

W UNIVERSITY *of* WASHINGTON

CEP: Committed to Equity in Planning

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CEP CLASS OF 2017

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Abstract

CEP: Committed to Equity in Planning addresses the lack of racial diversity in the Community, Environment & Planning (CEP) program at the University of Washington. This project produces a formal equity plan for CEP, ensuring that future programmatic efforts touch as many racially diverse communities on campus as possible and establishes CEP students as leaders in social equity and inclusion. This project evaluates the undergraduate experience and addresses issues of race in a university setting. A qualitative survey addressing internal CEP stakeholders found that there is a desire within the program to learn more about racial equity and to increase the racial diversity of admitted students. Additionally, a quantitative comparison of CEP racial demographics to those of the University of Washington revealed that CEP is a disproportionately white program compared to the undergraduate population. An exploration into current diversity plans, definitions of diversity, equality, equity and outreach best practices helped identify how to build an equity plan that incorporates best practices and accountability measures. This plan reaffirms CEP's commitment to equity and encourages CEP students and alumni to take control of their education, learn about racial equity issues, and apply methods to improve the equity of the only student-run program on campus.

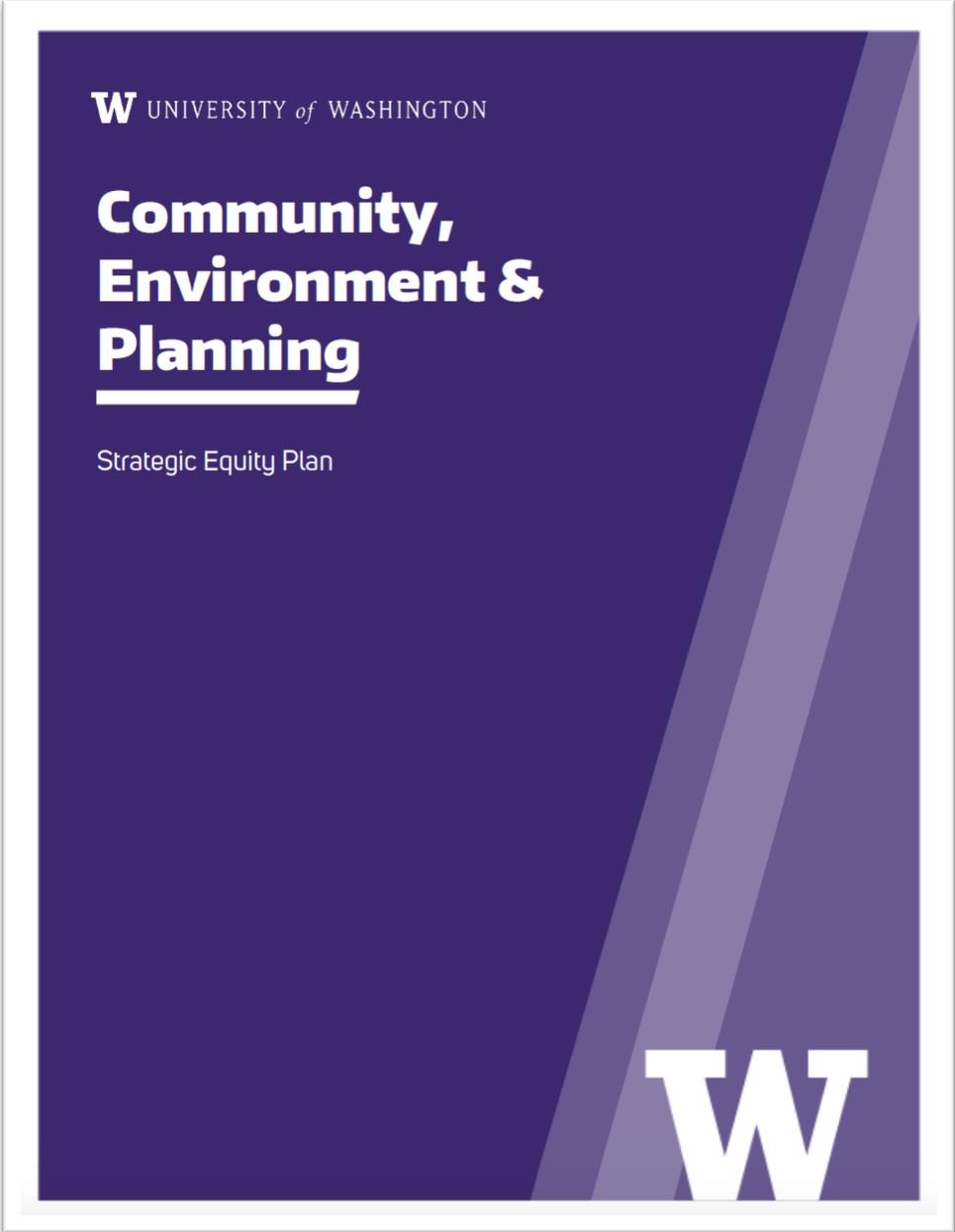
Problem Statement

While talking to alumni I found that even though there are people actively trying to address the inequities of planning, there is still very limited racial diversity amongst planners. I started to think about how this could be addressed on the entry level to the planning profession by evaluating and addressing inequities and racial demographics in CEP. The questions I found myself continually coming back to was: how could we make CEP a more equitable program so it is more inclusive to a diverse group of students that could then go onto being the planners of the future?

