STRATEGIC EQUITY PLAN

Community, Environment, and Planning
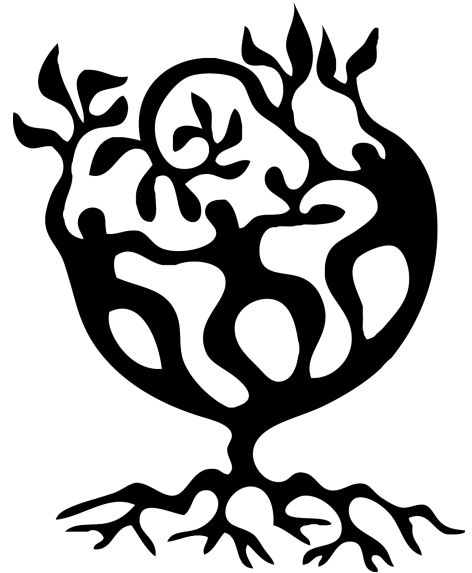
TABLE OF CONTENTS

INTRODUCTION

HISTORY

In 2016, CEP participated in a workshop facilitated by Coral Mercado regarding race, social equity and neglected narratives in the College of Built Environments. During this workshop, a caucus-based activity created space to discuss race and equity within the major. After the workshop, many students agreed that a single workshop is insufficient to discuss possible actions to improve equity within CEP.

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. CEP grows mainly through word of mouth, and based on current demographics, may be the cause of CEP's white majority. Furthermore, because of the historic race-based disparities in urban planning, CEP may be experiencing the impacts of such white supremacy[1].

The CEP Strategic Equity Plan will be used as the guiding document[2] that outlines 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.

With the creation of UW's Race and Equity Initiative in 2016, many departments and programs have adjusted to similar standards. CEP's Strategic Equity Plan arose to align and exceed UW's Race & Equity Initiative, to holistically 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 CEP culture, processes and documents.

---

1. Definition of White Supremacy: "White supremacy culture is the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. White supremacy culture is reproduced by all the institutions of our society."

2. **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, appendices 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.

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 before we recruit students and faculty from historically underrepresented groups, so that CEP is a nonviolent and accountable environment. As CEP values leadership, the vision of this document's impact is that CEP students can be leaders in social equity work both on and off campus. In critically assessing our curriculum, outreach, event planning, policies, and admissions process, we can ensure CEP lives up to our value of Community.

We believe the following:

- Diversity is more than a checkbox; it is more than equal access; it is the understanding of socio-political situations and structures that have kept marginalized people out of academia and urban planning. The effort to actively try to address these issues in 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. 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

KEYWORD	DEFINITION
Accountability	Actively engaging with 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. Each person involved in the CEP program is expected to continually reflect on & grow through their own harmful behavior and biases in order to make our space safe for everyone.
Anti-Blackness	A two-part formation that both voids Blackness of value, while systematically marginalizing Black people. One part is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Black people, and the other is the unethical disregard for anti-Black institutions and policies, which are protected by the first part.
Demarginalization	An individual's sense of the legitimation of a dimension of identity formerly felt to be socially marginalized. These processes of marginalization are usually institutionally enforced.
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, 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 minds as individuals, as well as our student body and our curriculum as a community, is a continuous process.

