & Administration** Rachel Ward
Chair, Construction Management Giovanni Migliaccio	• Office of Academic Affairs (Curriculum, Tenure & Promotion)	**Associate Director, Advancement** Savannah Ledgerwood	**Facilities** • Facilities Management • Environmental Health & Safety • Gould Gallery	**Finance** • Budget planning & management • WorkDay • Payments • Procurement & Travel • Endowments
Chair, Landscape Architecture Ken Yocom	**Associate Dean, Research** Carrie Sturts-Dossick	• Endowments & Gifts • Event Support		
Chair, Runstad Dept of Real Estate Steve Bourassa	• Office of Research • Faculty research support	**Marketing & Communications, Director,** Babs Pinette	**Computing Director,** Ross McKenzie	**Human Resources HR Administrator** Gerri Williams
Chair, Urban Design & Planning Branden Born	**Associate Dean, Student Services** Christopher Campbell	• Media & External Communications • Internal Communications	• Technology and infrastructure planning • Faculty & staff computing • Computer Lab	• HR management & employee relations • WorkDay business process support • WorkDay HR/ payroll support
Departments • Admissions • Advising* • Teaching • Research • Community Engagement (PACs) • Alumni Engagement	**Director of Student Services** Megan Herzog		**Fabrication Lab Director,** Rae Moore	
	• Academic Advising* • Career & Internships • Student engagement • Title IV		• Lab management & safety	**Research Administrator,** Mike Bartley
				• Grants planning & management

STRATEGIC FRAMEWORK

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.

CBE LIBRARY
INTRODUCTION TO LIBRARY SERVICES

INTRODUCTION TO CBE LIBRARY

ALAN MICHELSON

Head, Built Environments Library

alanmich@uw.edu 206.543.7091

- How can the library support you?
  - UW Libraries Website: lib.washington.edu
  - UW Libraries Catalog: What it contains and what it doesn't
  - Using Worldcat.org
  - Inter-library Loan Registration
  - Subject Guides
  - Library Instruction
  - Ordering Course Reserve Books

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CBE STUDENT SERVICES TEAM

Christopher Campbell,
Associate Dean for Students
ccamp1@uw.edu

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

CBE STUDENT SERVICES TEAM

Teri Thomson Randall,
Student Services Coordinator
terir@uw.edu

???,
Director of Counseling
Coming soon!!

AGENDA

- **UW Student Conduct Code**

- **Academic Misconduct**

  - **Plagiarism**
  - **Cheating & Other Forms of Academic Misconduct**

- **Behavioral Misconduct (non academic)**

- **How to Report Violations of the Conduct Code (and what happens next)**

- **Grade Appeals**

- **Q&A**

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UW STUDENT CONDUCT CODE

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.

2. 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

Covers academic AND behavioral conduct

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PLAGIARISM

1. What Constitutes Plagiarism?

- 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.

- This can include text or images generated by AI tools, if not cited.

2. How to Identify Plagiarism

For written plagiarism (excluding AI)

- Use Turnitin on Canvas
- Watch for changes in font, tone, tense
- Use of overly sophisticated ideas or writing
- Inclusion of outside materials not likely to be known by student
- Answer doesn't fit the question (sign of recycled or hired writing)
- If in doubt, try googling phrases or paragraphs

For plagiarism of images or creative works

- Overly sophisticated images, technique, or use of tools
- Use google images to search suspected image
- Images that match too closely others in the class

Sometimes other students will report on one another

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2. How to Identify Plagiarism

For AI generated text or images

- There are no reliable automatic scanners, eg, Turnitin or canvas
- Current AI tends to generate fairly basic and repetitive sentence and paragraph structures, eg, the basic 5 paragraph essay, though it can be "trained" to write more sophisticated text
- Watch for "facts" or other details that are wrong or don't make sense. Example, AI will write a convincing analysis of the use of otters as a metaphor in Moby Dick, though there are no otters in Moby Dick.
- Sources or citations may be manufactured
- Answers may go beyond the questions or bring in material not covered in class
- Googling sentences may not reveal plagiarism

3. How to Avoid Plagiarism

1. Include language in your syllabus that identifies what plagiarism is and links to the UW Student Conduct Code (you can use these slides).
    *   This will be important to the investigation in the event of a plagiarism allegation.

2. If there is a professional code of ethics that addresses plagiarism, include that too.
    *   This can also be a conversation about personal and professional ethics

3. Develop assignments that are difficult to plagiarize.
    *   Develop discipline or text-specific assignments
    *   Ask for analysis or synthesis of two or more texts or ideas
    *   Require notes, outlines, or rough drafts
    *   Break longer assignments into pieces due at different times
    *   Require citations with page numbers
    *   Conduct in-class writing exercises/assignments

4. Encourage students to ask if they are in doubt.

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CHEATING & OTHER FORMS OF ACADEMIC MISCONDUCT

CHEATING & OTHER FORMS OF ACADEMIC MISCONDUCT

Outlined in Chapter 209 of the faculty code. Includes several forms of academic misconduct:

- **Cheating:** a) unauthorized assistance on exams or assignments; b) unauthorized use of another students materials; c) use of online sources, such as solution manuals, without instructor permission; d) using another person to complete work or take a test.
- **"Falsification",** including submitting false records of internship experience or attendance at events.
- **Plagiarism**
- **Unauthorized collaboration**
- **Behavior prohibited by an instructor or in a syllabus**
- **Multiple submissions of the same work in separate courses without instructor permission**
- **Deliberate destruction or damage of another student's work**
- **Recording of instructional material without permission of instructor.** Unless approved as a disability accommodation.

2. Cheating in CBE

1. It appears to be relatively rare but does occur. Most common forms:
   - Plagiarism
   - Copying peer's work
   - Completing take-home tests together (when unauthorized)
   - Completing other assignments together (when expressly forbidden)

2. Why do students (intentionally) cheat?
   - Stress
   - Falling behind on school work/overwork
   - Parental/family pressure to succeed or get a high grade
   - Lacking basic skills to succeed in class/ over their heads
   - Fear/embarrassment to ask for help
   - **Rarely the reason**: Laziness

3. How to Avoid Cheating

1. Include language in your syllabus and assignments that identifies what cheating is and links to the UW Student Conduct Code (you can use these slides). Tailor language to your class.
    - This will be important to the investigation in the event of a cheating allegation.

2. If there is a professional code of ethics that addresses cheating or professional honesty, include that too.
    - This can also be a conversation about personal and professional ethics

3. Talk to students about cheating in your first class and before tests or important assignments. Go over assignment rules in class.

4. Watch for the behaviors that can lead to cheating. **Reach out to the student and offer help or alert an adviser or Student Services if you are concerned about a student.** Care is often the best prevention.

