University of Washington

Community, Environment & Planning

Strategic Equity Plan

Table of Contents

Introduction

The CEP Strategic Equity Plan will be used as the guiding document[1] that spearheads changes to the way our community learns, talks, and leads activities about equity, race, diversity and other systems of oppression. As a program that prides itself on its intentional planning and community-building curriculum, it is important that the students who move through CEP are trained on how to address issues of oppression with an equity lens.

In the past, CEP has participated in a workshop facilitated by Coral Mercado (CEP 2016), regarding race, social equity and neglected narratives in the College of Built Environments. During this workshop, a caucus-based activity created a space to discuss race and equity within the major. After the workshop, many students agreed that a single workshop is not enough to discuss actions that could make the major more equitable and diverse.

Additionally, conversations with the CEP community raised concerns regarding the racial diversity of the program. Statistics comparing the CEP racial demographics to those of the University of Washington revealed that CEP is disproportionately white compared to the rest of the undergraduate population. There is no evidence to show that the lack of racial diversity within the program is intentional. But, due to CEP's student run nature and corresponding curriculum, it may not be reaching as many students of color on campus. Furthermore, because of the historic race-based disparities in the urban planning profession, CEP may still be experiencing the impacts of explicit and implicit biases.

With the creation of the Race and Equity Initiative by the University of Washington in 2016, many departments and programs are taking a bold stance against institutional racism at University of Washington. CEP's Strategic Equity Plan arose to align with the goals of the Race & Equity Initiative and to address all areas of programmatic inequity. This plan will be a living document to guide changes and create a starting place to ensure equity is woven into the fabric of our institution, processes and documents.

---

[1] **Please Note:** This is a living document intended to help CEP students, faculty and staff. The following pages are meant to provide an overview of the *CEP: Strategic Equity Plan*, but in some cases, do not demonstrate the full extent of work. In such cases, appendences should be referenced for a better understanding of the background information and ongoing processes.

Please contact **cepinfo@uw.edu** to ensure that you have the latest version of the *CEP: Strategic Equity Plan* or if you have any questions, comments or concerns that could be addressed in Appendix F: Comments.

Vision

As a program, CEP strives to create a learning community that is equitable, diverse and inclusive. We acknowledge that special efforts need to be in place to recruit and support students and faculty from historically underrepresented groups and that, to make our students, staff and faculty leaders in social equity both on-campus and off. To do this, we must critically assess and decolonize our curriculum.

We believe the following:

- Diversity is not just a box to check off and say that we are done. The effort to decolonize our individual minds, our student body, and our curriculum is a continuous process.
- Equity should be woven into the fabric of institutions, processes, and documents. Because of this we must actively critique our curriculum and our learning environment so it can be as inclusive as possible.
- Solutions to equity cannot be viewed as a linear progression. CEP should challenge all students to develop the skills, techniques, and knowledge necessary to be leaders of social equity in our communities and environments.

Establishing a Common Language

Accountable	Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.
Decolonization	Decolonizing actions must begin in the mind, and aim to undo the effects of colonialism and require each of us to consciously consider to what degree we have been affected by not only the physical aspects of colonization, but also the psychological, mental, and spiritual aspects.
Diversity	Community, Environment and Planning acknowledges that there are many types of diversity including (but not limited to): race, ethnicity, age, nationality, sexual orientation, gender identity, religion, educational background, veteran status, socioeconomic status, documentation status and (dis)ability. We have a broad definition of diversity to be inclusive of all students within our program. Diversity is not just a box to check off and say that we are done. The effort to decolonize our individual minds, our student body and our curriculum is a continuous process.
Equality	The quality or state of being equal: sameness or equivalence in number, quantity, or measure: likeness or sameness in quality, power, status, or degree
Individual Racism	Pre-judgment, bias, stereotypes about an individual or group based on race. The impacts of racism on individuals including white people internalizing privilege and people of color internalizing oppression.
Institutional Racism	Organizational programs, policies or procedures that work to the benefit of white people and to the detriment of people of color, usually unintentionally or inadvertently.
Implicit Bias	Negative associations people knowingly or unknowingly hold that are expressed automatically, without conscious awareness.
Racial Equity	The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.
Racial Inequity	When a person's race can predict their social, economic and political opportunities and outcomes.

Underrepresented Minority	Underrepresented groups are defined by the University of Washington as Federally recognized underrepresented racial/ethnic populations (African American, American Indian/Alaska Native, Hawaiian/Pacific Islander, and Latino) as well as student populations from Southeast Asia (Indonesia, East Malaysia, Singapore, Philippines, East Timor, Brunei, Christmas Island, Cambodia, Laos, Myanmar (Burma), Thailand, Vietnam, and West Malaysia). CEP also recognizes underrepresented groups based on gender-identity, sexual orientation, disability and veteran status, as well as religious affiliation.

Why Equity Not Equality?

There is a common misconception that equality is the final goal in the fight for social justice, both on campus and off. However, as the fight for social justice has developed over the past 50 years, more people from underrepresented communities and advocates for social change have expressed dissatisfaction with this term. According to Corinne Caldwell, author of "Ethical Leadership in Higher Education Admissions: Equality vs. Equity, "equality concentrates on "the individual and the circumstances surrounding him or her. It assumes that the individual has been assimilated into the society and should not be hampered by traditional expectations and stereotypes" (Caldwell, 2004). Equality fails to recognize the implications of institutional oppression set in place by the power dynamics of society. Without acknowledging power relationships within systems of oppression, widespread injustices such as misogyny and institutional racism have no context and individuals struggle to dismantle them.

Thus, the shift toward equity-based rhetoric and an understanding of the actions that work to dismantle inequity are necessary in achieving social justice, and programmatic focus on equity, diversity and inclusion is necessary to achieve change. Equity is the acknowledgement that "many groups have not always been given equal treatment and/or have not had a level field to play" (Caldwell, 2004). Equity takes into consideration the broader context of institutional oppression and demonstrates how the use of an ethical lens can create a framework for radical decision-making.

EQUALITY   **EQUITY**

The above image is a visual representation of the difference between equality and equity and why fighting for equality is not enough. As can be seen by the image on the left, approaching issues of inequality with equality as the goal gives each stakeholder the same amount of resources to "solve the problem." These resources do not raise those who are more disadvantaged up to an equal level with everyone else.

The concept of equality disregards aspects of intersectionality and assumes that one solution will fit all. Equity acknowledges intersectional oppression and attempts to level the playing field by providing more resources for those who need them and less for those who do not.

Goals & Strategies

Goal 1:

Actively recruit diverse cohorts by utilizing inclusive outreach and engagement strategies to attract a diverse applicant pool.

Strategy 1.1

Work as a collective force to visit all undergraduate classes with freshman / sophomores, 100 or more students enrolled, or other areas of intersection with CEP's basic commitments. O&A will oversee setting up these visits but all CEP students should be prepared to talk about the major and step in when there is an available class visit.

Strategy 1.2

Host 2– 3 Open Houses a year to familiarize more students with the program, its processes and the application. Brainstorm ways to get diverse audiences to the Open House because many of the soft skills taught in CEP are extremely useful for students of all backgrounds. Increasing awareness about CEP's educational opportunities is vital for community building and organizing.

Strategy 1.3

Utilize the equity toolkit (appendix A) to ensure that O&A's outreach methods incorporate racially and culturally appropriate activities to cast outreach for the program as far as possible.

Strategy 1.4

Continue to collect methods about how people heard about CEP and use them more frequently to create targeted outreach strategies. Implement the strategies during the beginning of the year to address the groups on campus we are appropriately engaging and which groups we may be missing.

Goal 2:

Decolonize[2] the CEP curriculum to reflect a broad range of ideas that include authors from underrepresented backgrounds and challenge the dominant narratives that stigmatize/marginalize groups of people.