Environmental Racism	Institutional environmental racism is made up of rules, regulations, and governmental/corporate policies & decisions that deliberately disproportionally expose certain communities to environmental hazards. It plays out through intentional neglect, alleged needs for a receptacle for pollutants in urban areas, and a lack of institutional power and low land values for people of color. Meanwhile, environmental justice refers to those cultural norms and values, rules, regulations, behaviors, policies, and decisions to support sustainability, where all people can hold with confidence that their community and natural environment is safe and productive.
Equality	The state of being equal: sameness or equivalence in number, quantity, or measure: likeness or sameness in quality, power, status, or degree. In the context of racial & social justice, the term "equality" is often a buzzword used to call for equal treatment within institutions. This goal is sometimes reductive since it only accounts for present treatment, not the situations and historical systems which created groups' present positions and which perpetuate inequity more deeply.
Heteronormativity	The belief in and accommodation for heterosexual & cisgender lives and narratives, which alienates anyone who fails to fit into such rigid binaries and which creates harmful & hateful cultural norms.
Homophobia	An umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have toward LGBTQ people. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ. Institutional homophobia plays out through governmental and corporate discriminatory practices, as well as in cultural heteronormativity. Interpersonal homophobia is informed by institutional homophobia and often plays out in microaggressions.
Individual/Interpersonal 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. Interpersonal racism often plays out in implicit bias and racial microaggressions.
Institutional Racism	Organizational programs, policies or procedures that work to the benefit of white people and to the detriment of people of color. This is foundational to the establishment of all American institutions, and even with anti-discrimination policies in place, such institutions enforce and make room for racism.
Insulatory	The state of being insulated or cut-off from the outside.
Implicit Bias	Negative associations that people hold knowingly or unknowingly, which are expressed without conscious awareness.
Misgendering	To misgender an individual is to address them or refer to them using language that does not match their identity and gender. Most commonly, misgendering takes the form of using the wrong pronouns for someone (saying "he" when talking about an individual who would describe themself with "she" or "they," for instance), calling them by a name they no longer use, or using other gendered language in an incorrect or hurtful way. Misgendering is a transphobic microaggression which implies that someone's gender and presentation require validation from an outside, ignorant party.
Racial Equity	The condition that would be achieved if one's racial identity no longer predicted or informed, in a statistical sense, how one fares in life.
Racial Inequity	The condition where racial minorities are systematically denied social, economic and political opportunities and outcomes compared to whites or those in proximity to whiteness. This is a product of colonialism and thus is linked intrinsically with American society.
Transphobia	Similar to homophobia, except directed more specifically at the identity and presentation of trans and gender-nonconforming groups and individuals.

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 religious affiliation. Some ethnic groups are not recognized by the federal government at all, such as the Duwamish tribe whose land the UW occupies.

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, people from underrepresented communities and advocates for social change have expressed dissatisfaction with this term. In the context of racial & social justice, the term "equality" is often a buzzword used to call for equal treatment within institutions. This goal is sometimes reductive since it only accounts for present treatment, not the situations and historical systems which created groups' present positions and which perpetuate inequity more deeply. Equality fails to recognize the implications of institutional oppression set in place by the power dynamics of society, the already set privileges of dominant groups, and unequal opportunities provided to disenfranchised groups. 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. This shift should include the dismantling of oppressive structures that the discourse of equality has enforced in the past. 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   LIBERATION
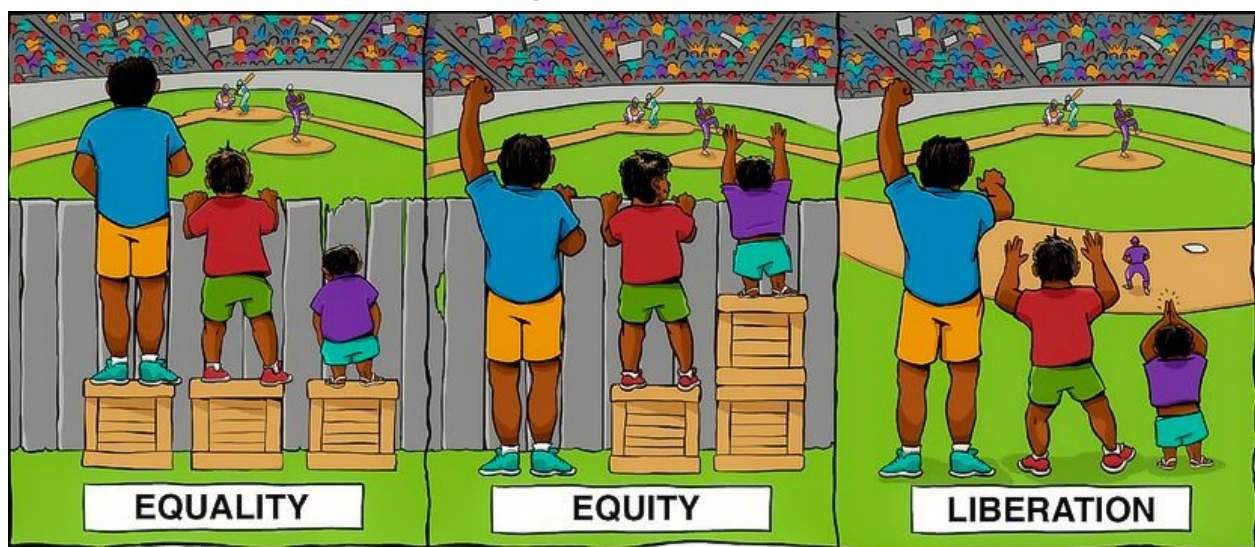
The above image is a visual representation of the difference between equality and equity and why fighting for equality is not enough. As can be seen by the image on the left, approaching issues of inequality with equality as the goal gives each