REPORTING ACADEMIC CONDUCT VIOLATIONS

REPORTING ACADEMIC CONDUCT VIOLATIONS

1. If behavior is not egregious then the instructor can choose to confront the student and resolve the problem in the classroom. This is a "teachable moment".
   - For example, can ask the student to re-do an assignment.
   - Record this event in your records with notes on the conversation.
   - This should be handled by the instructor, not a TA.

1. For clear violations or for suspected violations that are egregious (suspected intentional, impacts other students, major assignment, have already spoken to the student, etc.) then **file a report through UW Community Standards & Student Conduct (CSSC).**

REPORTING ACADEMIC CONDUCT VIOLATIONS

- Report It: https://www.washington.edu/cssc/report-it/

REPORTING ACADEMIC CONDUCT VIOLATIONS

1. Form will ask you to submit information:
   - Description of incident
   - Class syllabus or assignment related to incident
   - Copy of document that violates the conduct code
   - Other evidence of violation

2. Report will be sent to CSSC and then forwarded to CBE Student Services

3. Student Services will conduct an investigation, which will include reviewing the evidence and interviewing the student, and may include interviewing you or others in the class.

4. Student Services will make a finding. Typical sanctions:
   - Probation for 1 or more quarters
   - Reflective essay
   - Can in rare cases lead to expulsion
   - Results recorded in misconduct file but do not appear on transcript

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BEHAVIORAL MISCONDUCT

BEHAVIORAL MISCONDUCT

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

BEHAVIORAL MISCONDUCT

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

2. **Title IX** regulations and procedures may also apply

1. Rights & Responsibilities of the Instructor

1. As an instructor, it is your job to ensure that all students can learn in an environment in which they feel safe and respected.

2. As an instructor, you also have a right to feel safe and respected in the classroom.

3. As the instructor, you have authority over your classroom. This means:
   - You can ask a disruptive student to leave the class
   - You can ask that a student be moved out of your class
   - You can regulate behavior within the class, including where people sit and use of technology (unless approved as part of an accommodation)

4. It is NOT your responsibility to solve a student's personal problems or to be their therapist.

2. How to Prevent Behavioral Misconduct

1. Emphasize the importance of a safe and respectful learning environment for all students.

2. Establish communication and behavioral ground rules for your class. Include them in your syllabus and discuss them on the first day.

3. Consider sharing tips for effective discussions or modeling effective debate/critique in your classroom. Ask your students how they want to communicate.

4. Provide a clear mechanism for reporting behavioral misconduct in your class. For example, who to go to if a student is being discriminatory or bullying (you first, then Chair, then Student Services).

5. When you see someone violate classroom norms address the violation in an appropriate manner – don't ignore it.

3. How to Report Behavioral Misconduct

1. Alert your Chair

2. Fill out a CSSC form
   • NOTE: Behavioral misconduct will be routed to the central CSSC office.

3. If need be, your Chair or CSSC will alert Student Services

4. If you are **concerned for the student's well-being**, fill out a student **Care Report**: https://dsl.uw.edu/staff-development/student-care-report-form/
   • UW Student Care Team will follow-up depending on issue within 72 hrs
   • Student Care Team includes: CSSC, the Counseling Center, Disability Resources, Hall Health, UW LiveWell, the VP for Student Life, Residential Life, SafeCampus, Undergraduate Academic Affairs, and UWP.D.

5. If you have a concern about **violence, suicidal ideation or sexual assault or sexual misconduct**, or would like to speak with someone right now or outside of business hours, call **SafeCampus**. Professionals trained in threat assessment, crisis response, and fear de-escalation are available 24/7 at **(206) 685-SAFE (7233).**

6. If you have an emergency or concern about danger to yourself, others, or the campus community, call 911. You can be transferred to UW campus police.

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4. Reasons to Submit a Student Care Report

UW provides broad services to assist students experiencing a variety of problems and stressors. Reasons to submit a Student Care Report include (but not limited to):

1. Concern for student's well-being
2. Significant change in student's behavior
3. Disruptive behaviors of learning, living, or work environment
4. A noticeable change from socially-appropriate behavior
5. Disclosing distressing life circumstances (e.g., finances, family or relationship)
6. Withdrawal from usual social interactions
7. Significant decline in personal hygiene
8. Substance use/abuse
9. Severe homesickness

GRADE APPEALS

GRADE APPEALS

- A grade appeal is when a student disagrees with a grade assigned by the instructor. This can be a grade for an individual assignment, or a final grade for a course.

- A grade appeal is NOT a student conduct issue and so does not involve the college or CSSC. Grade appeals are handled at the department level (though Student Services can advise).

- A grade appeal must be filed, in writing, before the end of the following academic quarter (not including summer).

- Grade appeals can be filed for a final grade, or for any other grade within a course.

Grade Appeals Resolution Process

1. Student talks to the instructor and tries to resolve the dispute.

2. If the student is not satisfied with the result of that conversation or does not want to have that conversation with the instructor, then the student goes to the Chair of the department in which the course is being taught.

3. If not satisfied, the student may file a written appeal to the chair within 10 days of speaking to instructor, with a copy of the appeal sent to the instructor. This can be done via email. The complaint should outline the nature of the dispute and the evidence they have.

4. The Chair then investigates. If the Chair believes the instructor's behavior to be arbitrary or capricious, the chair can ask the instructor to change the grade.

5. If the instructor refuses to change the grade, the chare, with approval of the voting members of the dept faculty, shall appoint an individual or individuals from the faculty to evaluate the performance of the student and assign a final grade. The dean and Provost should be informed of this action.

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For More Information on Grade Appeals

- UW Registrar Grade Appeal Procedure:
  https://www.washington.edu/students/gencat/front/Grading_Sys.html

- UW Faculty Code: Chapter 110, Section 2, Subsection B
  https://www.washington.edu/admin/rules/policies/SGP/ScholRegCH110.html#2

TL:DR – PROBLEMS IN THE CLASSROOM

Always:
1. Contact your Chair
2. Contact Student Services – we are here to help and advise!
   - Christopher Campbell – ccamp1@uw.edu
   - Megan Herzog - herzomeg@uw.edu

Academic Misconduct
1. Fill out a CSSC Form

Behavioral Misconduct
1. Fill out a CSSC Form
2. Fill out a Student Care Report – Concern for student welfare
3. Contact SafeCampus – Immediate or after hours concern for student welfare. **685-SAFE (7233)**

Grade Disputes
1. Contact your Chair

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BREAK 15 MINUTES

CANVAS WORKSHOP– UW IT CONNECT

OPEN UP YOUR LAPTOP…

CANVAS "sandboxes' to experiment with Canvas tools.