Strategy 2.1

Students, staff, and faculty will collaboratively address the acknowledged imbalances within the CEP curriculum, particularly in philosophy courses such as CEP 301: The Idea of Community & CEP 461: Ethics and Identity. (See Appendix D for more information)

Strategy 2.2

Faculty will evaluate their courses with the assistance of CEP students and the Headlights Committee, as needed, to ensure that the content included addresses the historical and current context, structures, and effects of inequity in our society.

Strategy 2.3

Include and actively seek guest speakers for classes like CEP 302, 303 & 460, who are from underrepresented communities to challenge the dominant narrative and represent other areas of diversity, equity and inclusion.

Strategy 2.4

Create opportunities in governance and at both retreats to educate students, faculty and staff on other issues of equity, diversity and inclusion that we may not have time to address during quarter long classes.

---

[2] Decolonize in this context is about embracing difference, reestablishing relationships & making space for transformation. To decolonize a curriculum means to critically assess and call out the current structures of academic processes that perpetuate dominate narratives that stigmatize/marginalize groups of people (See additional definitions of decolonize and diversity in the *Establishing a Common Language* Chapter for more information).

Goal 3:

Actively recruit, train and retain a diverse CEP faculty and staff to infuse values of diversity, equity and inclusion in the CEP community.

Strategy 3.1

The program faculty and staff will recruit additional affiliate instructors that demonstrate an understanding of issues surrounding diversity, equity and inclusion throughout the hiring process. They will also utilize the Staff Diversity Hiring Toolkit created by UW's Office of Minority Affairs and Diversity.

Strategy 3.2

The program faculty and staff will participate in coordinated trainings organized by the Department and the College Equity Council. Trainings will help increase the awareness and knowledge of faculty about institutional, structural and systematic racism and how it historically and currently affects CEP's basic commitments today.

Goal 4:

Amend the Community Engagement Committee's (CEC) specific responsibilities to cultivate an institutional climate that promotes and welcomes diversity, equity and inclusion amongst all students, faculty and staff.

Strategy 4.1

Establish a small sub-committee that can administer the equity toolkit (appendix A) to each committee and assist committees in filling out the toolkit as needed, throughout the entire year.

Strategy 4.2

Utilize the equity toolkit (appendix A) to ensure that CEC's primary objective to "plan community events to network with organizations and local professionals" promotes positive social change and community engagement amongst CEP students and the larger community with an equity lense.

Strategy 4.3

Replace "Works on alumni relations through database development and management and planned events" with "Implements an annual discussion or workshop during governance that addresses social equity topics such as privilege, intersectionality, environmental justice, food sovereignty, etc.

Strategy 4.4

Use the Seed Grant to hire an external organization to train CEC about social equity and how to talk about it, train others, workshop it, and resolve conflicts. This training will help CEC remain accountable and be able to relay the information to the rest of the major.

Accountability & Implementation

Strategy 1:

Debrief the implementation and effectiveness of the Equity Plan yearly to continue the conversation and make any needed changes to the goals and strategies.

Strategy 2:

Delegate a Strategic Equity Plan administrator to assist in coordinating the first years of implementation and hold the major accountable to continue this work. The administrator will act as an accountability check in steering to ensure that the plan is continually visited throughout the year. The position will provide the administrator with policy implementation skills and a title to include on their resume.

Strategy 3:

Actively seek funding/advancement opportunities to help compensate with equity based trainer/speakers/guests, programs, classes and other activities students are interested in pursuing.

Strategy 4:

Collaborate with UDP Diversity Committee and the Race and Equity in Urban Planning (RE: UP) to ensure CEP's efforts align with those of the Urban Design and Planning Department, and College of Built Environments & the CBE Equity Council. Delegate 2 to 4 students to act as CEP representatives at these meetings. CEP's representatives will advocate for CEP's equity goals/strategies and report back to the rest of the major about topics of discussion, etc.

Implementation Timeline

1. Appoint one Equity Plan Administrator at the end of the year

2. Introduce the Equity Toolkit to each Committee at Fall Retreat.

3. Delegate 2-4 students to attend UDP: Diversity Committee & RE: UP each quarter at the beginning of the quarter.

4. Update the Toolkit as each Committee completes programs, activities, events. Consult the CEC Equity subcommittee, as needed.

5. Reflect on each Equity Toolkit during Spring Retreat.

Appendix A – Equity Toolkit

The Equity Toolkit was designed to hold CEP students accountable for committee work and assess how well policies, programs, events, and processes fulfill the vision of the CEP Strategic Equity Plan.

When to Use the Toolkit:

Distribute the toolkit during Fall Retreat to each committee so they can plan the year ahead with an equity lens. Update the toolkit for every event, program or process that is applicable throughout the year Revisit as a committee/major during Spring Retreat.

How to Use the Toolkit:

Committee Name:	
Step 1: Explain your Project. What is the name of your project? What will your project complete?	
Step 2: Define Outcomes. What goals of the Strategic Equity Plan can be addressed by the work done in your committee and by other governance undertakings?	

Step 3: Involve Other Committees/Community Stakeholders. How will your committee involve other CEP students, committees, faculty, staff and community members to address existing inequities that may be influenced by CEP's actions?	
Step 4: Address Impacts How will each policy, program, event, or process implemented increase of decrease equity? How will your committee address the impacts?	
Step 5: Evaluate. Be Accountable. How will your committee evaluate the impacts and hold members accountable for their actions?	
Step 6: Reflect. Share the responses to all the above sections with your committee and with the whole major during Spring Retreat.	

Example Equity Toolkit

The Equity Toolkit was designed to hold CEP students accountable for committee work and assess how well policies, programs, events, and processes fulfill the vision of the CEP Strategic Equity Plan.

When to Use the Toolkit:

Distribute the toolkit during Fall Retreat to each committee so they can plan the year ahead with an equity lens. Update the toolkit for every event, program or process that is applicable throughout the year Revisit as a committee/major during Spring Retreat.
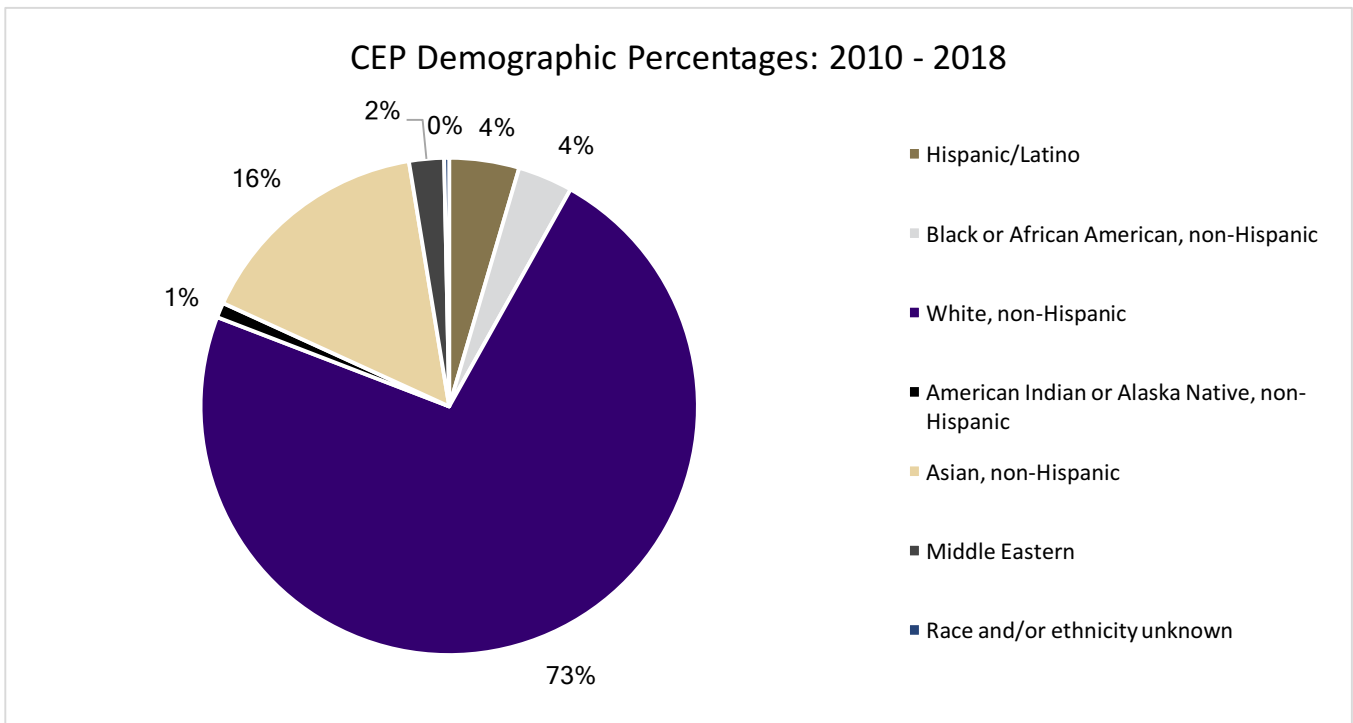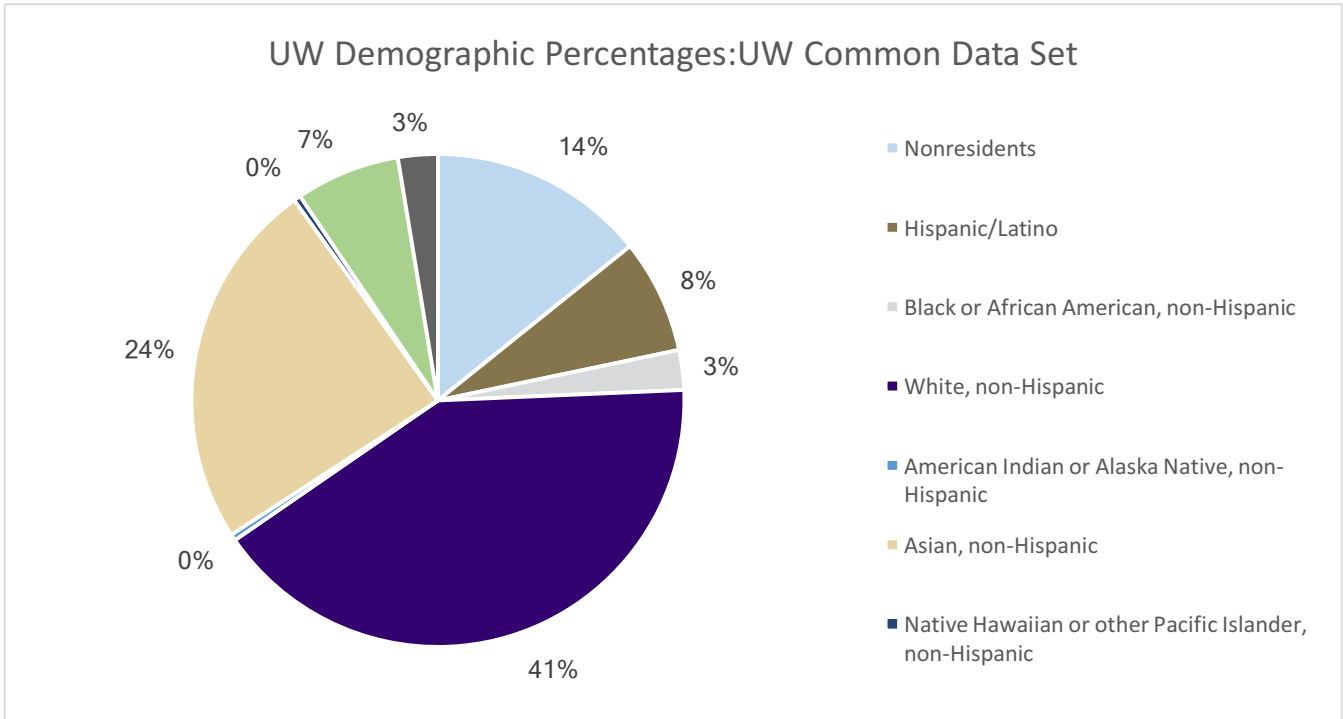
How to Use the Toolkit:

Committee Name:	Community Engagement Committee
Step 1: Explain your Project. What is the name of your project? What will your project complete?	**Project 1: Enacting Housing Justice: Panel Discussion on Housing Policy and Systemic Change.** The project is a panel discussion and Q&A event featuring housing advocates and policymakers. **Project 2:** **Project 3:**
Step 2: Define Outcomes. What goals of the Strategic Equity Plan can be addressed by the work done in your committee and by other governance undertakings?	**Project 1:** The goals of this event are to educate our community about the housing crisis in our city, to foster empathy and dialogue on this issue, and to inspire the community to act. **Project 2:** **Project 3:**

Step 3: Involve Other Committees/Community Stakeholders. How will your committee involve other CEP students, committees, faculty, staff and community members to address existing inequities that may be influenced by CEP's actions?	**Project 1:** The panel is being organized by the Community Engagement Committee (CEC) and hosted in the College of Built Environments (CBE) for the CBE community. CEC will announce that we are organizing this panel in governance to invite other CEP students to attend and/or get involved. Students will have the opportunity to invite speakers they would like to hear from, and will compile a diverse set of panelists. CEC will apply for a Community Support Grant which will include funds for compensating panelists, if appropriate, to enable persons to attend who may not otherwise be able. CEC will collaborate with Outreach and Admissions (O&A) to outreach to potential students at the event, and while publicizing the event across campus. **Project 2:** **Project 3:**
Step 4: Address Impacts How will each policy, program, event, or process implemented increase of decrease equity? How will your committee address the impacts?	**Project 1:** This project will create a space for CBE students, staff and faculty to think critically about and engage in dialogue with community members about how our work impacts the community. UW students should be educated on how the most vulnerable members of our communities are affected by the housing crisis, planning decisions and the ways in which our community responds, as they move forward in their careers, and this knowledge will increase equity. CEP is a practice-based learning environment and this panel will give us the tools to do this in a more mindful way. **Project 2:** **Project 3:**

Step 5: Evaluate. Be Accountable. How will your committee evaluate the impacts and hold members accountable for their actions?	**Project 1:** Members of CEC will hold each other accountable by being transparent about our planning process, being personally committed to equity, and being open to and critical of suggestions from others. **Project 2:** **Project 3:**
Step 6: Reflect. Share the responses to all the above sections with your committee and with the whole major during Spring Retreat.	**Project 1:** N/A **Project 2:** **Project 3:**

Appendix B – Current Conditions: Demographic Analysis

UW Demographic Percentages:UW Common Data Set

- Nonresidents
- Hispanic/Latino
- Black or African American, non-Hispanic
- White, non-Hispanic
- American Indian or Alaska Native, non-Hispanic
- Asian, non-Hispanic
- Native Hawaiian or other Pacific Islander, non-Hispanic

14%
8%
3%
41%
0%
24%
0%
7%
3%

CEP Demographic Percentages: 2010 - 2018

- Hispanic/Latino
- Black or African American, non-Hispanic
- White, non-Hispanic
- American Indian or Alaska Native, non-Hispanic
- Asian, non-Hispanic
- Middle Eastern
- Race and/or ethnicity unknown

2%
0%
4%
4%
16%
1%
73%

Comparing the overall demographic data for the undergraduate population at University of Washington, as provided by the common data set generated by the Office of Planning & Budgeting, to the overall demographic data of CEP students from the 2010 – 2018, provided by the Department of Urban Planning, reveals that CEP is a disproportionately white major in comparison to the rest of the undergraduate population at UW.

Of the over 30,000 undergraduate students enrolled, 41% identify as White or Caucasian. Whereas, in CEP 73% of the 308 students currently and previously enrolled in the program over the course of the past eight years identified as White or Caucasian.