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 and even equity cannot fully liberate people.

The concept of equality 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. Equity does not achieve liberation, therefore, implementing equitable practices within historically oppressive institutions is only part of the work that needs to be done. Liberation involves tearing down these institutions while simultaneously building up something much better.

GOALS

CLIMATE GOALS
- Make CEP a more accessible major
  - More inclusive to the entire UW not just CEP
- Continue to expand and strengthen the voices of those in the major
  - Maintain the fluid nature of CEP and decrease barriers for CEPsters to actively change their curricula
- Work to create relationships with other departments in the University in order to expand classes within CEP offered to UW at large
  - Create a more comprehensive list of classes recommended by CEP that apply to common interests of folks in the major
  - Work on creating jointly-offered classes between CEP and other schools in order to end the insulatory nature of the CEP curriculum
- Create an equitable system for reviewing core curriculum in the major
  - Include guidelines to hold professors accountable for changing content that CEP students want to see revised
  - Reinforce the idea that core classes should be the most applicable and comprehensive classes to CEP students, therefore they should be the area where CEP students have the most power to share opinions and make revisions each year
- Continue to build an multi-committee work group focused on reducing bias in the interview process
  - Include the entire major in the review process and begin training early-on in the academic year

GOALS AS COMMITTEES

CEC
- 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.
  - Make SaferZone training part of the new student orientation annually
- 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.
- Follow up with revisions of the equity plan when needed
- SaferZone training for each new student orientation

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

HEADLIGHTS
- Demarginalize the CEP curriculum to reflect a broad range of ideas that include authors from underrepresented backgrounds and challenge the dominant narratives that stigmatize/marginalized groups of people.
- 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.
- Faculty will evaluate their courses with the assistance of CEP students, as needed, to ensure that the content included addresses the historical and current context, structures, and effects of inequity in our society.
- 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.

PESE
- Utilize the equity toolkit to ensure that the events planned promote positive social change and community engagement amongst CEP students and the larger community with an equity lens.

ARC
- Utilize toolkit and work with CEC in order to reach a less homogenous group of CEP alumni events
- Ensure outreach to alumni is accessible
  - Compensate folks when necessary

COMM
- Utilize toolkit and work with CEC to ensure that CEP branding and public relation materials are inclusive and accessible.

OTHER RESOURCES

Safe Zone Project LGBTQ+ Vocabulary*

Racial Equity Tools Glossary*

*Please note that not all key terms within this list are perfect, are used strictly to the provided definitions, or are commonly used at all. This glossary is provided as a reference point to look up terms one might not understand as they are used.

ARCHIVE

Equity Plan 2016