Presenters:

Dave and Beth (UW IT Connect)

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AFTERNOON SCHEDULED & AGENDA

12:00-12:45 LUNCH

12:45 RESUME - Afternoon Session
- DEI session
- Introduction to Finance and Administration & Operations
- Office of Advancement
- Office of Academic Affairs
- Office of Research
- Human Resources

LUNCH – Provided by Pam's Kitchen

MENU….

Chicken Curry

Jerk Chicken

Peas and Rice

Pumpkin Choka

Sauteed Kale

House Salad with citrus honey garlic dressing

gluten and soy free

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EDI in College of Built Environments

CBE Diversity Council - Co-Chairs

Laura Barrera

Lynne Manzo

Assistant Director
CBE Advancement

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
white
educator
researcher
first-gen college graduate
third-gen American
mentor
mentee
environmental psychologist
mountain climber
once-New Yorker
(I can still get my NY up)
working class upbringing
ally - noun & verb

W

MENTIMETER POLL

Name some of the identities that you hold ….

Go to: menti.com and enter code: 5153 2524

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2022 - 23 CBE Diversity Council Members

Dana Austin Bass

Melissa Best

Laura Barrera

Kakai Bojan

Branden Born

Carrie Sturts Dossick

Katrina Golladay

Megan Herzog

Allen Jennings

Ray Jia

Donald King

Ciara Laney

Rachel Faber Machaca

Claudine Manio

Lynne Manzo

Ivy Singh

Shanna Sukol

Kana Takagi

Ruoniu Vince Wang

We have 3 faculty positions to fill this year:

UDP

Architecture

Real Estate

CBE DIVERSITY COUNCIL

Mission

To **guide the College in matters of social justice, diversity, equity and inclusion**, to offer 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.

Our **core values** are social justice, diversity, equity and inclusion.. We are guided by these values and an ethic based on treating one another with dignity and respect as fellow humans.

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.

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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.

Part 1: CBE Initiative on IDI – Context and Strategy	›
Part 2: Intercultural Competence and the IDI	›
Part 3: IDI Group Results – CBE's Level of Intercultural Competence	›
CBE EDI Focus Groups – Summary Report	›
Additional EDI Resources & Reports	›

Special Topic Videos for Faculty & Staff

Equity, Diversity & Inclusion (EDI) in times of crisis	›
Working with discomfort online	›
EDI practices online	›
Supporting students during crisis: Emerging needs and concerns	›
Supporting students during crisis: Steps toward agency	›
Supporting students during crisis: rethinking academic and social goals	›
Investing in EDI & growth on the intercultural continuum	›
Continuing the EDI conversation	›
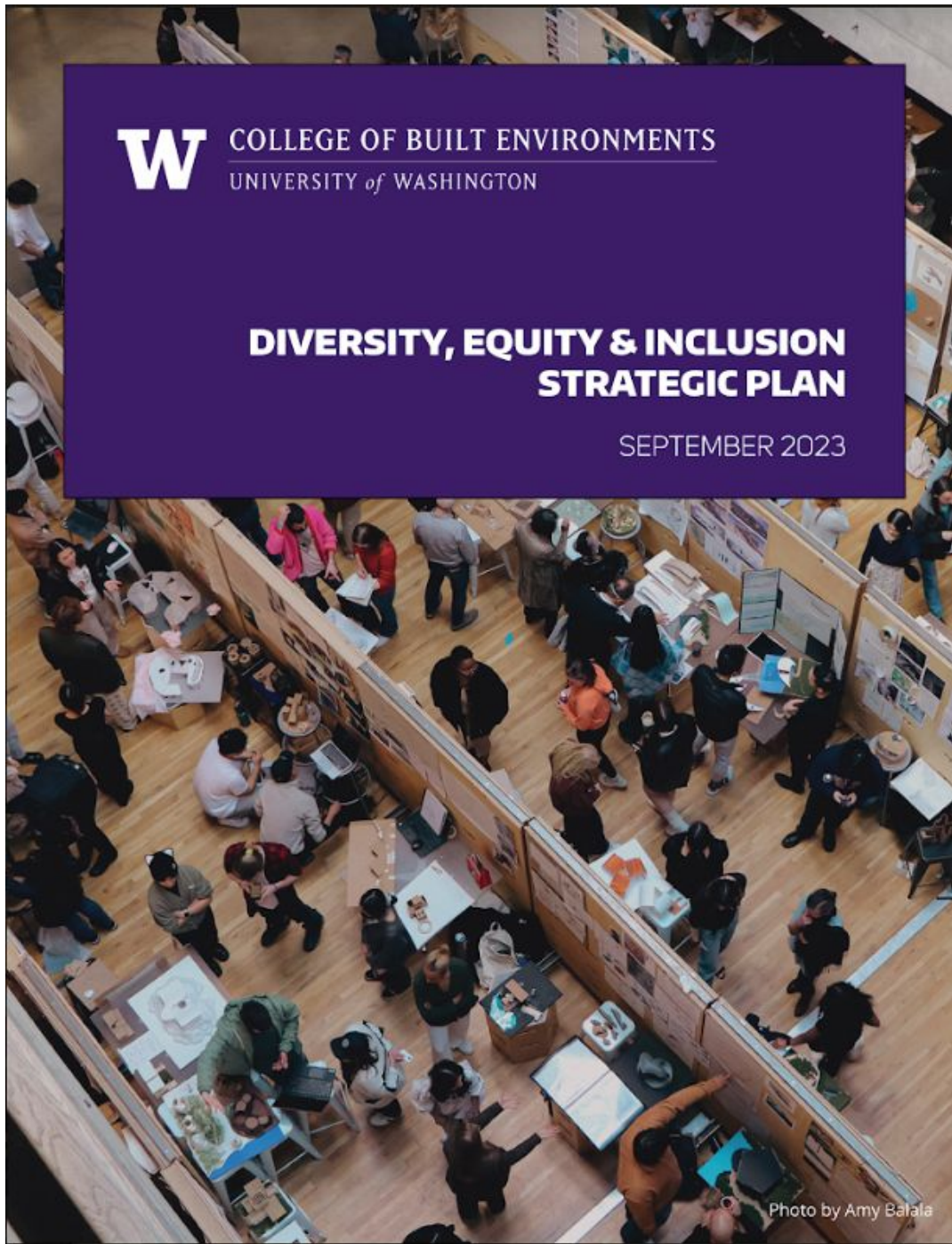
SERIES OF WORKSHOPS

EDI SESSIONS – AY 2023-24

October 10
November 2
Jan 9 or 11

More information coming soon!

save the date!