Product

4 Goals, 14 Strategies and 38 Pages

The CEP Strategic Equity Plan will be used as the guiding document that spearheads CEP's 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.



Context

During the 2015-2016 academic year, CEP 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, there was a ten-minute presentation used to orient the 2016 and 2017 cohorts to terms that relate to racial and gender injustice such as status, rank, and power. This presentation was followed by a caucus based activity to foster discussion about race and equity in the major.

After the workshop, many people were calling CEP to continue the conversation and to work to make the major more equitable and diverse. From this call to action and Mercado's senior project, the idea for my senior project was born. My first instinct was to create a retreat that could be used as a safe space for CEP to continue conversations about race, equity, oppression, and power. But, as the year began, I moved away from the idea of a retreat because I was worried that a short-term discussion hosted in a retreat would only temporarily change how people in CEP think and talk about topics such as diversity and equity. I wanted the work of my senior project to have a lasting impact because it was apparent that CEP should no longer address the problem of equity and representation in our program and in the Urban Planning profession once a year.

As the year went on and I became aware of the Race and Equity Initiative started by President Ana Mari Cauce in Spring of 2015 at UW. This initiative challenges everyone (students, faculty, staff and university leadership) to "take personal responsibility for addressing our own biases and improving our university... together we would combat the racism and inequities, both individual and institutional, that persist here and throughout our society" (University of Washington, 2017). In response to this initiative and the updated UW Diversity Blueprint, many departments and programs began to write quite/diversity plans of their own. These plans inspired me to think bigger about the lasting impacts my project could make to the CEP program and I started to take steps in making change by drafting the first version of the CEP: Strategic Equity Plan.

History of Race Relations at UW

Then & Now

Almost exactly forty years ago the civil rights movement was addressing issues surrounding racism throughout the nation. According to author Brooke Clark of *The Seattle School Boycott of 1996*, education and racism have been interconnected throughout the growth of Seattle, "Segregated schooling was part of a much larger cycle of segregation ... These schools [with students of color] had less funding, less parent involvement, less experienced teachers, lower test scores, and lower graduation rates" (Clark, 2006) We have struggled with racism and oppression for a long time, and we are likely to continue struggling for years to come.

Today we are living and seeing the direct consequences of the discriminatory practices that took place not only during the growth of Seattle but also throughout the country. I have observed a need in the past couple of months for people of all races to act and stand together to fight against powers that perpetuate hate. To move forward and create an equity plan for CEP, I believe that a better understanding of institutional racism at the University of Washington will make the project valid and serve as a valuable guide.

To move past just understanding the national and state context of racial discrimination and oppression within institutions, I wanted to look closer at what student activism and race relations looked like on the University of Washington Campus. In a dissertation titled *The Black Power Movement and the Black Student Union (BSU) in Washington State, 1967-1970* Marc Robinson stated that the Black Student Union (BSU) at University of Washington (UW) was a "historical lynchpin" in connecting the black college students, Black Campus Movement and [civil rights] activists while "responding to both local and national circumstances" (Robinson, *The Black Power Movement and the Black Student Union (BSU) in Washington State, 1967 - 1970*, 2008) Responding to Clark's thoughts on the interconnection between education and racism, Robinson gives direct examples of how the establishment of the BSU had a role in changing the very campus in which students live and study today. In addition, many of the students that demanded change on the UW Campus then went to work in supporting movements for social justice and black empowerment elsewhere in Seattle and nationwide.

One of the most important actions that the Black Student Union took in changing race relations at the University of Washington campus took place in May of 1967. They wrote President Charles Odegaard a demand letter and enacted a sit-in at his office in Gerberding Hall until he met their demands. In *The Black Student Union at UW: Black Power on Campus*, a report was also written by Marc Robinson, it expresses the sentiment of students of color on campus regarding movement towards more equity and directly quotes the letter the BSU wrote,

"Quality education is possible through an interaction of diverse groups, classes, and races... The present admissions policies are slanted toward white, middle-class, Western ideals, and the Black Student Union feels that the University should take these other ideas into consideration in their admissions procedures" (Robinson, *The Black Student Union at UW: Black Power on Campus*, 2008).

This letter established the BSU as an official club on campus and increased the rate of African American enrollment on campus from 150 students in 1967 to 465 one year later, Native Americans from 25 to 100 and Latinx from 10 to 90. (Robinson, 2008). Further, it established the creation of the Office of Minority Affairs and the American Ethnic Studies Program all of which are organizations which could help CEP take direct action and ensure that the plan I am writing is as equitable and encouraging of diversity as possible.