Percent POC Enrolled in CEP: 2010 - 2018
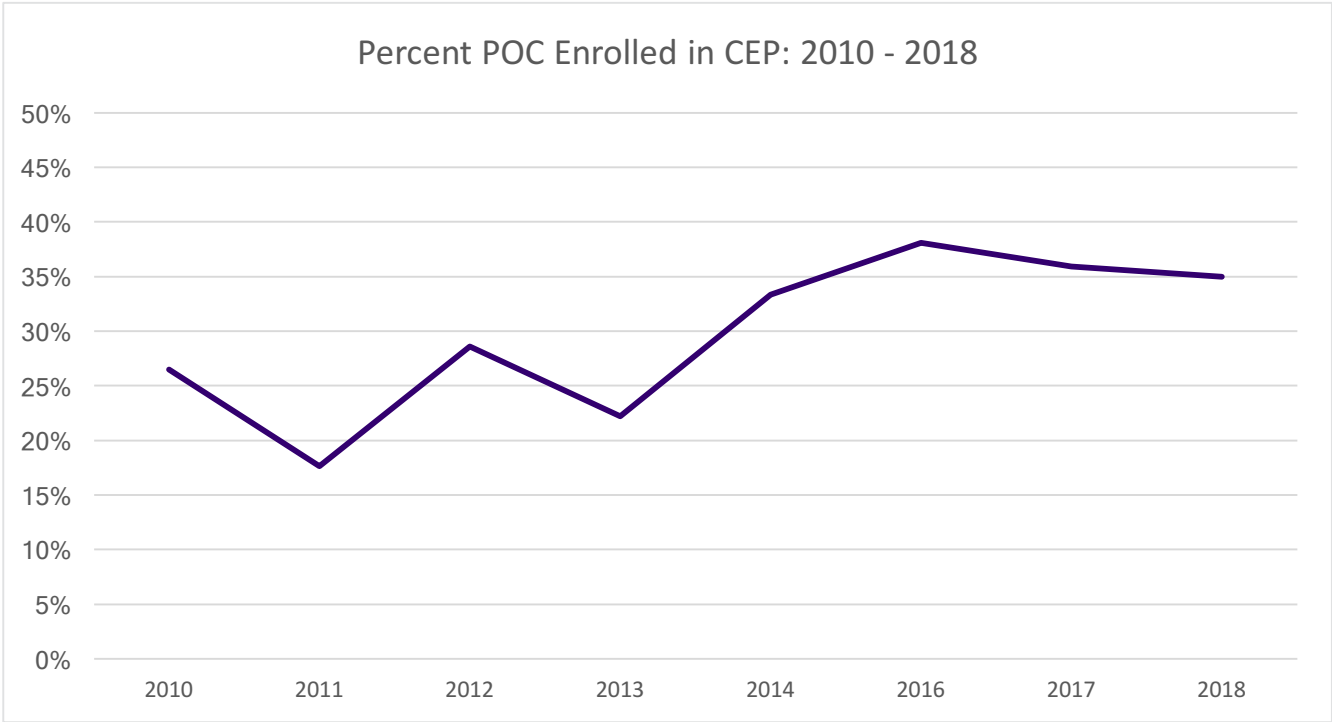
Of the most recent 8 cohorts, the class of 2011 had the lowest percentage (18%) of students of color admitted to the program. Additionally, since 2014 the percentage of students of color admitted has risen to above 30% every year, demonstrating a possible upward trend in the amount of people of color enrolled in CEP. But, due to the small size CEP cohorts, even the addition of one student of color to a cohort can increase the demographic % of students of color by up to 2%.
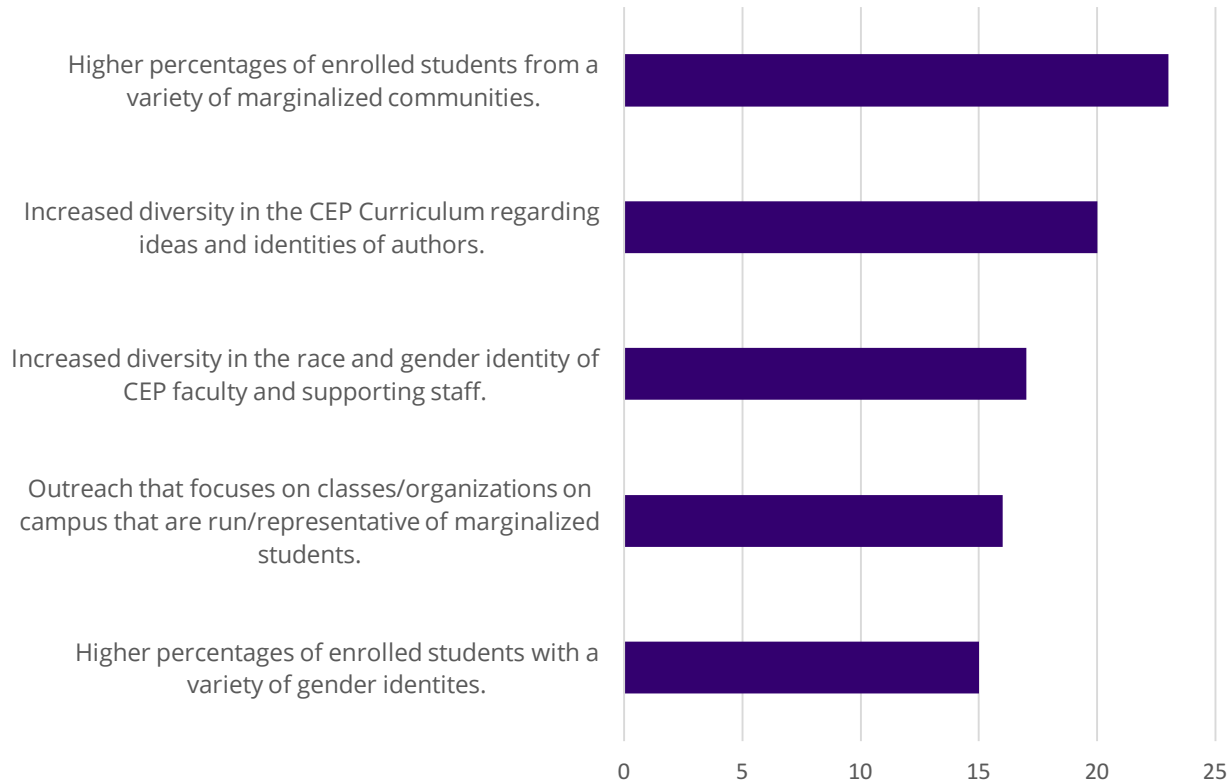
Appendix C – Survey Responses

How do you define diversity?

People with different backgrounds (Racial, sexual, gender identity, cultural, etc.).
diversity to me is the collection and inclusion of different experiences. Which includes age, race, gender, identity, religion, disability, socioeconomic status and any other factor that has an impact on our life experience.
To me, diversity is a self-serving and cliché term that has been taken up by corporate/capitalist interests. It has come to gesture towards a movement of inclusivity that is just nuanced efforts of assimilation. I think it furthers the notion that straight/white/male is the default and everyone else is Othered. It's an empty signifier. It fails to make room for recognition and celebration of our differences. It says, "I don't know how to make change, one of the Others should do it for me". I have come to read "diversity" as a cover for inaction. Talk is cheap, we need action and that takes place when we frame conversations about systemic change in racial equity. Diversity is not a box to check off and say that we are done.
A term that white people use to classify someone other than white. "di" means two so white and "other"
Diversity occurs when there are a variety of identities (gender, race, ethnicity, where they are from) with mixed experiences and goals.
Diversity is the acceptance and value of other people's backgrounds, knowledge, and experience.
A gathering and "conference" of peoples with diverse cultural, ethnic, gender, economic, backgrounds. People can be diverse in political ideologies or upbringings. However, I think a key part of diversity is the communication and education that follows.
space in which many differing life narratives are represented/heard/valued
Inclusion and acceptance of people regardless of the person's race, sex, ethnicity, gender identity, socioecomic status, sexual orientation, age, ability, nationality, military status, or religion
diversity fosters an environment wherein all people feel they can freely contribute and excel without having to worry about discrimination
different kinds of people with different perspectives interacting together
A collection of various human experiences.
Making sure that people are being adequately represented in civic, social, and cultural spaces.
More than just racial.
People from all different cultures and backgrounds.
Inclusion of all ways of being, thinking, existing.