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CBE FINANCE & ADMINISTRATION OFFICE (CBE-FAO)

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TEAMS

FOUR FAO TEAMS

> **Finance**
> **Human Resources**
> **Sponsored Projects**
> **Operations**

CBE FINANCE

> Team
  – Rachel Ward, Assistant Dean, Finance & Administration, wardrm@uw.edu
  – Debbie Underwood, Analyst, debbieu@uw.edu
  – Guidance online at CBE Finance + Travel Forms (https://intranet.be.uw.edu/facultystaff/finance-travel-forms/)

> What we do
  – Budget management, development, and planning
  – Expenditure processing (reimbursements, procurement, honoraria)
  – Reporting
  – Services Agreement oversight
  – Information and data analysis for financial decision making
  – Workday Finance training and support

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HUMAN RESOURCES

> **Team**
>   – **Gerri Williams, HR Administrator -** *gerriw@uw.edu*
>   – **Jenner Johnson, HR Assistant -** *jenner18@uw.edu*

> **What we do -Support the College regarding all aspects of Human Resources**

   Hiring - Academic, Professional Staff, Student
   – **Managing personnel function of Workday- hiring,promotions, onboarding, compensation,**
   – **Training and Development Programs within UW and CBE**
   – **Provide guidance regarding UW human resources policies and procedures**
   – **Monitor UW compliance as applicable**
   – **Support DEI and College Strategic Plan - implement HR practices to create, retain and support a diverse workforce. Foster inclusive and equitable workplaces**
   – **FMLA, Disability, workman's compensation questions**
   – **Manage, consult, and provide guidance around employee relations**
   – **Collaborate with UW Central HR for Academic and Staff Questions**

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SPONSORED PROJECTS

> Team (be-grants@uw.edu)
  – Mike Bartley, Research Administrator
  – Monique McClure, Grants Manager
> What we do
  – Funding type identification: what type of funding it is – sponsored project, service for a fee, gift, or something else
  – Funding opportunity questions
  – Preparing and submitting proposals
  – Facilitator of communications between CBE researchers and UW central offices
  – Work completed in cooperation with CBE HR and CBE Finance

OPERATIONS

> **Team**
- **Josh Polansky, Director of Operations, jpo@uw.edu**
- **Includes:**
  - **IT (Computing)**
  - **Facilities**
  - **Fabrication Labs**
  - **Visual Resources Collection**
  - **Gould Gallery**
  - **Photo Lab**

CBE COMPUTING

> Team (be-help@uw.edu)
  – Ross McKenzie, Director of Computing
  – Matt Sharp, Assistant Director of Computing
  – Eric Gould, Senior Computing Specialist
  – Allen Jennings, Senior Computing Specialist
  – Shahinur Islam, Senior Computing Specialist
  – Student Assistants

> What we do
  – support classroom technology in CBE-controlled spaces (Architecture Hall, Gould Hall, Community Design, CERC)
  – purchasing and support of computers used by CBE employees (faculty and staff)
  – software licensing and server management supporting CBE initiatives
  – computer lab (Digital Commons) and printing facilities (Archnet) to support CBE-specific student needs

CBE COMPUTING

General computing help:

be-help@uw.edu

206-543-8531

Some UW resources for faculty:

https://itconnect.uw.edu/learn/tools/

https://itconnect.uw.edu/faculty/

Software for students/staff/faculty:

UW licenses

https://itconnect.uw.edu/tools-services-support/software-computers/uware/

CBE licenses-

https://be.uw.edu/spaces/computing/software-application-server/

To manage your netID:

https://uwnetid.washington.edu/manage/

To manage your identity (preferred name, recovery account, 2fa)

https://identity.uw.edu/

UW Wireless:

https://itconnect.uw.edu/tools-services-support/networks-connectivity/uw-networks/campus-wi-fi/eduroam/

CBE FACILITIES

> Team
  - Meegan Amen, Facilities Manager, meegan@uw.edu

> What we do
  - Oversight of safety and scheduling for Gould Hall, Architecture Hall, Community Design Building (CDB), and Sand Point facilities
  - Room scheduling for CBE owned spaces
  - collaboration with departments to make CBE spaces work for teaching, learning, and research
  - point of contact for UW Facilities and trades that maintain our building infrastructure

CBE FABRICATION LABS

> Team
  - **Director of the Fabrication Labs, Rae Moore**
  - **Fabrication Labs Specialist, Bryan Washko**
  - **Fabrication Labs Specialist, Scott Simpson**
  - **Fabrication Labs Specialist, Jack Bowen**
  - **student employees**
> What we do
  - Oversight and safety in our Gould Hall metalworking, woodworking, and digital tool shops
  - Support instruction in these shop spaces
  - support digital tools in use across our facilities, including laser cutters and 3D printers

VISUAL RESOURCE COLLECTION (VRC)

> **Team**
> – **Josh Polansky, Director of Operations, jpo@uw.edu**
> – **Judy Bowes, Graduate Staff Assistant**
> **What we do**
> – image and video services to meet the teaching and research needs of the CBE community
> – digital image database of 400,000+ images, as well as a physical photo archives of built environment subjects
> – image production help for faculty publication (illustration preparation for an academic press)
> – video documentation of key CBE lectures/events for publication on Vimeo

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GOULD GALLERY

> Team
  – **Josh Polansky, Director of Operations, jpo@uw.edu**

> What we do
  – 1000 sq ft secure gallery space, flexible configurations across three bays, allowing CBE to showcase the work of its community and host traveling exhibitions
  – quarterly programming, plus a schedule that accommodates diverse and spontaneous uses
  – Upcoming: UW EarthLab exhibit: *Un Rio: Tres Comunidades*
  –

PHOTO LAB

> **Team**
>> – **Josh Polansky, Director of Operations, jpo@uw.edu**
>> – **Becky Reinhold, photography instructor and supervisor of student staff**
>> – **student lab assistants**

> **What we do**
>> – Support instruction of traditional and digital photography, providing darkroom access for CBE students
>> – Provide a studio space with controlled lighting for photo documentation of student models and projects

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Hi, it's nice to meet you.

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What is Advancement?

Advancement

Development

Marketing & Communications

Alumni & Stakeholder Engagement

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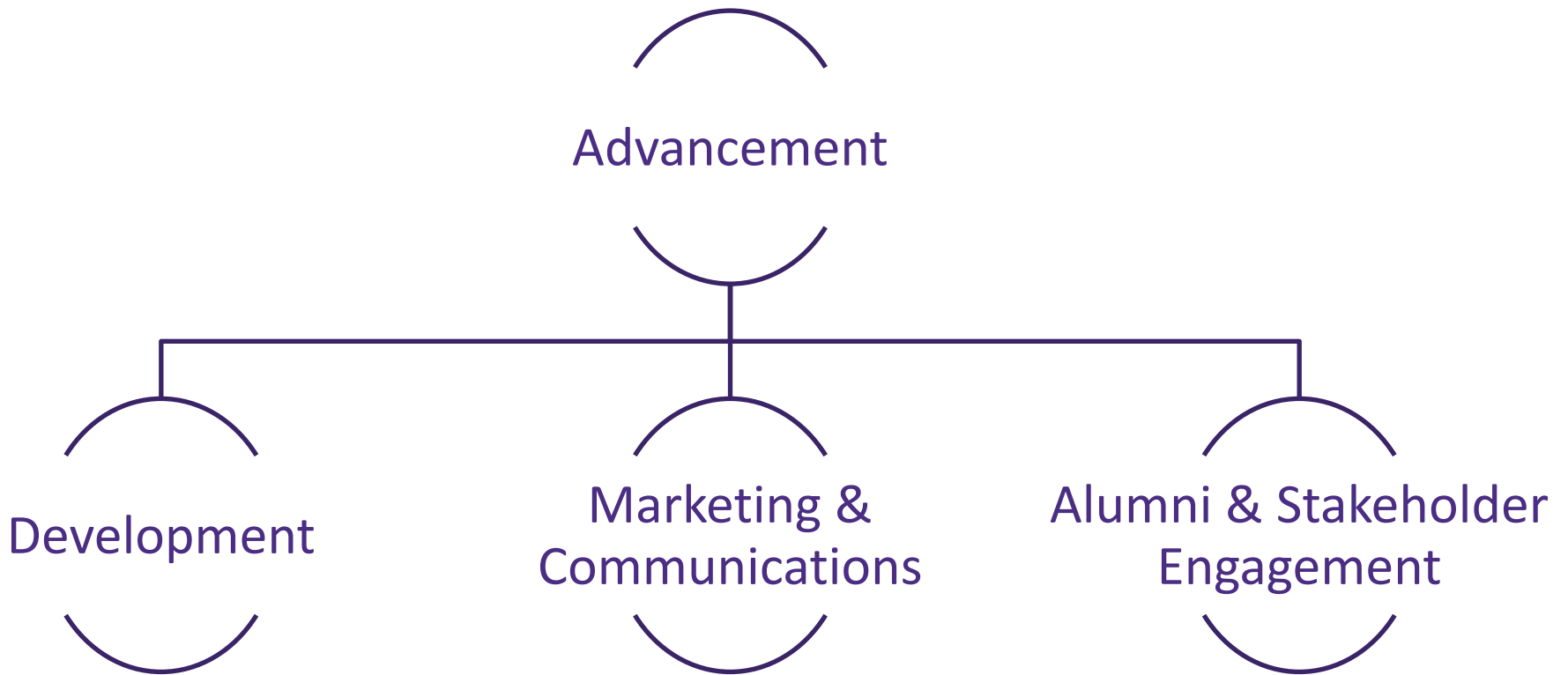
Assistant Dean, Advancement
ALEX HASLAM

DEVELOPMENT

ALUMNI & STAKEHOLDER ENGAGEMENT

MARKETING & COMMUNICATIONS

Assoc. Dir., Advancement
SAVANNAH LEDGERWOOD

Assist. Dir., Advancement
BERNADETTE BASCOM

Assist. Dir., Advancement Services
LAURA BARRERA

Director, Marketing & Comms
BABS PINETTE

Advancement Services Officer
MEL HAMASAKI

Assist. Dir. Marketing & Comms
JAMILAH WILLIAMS

Multimedia Content Specialist
ALEX BLAIR

Web Developer
BRIAN VOGT

COLLEGE OF BUILT ENVIRONMENTS
UNIVERSITY of WASHINGTON

Here's how we partner with you

Development

- Individual Giving
  - Major
  - Annual
- Corporate & Foundation relations
- Annual Philanthropy
- Donor Services
  - Stewardship
  - Gift Services + Policy

Marketing & Communications

- Email marketing
- External event promotion and support
- Storytelling
- Social media marketing
- Website marketing
- Website training for content editors

Alumni & Stakeholder Engagement

- Broad based engagement

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What do we do?

To advance the College of Built Environments' goals and extend its reach, the Advancement Team works to increase awareness, foster engagement, and secure private support.

FY24 advancement goals

1. Grow the College of Built Environments reputation as a trusted thought leader.
2. Share the story of our positive impact through unique experiences and visual storytelling.
3. Transform Gould Hall as the student experience and academic workplace of the future.

Here's how we partner with you

We promise to provide thoughtful partnership that leverages our team's expertise and community's knowledge to intentionally advance the impact of our shared mission, vision, and values of the University of Washington College of Built Environments.

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Get to know your assigned fundraiser!

Major gift fundraising ($25,000+)
- Alex Haslam: alexeck3@uw.edu
  Dean's Office Initiatives; Real Estate
- Savannah Ledgerwood: ledges@uw.edu
  Architecture; Construction Management
- Bernadette Bascom: bcbascom@uw.edu
  Landscape Architecture; UDP

Annual Philanthropy ($1-$24,999)
- Laura Barrera: lbarrera@uw.edu

Share your impact story!

How are you making a positive impact on the world?

I study *beehives* because I care about *safe buildings.*

UW Architecture Professor Dan Paulus is turning to an unlikely subject — the honeycomb design of beehives — to see what they can teach us about creating strong and efficient buildings. His research is generating quite a buzz.

FOR CURIOSITY. FOR IMPACT. BE BOUNDLESS.

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I study *wildfires* because I care about *the air we breathe.*

UW Environmental and Forest Sciences Professor Meredith Jacobson is passionate about protecting the health of Washington's forests — and its people. Because of her tireless commitment to the cause, we can all breathe easier.

FOR SAVING LIVELIHOODS. FOR SAVING LIVES. BE BOUNDLESS.

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What's the buzz?

CBE Advancement Project Support Request

Welcome! We're glad you're here. Our Advancement Project Support Form is designed to help our team assess, strategize, and support the work of the College of Built Environments. Every week, our team meets to assess inquiries and determine how they align with our – and the College's – strategic advancement efforts.

To ensure consideration, please reference Project Timelines (https://intranet.be.uw.edu/advancement/get-support/).

If we are able to support your project, we will connect with you for an intake meeting. If we cannot support your inquiry, we are happy to connect you with other resources.