I think and inherent barrier to diversity is trying to define what it is. If there were to be a definition, it would have to be one that didn't put any restrictions on what diversity means lol. I think what diversity should look like on societal or community level is for there to be fair representation of and space for whatever identities people may claim.
To me, diversity means kinds; heterogeneity; a plethora of thought, of identities, race, backgrounds, circumstances, disciplines, etc.
the presence of people of (including but not limited to) various cultural, intellectual, ethnic and national backgrounds within a space that provides for multiple perspectives and experiences to generate discussion healthy discussion and create inclusive communities
People who have different political, religious, racial, social, economic background.
Across all races gender sexual orientation
To me, diversity is an accumulation of all kinds of people, ideas, thoughts, and cultures. Diversity is the culmination of differences to forge a new, richer, and more beautiful community.
All categories identified below, including income status.
Diversity is variation and difference in individuals that make up a group. Diversity is complexity. Diversity accepts an individual's many intersectionalities. Diversity is accurate and proportional representation of a population (i.e. If looking at racial makeup, what is the UW's racial breakdown and how does CEP compare? A handful of students of color would not quality as diverse unless that number is proportional to the number of students of color on campus). I think diversity is often a buzzword used to communicate and measure openness, but the extent to which programs, institutions, and groups truly embrace and apply "diversity" is questionable.
When people from different backgrounds, cultures, and perspectives are all together.

What should the CEP community be striving for when it comes to diversity?

Higher percentages of enrolled students from a variety of marginalized communities. — 23

Increased diversity in the CEP Curriculum regarding ideas and identities of authors. — 20

Increased diversity in the race and gender identity of CEP faculty and supporting staff. — 17

Outreach that focuses on classes/organizations on campus that are run/representative of marginalized students. — 16

Higher percentages of enrolled students with a variety of gender identites. — 15

(Scale: 0, 5, 10, 15, 20, 25)

Is there anything other than the above goals that CEP could do to promote diversity and equity?

Not really?
In terms of striving for diversity within our major, we need to be careful not to think of solutions taking place in a linear pattern. We need to reassess CEP's pedagogical and epistemological approaches to make more space for different ways of knowing and functioning. As it stands now it's very hegemonic and that's why I place my emphasis here, before we can invite and students from marginalized communities (including folks who don't subscribe to the gender binary) we should critically assess our program. To do that I think it would help tremendously to have CEP faculty and support staff understand race and equity more thoroughly and then make systemic changes, and if they can't promise that.... they need to figure out how to challenge systems and teach us how to do that.
Understand why POC's are not well represented in the planning field to begin with.
Actively seek out students from majors that don't necessarily align with CEP to find students who might be lost in another major
As a straight up liberal I think we should try to focus on reaching out and accepting people with more conservative principles - maybe by doing some outreach to communities with such values (i.e. further outside of Seattle) and intentionally creating guidelines to ensure people with such values don't feel isolated.

A variety of types of students (transfer, older students etc.) CEP is already doing a pretty good job at this- but there could be more done.
community engagement projects with marginalized communities, seminars on how to ensure diverse representation in planning outreach. Side note: I'm worried about quotas that are implied by top 3?
Facilitate more conversations on diversity in Forum or as CEP events
We need people of more diverse abilities and ways of thinking. If we make outreach and activism a cornerstone of the CEP curriculum, we will attract students with vibrant and opinionated personalities.
I'd emphasize the diversity of writers and ideas to which we are exposed
Nothing I can think of for now.
Allow space for people to speak that may not align with the typical "CEP" mentality. We may not always agree with them, but there is not right or wrong. We need to get out of that Seattle liberal bubble and really question it. It would make us more well-rounded and strengthen our communication skills.
no.
Offer a diversity centered course or workshops.
Be more serious about addressing current issues of inclusions and safe spaces within the major and policies.
Diversity in guest speakers at forum (not just career-wise)
Realize that equity should be placed into the fabric of institutions, processes and documents, to begin rectifying past wrongs and put marginalized groups in parity with dominate communities. It is not racist or negatively discriminatory to institutionalize the prioritization of space for people of color or other marginalized communities. It is the least that can be done considering 4 to 500 PLUS years, and beyond, of the marginalization of certain people's and the concentration of power in the hands of able bodied, wealthy, white people.
Not be biased and assume that all people in the major have the same or similar political, religious, racial, social, economic views. Be open and welcome different perspectives. Do not judge.
N/a
encouraging thoughts about diversity and how that fits into the current context and curriculum of CEP--diversity was not the case for a very long time, while we should acknowledge a range of more diverse minority authors or thoughts, I think it's imperative to acknowledge how we can fit diverse ideas into a system that wasn't forged from them.
Less of a focus on urban design/planning/architecture. The programs strength lies in maintaining an interdisciplinary foundation and for encouraging students to embark on real-world projects that they are passionate about.
No comment.

Do more recruiting for CEP outside of UW since people can apply to transfer to UW while simultaneously applying to CEP (that's what I did). So maybe more community college outreach.

Please describe what you believe are the benefits of CEP being a space for diverse representations of race, cultures, and identities of students, staff, and curriculum?

Diversity enhances CEP curriculum. I'm able to listen and learn people that are different than me, and I really find it fascinating.

diversity encourages understanding and critical thinking! the more perspectives in the room the better equipped we are to have a deeper understanding of any situation or topic.

My answer is dependent on what your definition of diversity is. I think if CEP were a truly more inclusive space students would be better prepared to become planners, community organizers, community members if they were able to connect with other people in a way that doesn't consistently privilege the white hetero-patriarchal status quo that sole purpose is to keep marginalizing folks for the financial profit of a small group of people.

Complicated problems require a lot of different approaches and ideas

CEP is a progressive major and is extremely accepting of everyone. It fosters a tight community and gives you friends outside of the friend group you may already have

I see it as a place where people's bubbles can get 'popped' and see a wider array of issues and perspectives than they previously had. A place where individuals can share a perspective/experience that they know the community does not all share, but have faith that they will hear, respect, and learn from it.

As planners, we CANNOT afford to know one narrative in the fight for a healthy environment/community. Without a diverse group of students or curriculum we could not possibly do an equitable job.

creates a more holistic representation of life in discussion when many perspectives are present, which fills gaps in understanding that exist in homogeneous groups. Also, diversity feeds greater creativity as differing ideas/cultures push against each other and mix to create new narratives

We can be challenged by and learn from a wider range of experiences

The other majors on campus are not as human focused as CEP. By expanding on this unique attribute, we can create a micro-community armed with the insight necessary to effect lasting change on the UW campus

more diverse perspectives create an environment where problems can be addressed with a more complete understanding of a solution's impact

A well-rounded perspective of case specific experience is integral to social and environmental sustainability of our communities. Without active engagement from all

corners of society, we cannot realistically plan for the equity of all members of the communities who we hope to affect with our CEP experience.

N/A

Understand that not everyone is a "leader" in the same way. Different cultures and background find other forms of leadership to be valuable. Not just getting up to speak loudly.

Hearing different perspectives based on life experiences. When you have older students they by nature of being older more life experience.

Being able to learn and grow in an environment that is full of diverse individuals greatly improves the experience and produces students who are more culturally rounded and aware of differing backgrounds and beliefs.

It would be more realistic in terms of being a microcosm of society. It would allow us to seriously engage with the issues at hand with help and roots in as many different identities as possible.