Name *
Enter your name
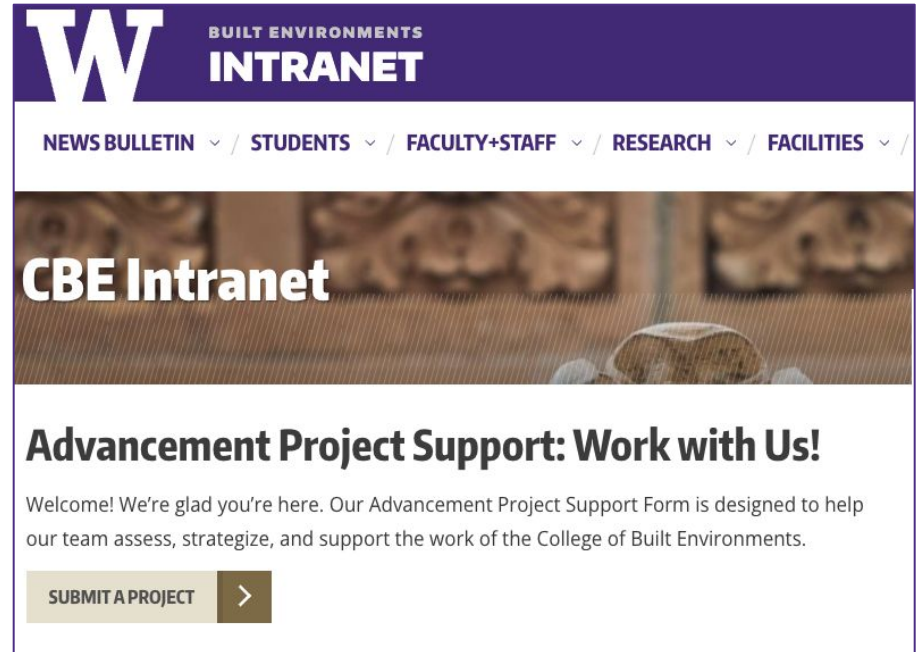
Enter your name

Email address *

Enter your email address

Department or Office *

Enter your answer

Project Title *
Please provide a short, detailed title for this project (E.G. Quarterly Newsletter Build, Case Statement, or Branding Consultation Request)

Enter your answer

W BUILT ENVIRONMENTS
INTRANET

NEWS BULLETIN ∨ / STUDENTS ∨ / FACULTY+STAFF ∨ / RESEARCH ∨ / FACILITIES ∨ /

CBE Intranet

Advancement Project Support: Work with Us!

Welcome! We're glad you're here. Our Advancement Project Support Form is designed to help our team assess, strategize, and support the work of the College of Built Environments.
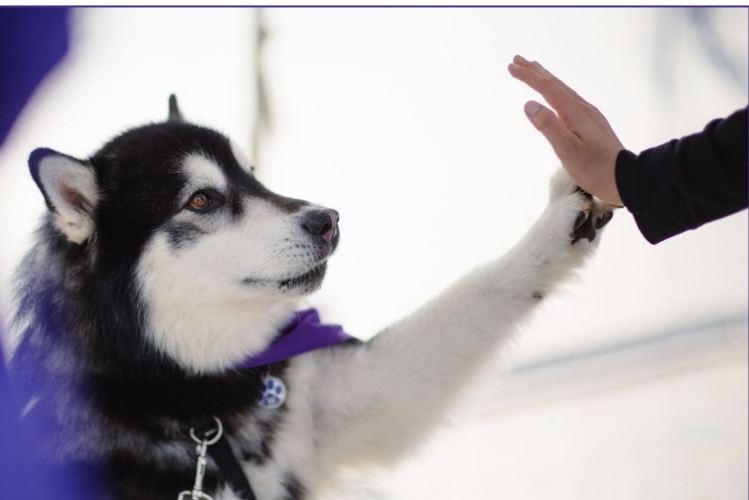
SUBMIT A PROJECT ＞

What's the internal buzz?

1. All-college meetings

2. Faculty meetings

3. CBE faculty listserv: be-faculty@uw.edu

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Today's Takeaways

1. We're one CBE team with one mission.

2. Say hello to your assigned fundraiser.

3. Have an impactful idea or story? Use our form to let us know.

BREAK 10 MINUTES

UNIVERSITY *of* WASHINGTON

CBE OFFICE OF ACADEMIC AFFAIRS

OFFICE OF ACADEMIC AFFAIRS

Who we are:

Lynne C. Manzo, PhD
Associate Dean of Academic Affairs
Office: Gould Hall, Room 348F
email: lmanzo@uw.edu

Cynthia Pristell
Administrative Specialist
Office: Gould Hall, Dean's Office, Room 224
email: cprist@uw.edu

OFFICE OF ACADEMIC AFFAIRS

Overview

- Mission
- Faculty Development
  - Tenure, Promotion, Merit Rev
  - Sabbatical Leave
  - Faculty Well-being
  - Mentoring
  - Training
- Curriculum Support & Development
  - BE Studios
  - Certificate Programs
  - Teaching Community of Practice

Teacher at the beginning of the school year

Teacher at the end of the school year

OFFICE OF ACADEMIC AFFAIRS

Mission

1. Support **faculty development** through mentoring and oversight of the tenure, promotion and merit review process, recommendations around sabbatical applications and college awards, and supporting the day-to-day work of the faculty through the provision of teaching resources.

2. **Support the College's mission and vision** to engage in education and research that influences the trajectories of **climate change**, **social justice** and human **health** through the thoughtful planning, design, construction and investment in the environment and in communities.

3. Ensure that the college operates with **integrity**, and **compliance** with law and with University and College policies and procedures

MENTIMETER POLL

What are some of the key issues & questions on your mind as you start your first year @ CBE?

Go to: menti.com and enter code: 3106 6951

TENURE, PROMOTION, MERIT REVIEW

Measures of success outlined in UW Faculty Code

For teaching track faculty, it is a bit different from tenure track faculty:

e.g.) Individuals appointed …may demonstrate their scholarship in a variety of ways including:

introduction of new knowledge or methods into course content;

creation or use of innovative pedagogical methods;

development of new courses, curricula, or course materials;

participation in professional conferences; evidence of student performance; receipt of grants or awards; contributions to interdisciplinary teaching;

participation and leadership in professional associations;

or significant outreach to professionals at other educational institutions.