Different perspectives enlighten the entire learning community; promotes inclusivity and open mindedness; allows students to learn to deal with those who may have conflicting values

Luckily, regardless of politics or beliefs, we all tend to provide each other the space to speak openly about our passions and causes. It would be nice if we could work harder to understand our more conservative friends to be able to properly respond or receive information in a way that can be constructive and produce forward movement in policies and communities outside of the classroom.

Helps you see the world different, connect to a person or idea that you usually would not be exposed to. Be unafraid of views that differ from personal opinions.

As a community, we should represent a larger and more inclusive demographic. we have an innately more inclusive environment to do so

CEP will become increasingly a more diverse, progressive, comfortable, and accepting space at the UW, hopefully serving as a model for other places or majors on campus to follow in suit.

More likely to better prepare students for life after college if the cohorts are diverse.

CEP students will learn to be comfortable with being uncomfortable. This means listening to, working, and learning with people who are different and disagree with themselves. CEP students will learn how to bring up hard conversations about race and identities in an academic setting and in the work place. CEP will benefit from looking critically at itself and how it often admits white and left-leaning students. In the past couple of years, the incoming CEP class is overwhelmingly white and CEP students who are less left-leaning are criticized and judged.

Since the major is student run, the experience of everybody and the direction of the fluid and flexible program itself depends heavily on who is in CEP and what they bring to the table. Having a diverse major is beneficial to everyone because you get to know the others in your cohort to a degree that is not necessarily valued by other majors. In other

words, CEP is about relationship building. We also talk a lot in CEP about community engagement and city planning. Cities are very diverse spaces and you need that representation to really walk the talk of the major.

What makes the CEP community and education important to you?

CEP is super unique! I love how the major caters to whatever you want to study, and it allows you to take a variety of different classes outside the department. I also really appreciate how most CEP students are well-rounded in terms of their academics. They know a little bit of everything, outside from CEP.

the inclusive and thoughtful notions embedded in the CEP community and education are part of what makes CEP important to me and my identity/ thought process.

Honestly, I'm struggling to figure this out. I like its flexible curriculum. That flexibility has helped me figure out that the status quo of planning has hurt the communities of people that I wish to work with most. It demands that I challenge the way urban planning is done.

The freedom to make my own path the way that I see it and not by someone else.

It's filled with people who challenge me intellectually, faculty who knows you personally and strives for your success, and gives me the ability to learn about what I want to learn about while still having some structure

It's a great place for me to get and give support for my work and interests. The community is awesome because there is such a constant and passionate exchange of ideas.

CEP is a valuable form of education for me because of the experiences I gain from the sets of problems that are set in front of our class. It is a learn-by--doing major, and that is how I learn. On top of that, I believe team work and learning from your peers through open and healthy dialogue is SO important. Almost more valuable than the first point

the ongoing dialogue about "making the world a better place" that occurs between students/teachers inside and outside the classroom. this dialogue is bettered by diverse cohorts

Its breadth and focus on improving

The friends I've made and the freedom to explore the ideals I find important.

self-directed, autonomous, student-run, directly engaging

It's a human centered program.

The fact it allows students to customize their own education path.

My personal advancement.

The opportunity to peruse what interests you and to build a community with in the program.

I think that your college learning community is one of the most important groups you will ever be a part of and will dramatically shape your life and who you become.

Therefore, it is extremely important to have this community be as diverse and inclusive as possible.
It gives me hope that through the pain and struggle that fighting for people rights and dignity will be supported by like-minded individuals looking to lift each other up. It also gives me the space to dissect my values, seek my path, and have time and resources to pursue my passions.
It gives students the opportunity and freedom to follow their own path, work on developing skills they want, and creates a positive and rich learning community
The quality and quantity of hands on, real-world, client experience, and push to be more community oriented in our thinking and processes. Always thinking, always presenting, always facilitating discussion and action are the very skills we will be asked to navigate in many relevant positions. If we can navigate them through an equity lens, the better off our communities will be.
Diversity, and variety of talents and interests. I wished there would be more welcomes in people who think differently than the majority.
It's a space with generally likeminded people
CEP is a place where I feel free to express ideas that I could not in many other places or communities. It is a community of passionate, similarly-minded individuals that supports each other and encourages others with love and compassion.
Social activism.
CEP was and is important to me because it gave each student a space to determine their own academic, personal, and professional future. CEP is an example of how non-competitive and collaborative academic environments breed creativity and self-motivation in students. The program had room for students to bring up issues with their own leadership and department. It gave students a true voice to bringing change to their academic experience.
The independence and freedom of CEP was important to me, as someone who is interested in a multi-disciplinary career. I also really enjoyed learning about everyone's independent focus within CEP.

How did you find out about CEP?

Category	Value
Other	12
Website	8
CEP 200	8
Class Visits	3
Flyer or Advertisement	2
Chair or Faculty Presentation	2
Open House	1
Tabling Event	1
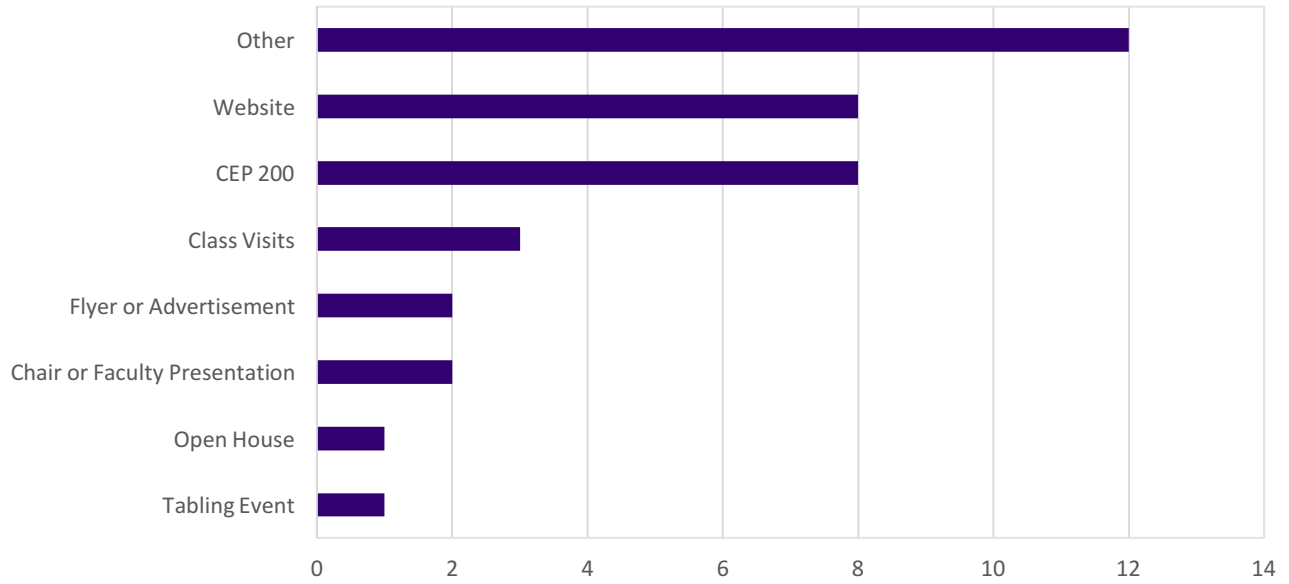
Please indicate your identity.

- Prefer to Not Say
- Male
- Female
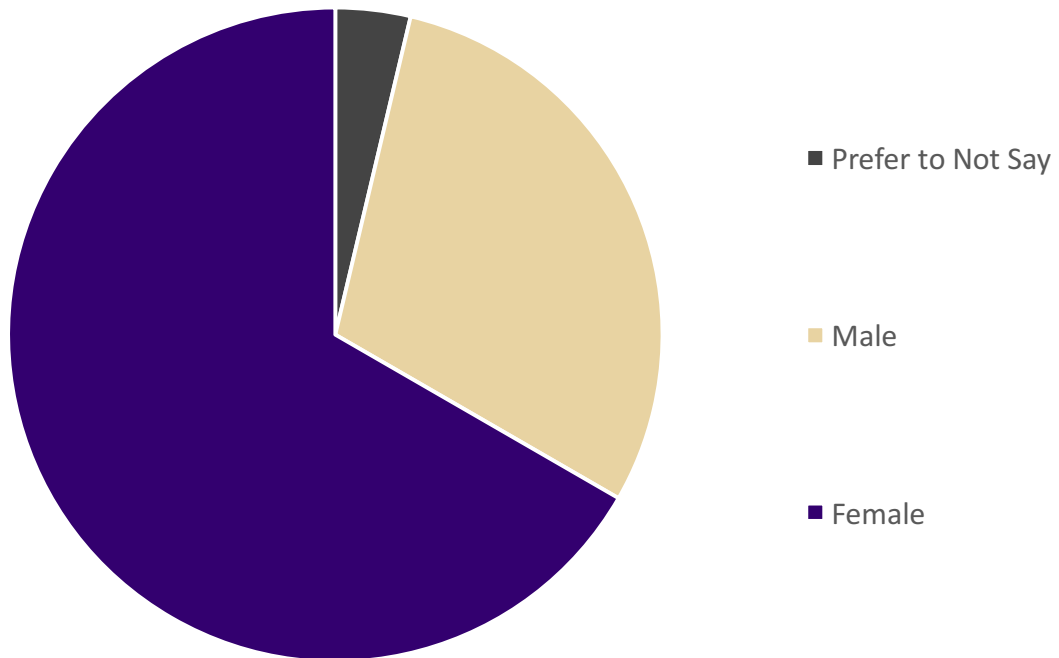
Please indicate your racial identity.

- Hawaiian/Pacific Islander
- Other
- American Indian/Alaska Native
- Latin@
- Asian
- Caucasian
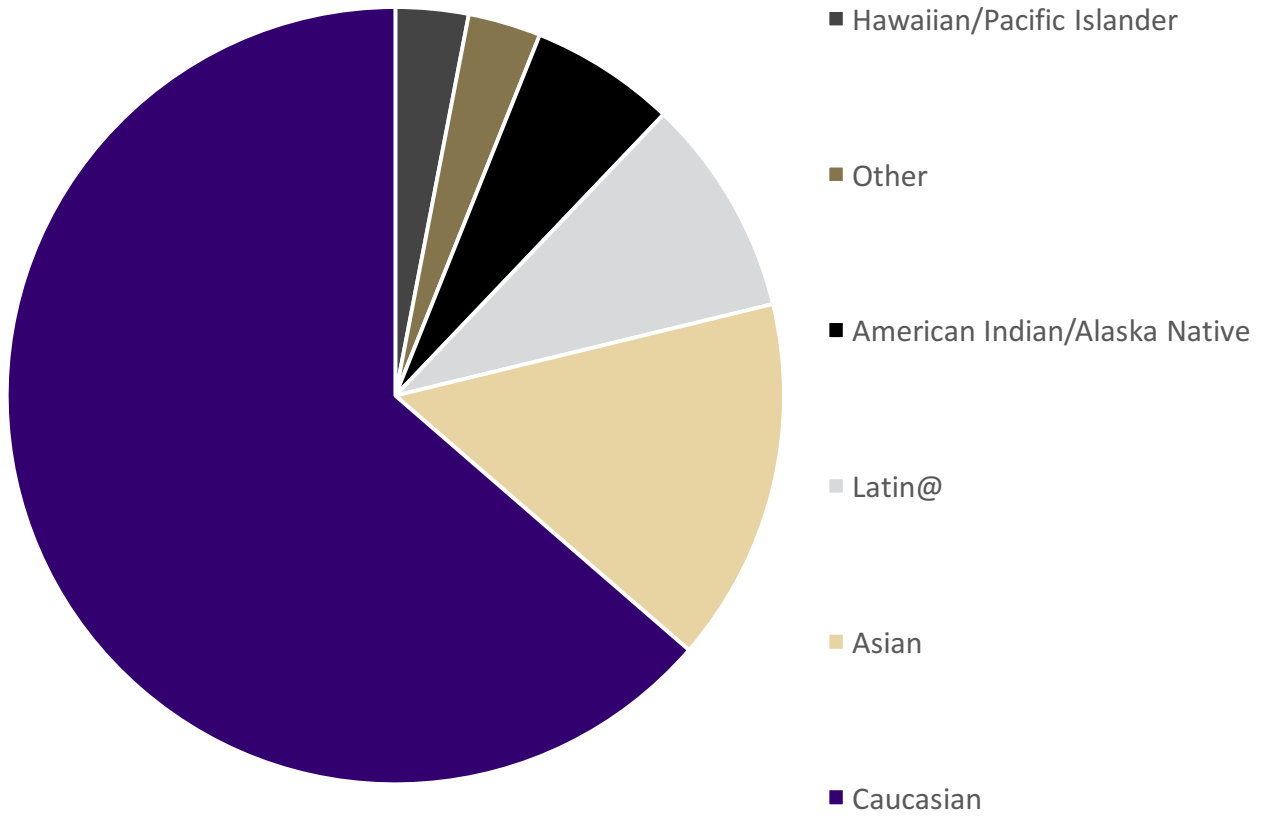
What year did/will you graduate?

- 2013
- 2000
- 2016
- 2015
- 2017
- 2018
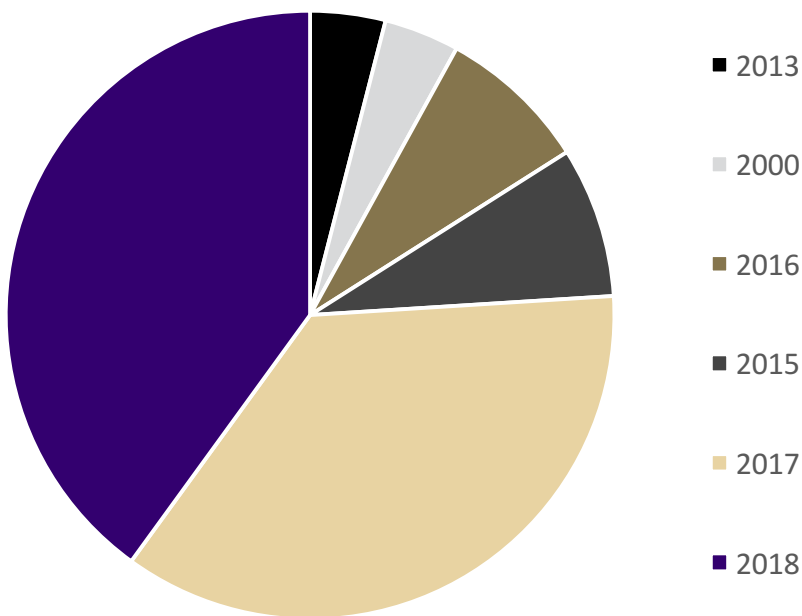
Appendix D – Curriculum Assessment

The curriculum assessment has been an ongoing project by CEP's Headlights committee. The following table can be used to review the gender and racial diversity of authors studied throughout the CEP program.