While they may choose to do so through publication, [it] shall not be required.
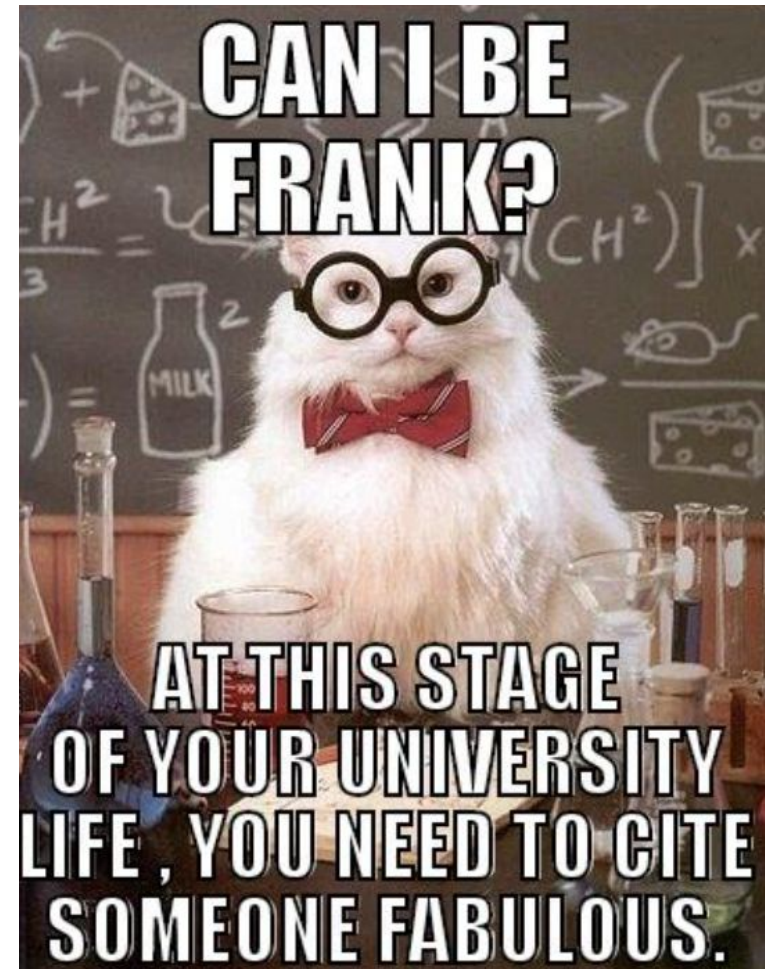
TEACHING RESOURCES

- Best practices
- Workshops
- Trainings
- Center for Teaching & Learning
  - syllabus development
  - grading strategies
  - classroom engagement
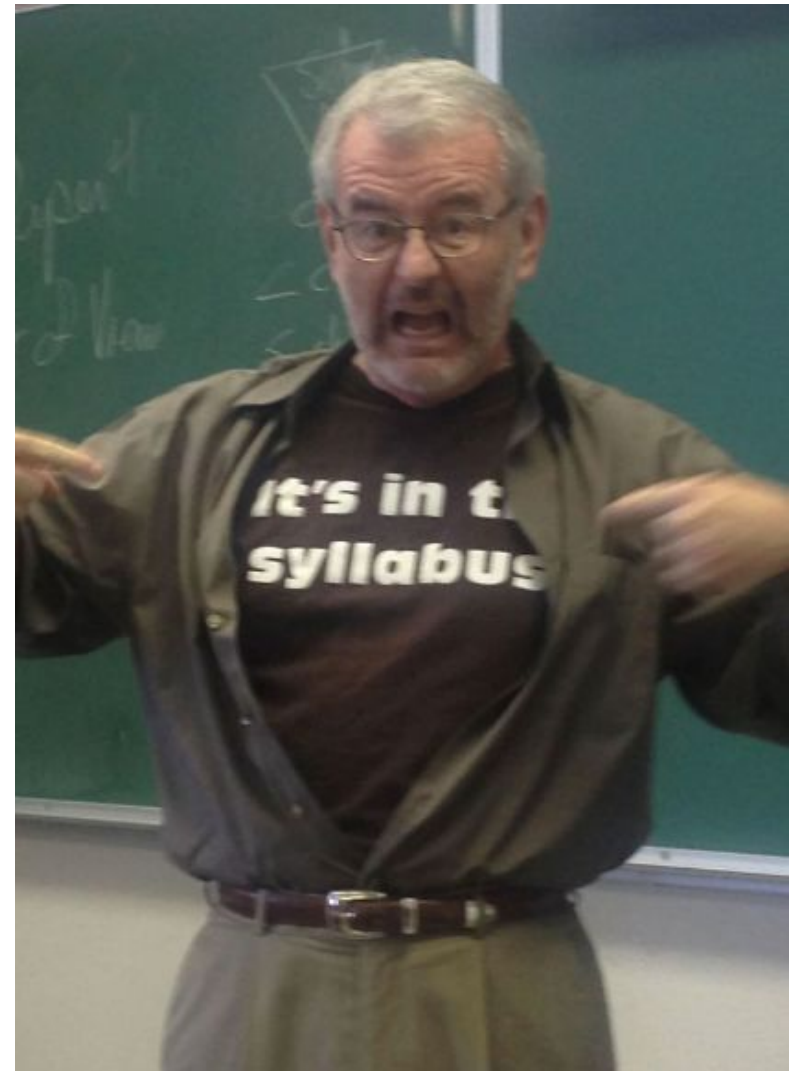
CENTER FOR TEACHING AND LEARNING
Sample workshops

Autumn Quarter

Oct 18 | Promoting Well-being in the Classroom

Learn how to support students' well-being by teaching for equity and access, nurturing connections, building resilience-focused coping skills, and connecting to the environment.

Oct 20-Dec 3 | Teaching Online 101

This 5-week, fully online, asynchronous course is designed to enhance your digital course design and digital pedagogy skill set.

Nov 1 | Accessible Teaching Strategies

Explore accessible teaching strategies to develop inclusive learning environments that can help all students engage in the classroom.

Nov 16 | Adopting a "Restorative" Approach to Teaching

Join Beck Tench, researcher with Harvard Graduate School of Education, to learn how to create a "restorative" classroom culture.

Dec 1 | Using Student Evaluations and Feedback to Improve Teaching & Learning

Participants will leave with concrete strategies for using student evaluations and feedback to improve their teaching.

Winter Quarter

Jan 25 | Globally-engaged Teaching

Join us to explore globally-engaged, inclusive, and culturally-responsive teaching practices that are particularly important in meeting the diverse needs of UW's international student populations.

NEWS BULLETIN ⌄ / STUDENTS ⌄ / FACULTY+STAFF ⌄ / RESEARCH ⌄ / FACILITIES ⌄ / ADVANCEMENT ⌄

CBE Intranet

Office of Academic Affairs

Faculty+Staff ↑

Office of Academic Affairs

- Tenure, Promotion, and Merit Review

- Teaching Resources

- Faculty Well-Being

Welcome to the CBE Office of Academic Affairs!

Required syllabus content

All faculty are required to put certain content in the syllabus for each of their courses. This includes a statement about religious accommodations and disability accommodation. We also urge faculty to put in writing in your syllabus your working policy on the use of AI tools like Chat GPT in your class.

Syllabus Resources

Religious Accomodation ⊕

Disability Accommodation ⊕

AI & Chat GpT ⊖

AI – Chat GpT

There is a lot of concern currently about AI-generated content for classes, particular writing papers for seminars and even generating graphics for design and planning projects. We are at a pivotal moment in education as this technology is creating new pedagogical challenges. Each faculty member needs to decide their class policies around the use of such tool.

There are two general paths that can be taken in response to the use of programs like ChatGPT to complete assignments: to use it as a teachable moment, or make it a concern over student conduct. Notwithstanding real concerns about academic integrity and plagiarism, we are all better served informing ourselves of how the tool can and cannot be used and what is an

COLLEGE COUNCIL

Role:
- to provide governance for the faculty of the College
- to be concerned with all domains of faculty authority and duties
- to advise the Dean on appointments, TPMR, policy, & budget

Current Members

Jan Whittington, Chair - Urban Design & Planning

Jeff Hou, ex-officio - Landscape Architecture

Gundula Proksch - Architecture

Louisa Iarocci - Architecture
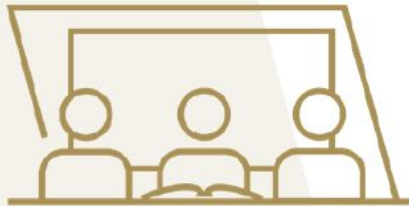
Yong-Woo Kim - Construction Management

Rebecca Walter - Real Estate

FACULTY WELL-BEING

TEACHING FOR EQUITY AND ACCESS

Creating an atmosphere of belonging and addressing power, privilege, and oppression in the classroom (e.g., co-creating shared norms and expectations for class discussions).

NURTURING CONNECTION

Tending to the social connectedness students experience with others and supporting students as they build stronger connections and awareness within themselves (e.g., encouraging peer interaction through study groups).

FOUNDATIONS FOR ADVANCING STUDENT WELL-BEING

BUILDING RESILIENCE COPING SKILLS

Teaching and modeling everyday practices to develop the four cornerstones of resilience: mindfulness, growth mindset, gratitude, and self-compassion (e.g., opening class with a few minutes of reflective journal writing).

CONNECTING TO THE ENVIRONMENT

Establishing an intentional and meaningful relationship between students and the places where they learn and grow (e.g., creating opportunities for students to learn outside).

Source: UW Resilience Lab

OFFICE OF ACADEMIC AFFAIRS

Community Well-being

Faculty well-being is of vital importance - an "upstream issue" that directly connects with the growth and well-being of our students

We are all interconnected: well-being is a larger community level issue

Let's be a Community of Practice!

The UW defines Community of Practice as:

"*a group of people who aim to learn from each other by sharing experiences and expertise…to build collective knowledge and skills.*"

"If you want to go fast, go alone. If you want to go far, go together."

OFFICE OF ACADEMIC AFFAIRS

CBE OFFICE OF RESEARCH (CBE-OR)

WHO WE ARE

Carrie Sturts Dossick
Associate Dean
for Research
cdossick@uw.edu

Sarah Randall
Administrative
Specialist
sarand@uw.edu

CBE research listserv: cbe-research@uw.edu

RESEARCH & SCHOLARSHIP

The Board of Regents Policy #1 defines "The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service."

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PER THE FACULTY CODE

Faculty Responsibilities include "scholarship and research, teaching, and service." The faculty code contains a broad definition of scholarship:

"The creative function of a university requires faculty devoted to inquiry and research, whose attainment may be in the realm of scholarly investigation, in constructive contributions in professional fields, or in the creative arts, such as musical composition, creative writing, or original design in engineering or architecture…

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UW CENTRAL RESEARCH

https://www.washington.edu/research/

CBE RESEARCH PORTAL

https://research.be.uw.edu

CBE INTRANET OR RESOURCES
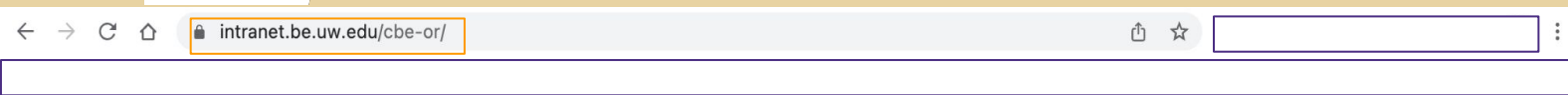
CBE Office of Research
Strategic Action Plan for 2023-24

We work in partnership with CBE's Finance and Administration Office; Advancement team; college, department, and center leadership; and the CBE research community.

OUTCOMES

- CBE researchers feel supported
- Effective research infrastructure
- CBE research has broad impacts

GOALS

Accelerate & Elevate CBE research

Connect & coordinate the CBE research community

LENSES Continual Improvement

ACTIVITIES

Cross-Boundary Scholarship

Student Research Experience

External Communication	Strategy & Infrastructure	Internal Communication
Communities of Practice	Professional Development	Centers and Labs Oversight
Research Events	Metrics and Evaluation	Internal Grants

Equity, Diversity, and Inclusion

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COLLABORATION ACROSS CBE TO SUPPORT FUNDED RESEARCH

CBE-OR PROJECTS 2023-24

Strategy and Infrastructure
- > Policy & Procedure development (with FAO)
- > Financial Transformation Trainings

Professional Development:
- > Thematic Research Lunches, topics:
  - – NSF/Federal grants
  - – Community-engaged research
  - – DOE Grant Writing
  - – Mock Panel Review

Communities of Practice:
- > Evolve strategy and support

Internal Communications:
- > Research guidance (including P&P)
- > Wall space for CBE-OR in Gould

External Communications:
- > Launch and revise Publications Project

CBE-Wide Projects
- > Support staff in UW Finance Transformation
- > Support space planning
- > Support branding
- > Support BE Commons
- > Ph.D. STEM Track

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QUESTIONS?

HAVE A GREAT 2023-2024 SCHOOL YEAR!

HUMAN RESOURCES–CLOSING INFORMATION

Reminders:

- **Visit CBE onboarding intranet page here**
- **Begin working on the Faculty Onboarding Day Checklist**
- **Enroll in Benefits - 30 days from start date**
- **Register for upcoming onboarding events**
- **Details regarding Fall Friday orientation coming soon.**
- **Do you still have IT needs?**

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WISHING YOU AN AWESOME ACADEMIC YEAR!

Link to the presentation: Slide Deck

**Building a More Just and Beautiful Future:
CBE's New Faculty**