Course #		Gender Identity		Ethnic/Cultural Identity	
	Author	Male	Female	White	POC
CEP 301					
	Plato	X		X	
	Aristotle	X		X	
	Thomas Hobbes	X		X	
	John Locke	X		X	
	Jean-Jacques Rousseau	X		X	
	Karl Marx	X		X	
	Mikhail Bakunin	X		X	
CEP 302					
	Anne Steinemann		X	X	
	Blaise Cronin	X		X	
	Bruno Latour	X		X	
	Bung-Nyun Kim	X			X
	Carol J. Lee	N/A	N/A	N/A	N/A
	Cassidy R. Sugimoto		X	X	
	Charles G. Jennings	X		N/A	N/A
	Charles Lipson	X		X	
	Chris Park	N/A	N/A	N/A	N/A
	Claudia Pahl-Wostl		X	X	
	Daniel Fiorini	X		X	
	David Spiegelhalter	X		X	
	Elizabeth Kolbert		X	N/A	N/A
	Eui-Jung Kim	X			X
	Eun-Hee Ha		X		X
	Francis Gupta	N/A	N/A	N/A	N/A
	Guo Zhang (Freeman)		X		X

	Hanna J. Cortner		X	X	
	Hyesook Park	N/A	N/A		X
	Jan Hewitt	N/A	N/A	N/A	N/A
	Jim Sadd	X		N/A	N/A
	John Hipp	X		N/A	N/A
	John Moore	X		N/A	N/A
	Karl Popper	X		N/A	N/A
	Kate L. Turabian		X	N/A	N/A
	Kenneth Foster	X		N/A	N/A
	Manuel Pastor	X			X
	Marcela Brugnach		X		X
	Mark A. Burgman	X		X	
	Martin Luther King Jr.	X			X
	Mary Puruggannan		X	N/A	N/A
	Mina Ha		X		X
	Naomi Oreskes		X	N/A	N/A
	Nicola Isendahl	N/A	N/A	N/A	N/A
	Paul Colinvaux	X		N/A	N/A
	Paul Jeffrey	X		N/A	N/A
	Rene Descartes	X		N/A	N/A
	Robert Repetto	X		N/A	N/A
	Robin Kimmerer		X	X	
	Sam Ripley	X		N/A	N/A
	Thomas S.Kuhn	X		N/A	N/A
	Vicki Been		X	X	
	Wendee Nicole		X	N/A	N/A
	Werner Troesken	X		X	
	William J. Sutherland	X		X	
	Yangho Kim	N/A	N/A		X
	Yeni Kim		X		X
	Yun-Chul Hong	X			X
CEP 303					
	Rachel Callous		X	N/A	N/A
	Hubert Law-Yone	X		N/A	N/A
	Kevin Lynch	X		N/A	N/A
	John McKnight	X		N/A	N/A
	John Kretzmann	X		N/A	N/A
	Elen-Maarja Trell		X	N/A	N/A
	Betina VanHoven		X	N/A	N/A
	William Whyte	X		N/A	N/A

	John Zeisel	X		N/A	N/A
	David Sucher	X		N/A	N/A
	Carmen Sirianna		X	N/A	N/A
	Andrew Manshel	X		N/A	N/A
	Allison Mathie		X	N/A	N/A
	Gord Cunningham	X		N/A	N/A
	Jane Jacobs		X	N/A	N/A
	Charles lemert	X		N/A	N/A
	Clifford Geertz	X		N/A	N/A
	Lisa Peatie		X	N/A	N/A
	Alan Trachtenberg	X		N/A	N/A
	Allan Jacobs	X		N/A	N/A
	Robert J. Sampson	X		N/A	N/A
CEP 460					
	John Levy	X		N/A	N/A
	Sherry Arnstein		X	X	
	Bruce Tuckman	X		X	
	Paul Davidoff	X		X	
	Leonie Sandercock		X	X	
	Richard Klosterman	X		X	
	Mark Purcell	X		X	
	Brenda Sheer		X	N/A	N/A
	John Stilgoe	X		X	
	Jan Gehl	X		X	
	Randy Hester	X		X	
	Jason Bourne	X		N/A	N/A
	Michael Bell	X		X	
	John Zeisel	X		X	
	Ken Reardon	X		X	
	Chet Boddy	X		N/A	N/A
	Peter Hall	X		N/A	N/A
	Andy Dannenberg	X		N/A	N/A
	Kami Pothukuchi		X	N/A	N/A
	Jerome Kaufman	X		N/A	N/A
	Douglass Porter	X		N/A	N/A
	Barry Hougue	X		N/A	N/A
	Don Miller	X		N/A	N/A
	Shi-Chul Lee		X	N/A	N/A
	Mark Roseland	X		N/A	N/A
CEP 461					

	Robert Almeder	X		X	
	Lewis Vaughn	X		X	
	St. Thomas Aquinas	X		X	
	John Stuart Mill	X		X	
	Immanuel Kant	X		X	
	David Hume	X		X	
	Friedrich Nietzsche	X		X	
	Rosemarie Tong		X	X	
	Nel Noddings		X	X	

Appendix E – Helpful Resources

Office of Minority Affairs & Diversity: http://www.washington.edu/diversity/ | Mary Gates Hall Suite 320, Box 352835, Seattle, WA 98195-2835 | 206-685-8276 | dcstaff@uw.edu

> **Diversity Blueprint:** https://www.washington.edu/diversity/files/2017/01/17_DiversityBlueprint-010917.pdf

> **Diversity Statistics & Policies:** http://www.washington.edu/diversity/diversity-statistics-policies/

> **Handbook of Best Practices for Faculty Searches:** http://www.washington.edu/diversity/faculty-advancement/handbook/

> **Staff Diversity Hiring Toolkit:** http://www.washington.edu/diversity/staffdiv/hiring-toolkit/

City of Seattle's Race and Social Justice Initiative (RSJI): https://www.seattle.gov/rsji

> **Publications and Resources:** https://www.seattle.gov/rsji/resources

> **Racial Equity Toolkit (RET):** https://www.seattle.gov/Documents/Departments/RSJI/Racial%20Equity%20Toolkit_FINAL_August2012_with%20new%20cncl%20districts(0).pdf

Samuel E. Kelly Ethnic Cultural Center: http://depts.washington.edu/ecc/ | 3931 Brooklyn Ave NE, Seattle, WA | ecc@uw.edu | 206-543-4635

> **History:** http://depts.washington.edu/ecc/history/

> **ECC Social Justice Library:** http://opac.libraryworld.com/opac/home.php

Q Center at UW: http://depts.washington.edu/qcenter/wordpress/

> **Community Connections:** http://depts.washington.edu/qcenter/wordpress/community-connections/

Department of Urban Design and Planning – Diversity Committee: http://urbdp.be.uw.edu/community/diversity-committee/ | Branden Born & Diana Siembor | UDP4all@uw.edu

History of Community, Environment & Planning: Christopher Campbell |
    ccamp1@uw.edu

Curriculum Development Documentation: Binders can be found in front of the CEP
    Advisor Office | Contact Kelly Hostetler for more information |
    Khoss4@uw.edu

Planning for Diversity: Policy and Planning in a World of Difference: Reeves, Dory |
    2004 | UW Libraries

Increasing the Diversity of Your Graduate Program: Burt, Melissa A. | 2015 |
    UW Libraries

The Problem with that Equity vs Equality Graphic You're Using: Kuttner, Paul | 2016 |
    http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-
    graphic

Appendix F – Comments

Comment	Addressed by 2017 Equity Plan	Open for Further Discussion
What would the process of decolonizing coursework look like / who is involved in the discussion?	Pg. 10	
Incorporate queer literature & take the experience of differently disabled people.	Pg. 5 & 10	
What does the toolkit look like moving forward?	Pg. 17	
Every event goes in the Toolkit?	Pg. 15	
Is there anything in place to ensure that this continues to be talked about and implemented? Especially since half the major turns over every year?	Pg. 13	
Is there a hierarchy/timeline to these steps?		X
What is the responsibility on us?	Pg. 3 & 4	
How did professors respond to the plan?	Pg. 11 (see UDP Diversity Committee)	
Could CEP have its own diversity/equity committee?		X
Could a group debrief the plan each year?	Pg. 13	
Could this be tailored and incorporated into CEP 200?		X
Desire for more authors without losing any of the current authors (Especially 301)		X
Why broad outreach not focused outreach?	Pg. 9 & 40 (Burt, Melissa)	
Are there any documents that show how the curriculum was put into place?	Pg. 40	
If a committee were to develop, it would be important to look at ARC's history as a reference.	Pg. 40	
Why define diversity so broadly?	Pg. 5	