Fast-forward forty years, to January 30, 2017. On Red Square, a group of protestors gathered to oppose Donald Trump's executive order to build a wall separating the United States and Mexico along the border. Quickly the protestors moved to the steps of Gerberding Hall and demanded that UW President Ana Mari Cauce come out of her office and address the increase of hate on campus. According to a Seattle Times Article recounting the protest by Katherine Long, a letter was submitted to Cauce by faculty and staff with "four steps its signers want the administration to follow ... showing solidarity with students ... and putting resources into helping the community heal" (Long). This event almost mirrors the efforts Robinson brings to light in his historical account of the Black Student Union.

I believe it shows that there is still much progress to be made within the University of Washington Campus and without consolidated efforts, we will not act fast enough to create change and ensure that our campus is a safe space. Additionally, one of the most valuable aspects of the CEP education is that it trains students to be community leaders. Increasing the diversity of our student body will not only benefit University of Washington but hopefully also benefit the planning profession as a whole.

Methodology

Demographic Analysis

In Autumn and Winter Quarter, I analyzed demographics provided by the University of Washington's Office of Minority Affairs and the Office of Community, Environment & Planning. I compared admissions rates for students of color from the University of Washington's common dataset for the undergraduate population to that of the CEP cohorts from the past 9 years. These statistics provide a baseline understanding for the necessity of a strategic equity plan and where CEP stands in relation to the racial diversity of the rest of the University.

Survey & Response Analysis

One of my biggest concerns surrounding the creation of an equity plan representative of all of CEP was that my voice would take over. I have no intention of being the sole creator of the equity goals for a community-based learning program. So, I created a survey to collect qualitative data from the current CEP cohorts and alumni about what people in the CEP community consider to be diversity goals of the program, benefits of CEP being a diverse plan, what makes CEP important and if there is anything that I have missed in starting to write this plan. I chose to use a survey to collect responses to these questions because I could easily share it repeatedly over social media, which is the primary form of communication for the current CEP cohorts and because I could easily share it via the alumni listserv. With all the varying locations of alumni, this seemed like the best option.

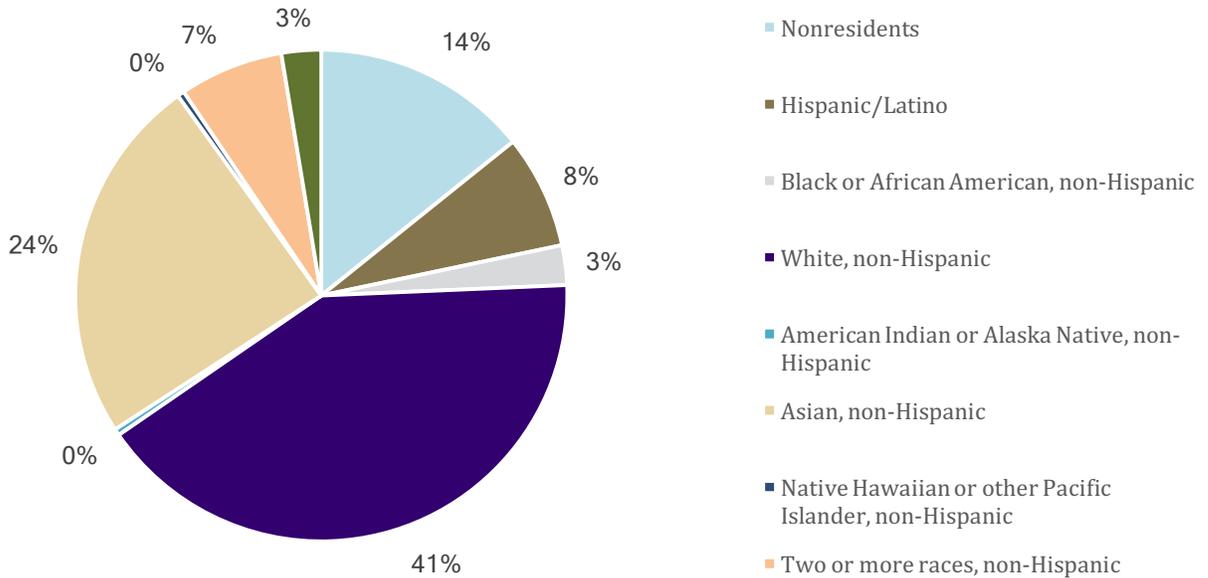
I used Google Forms to create the survey because it is free and provides a good platform for quick overall response analysis and individual response documentation. The survey results directly impacted the key messages of my final outreach plan. I synthesized the data in an appendix of my final equity plan. I would've liked to code the data but I, unfortunately, did not have the time. The data itself provided much of the language that can be seen in the vision and goals of the strategic equity plan. (See Appendix B for all the survey questions and responses)

Amendment Process

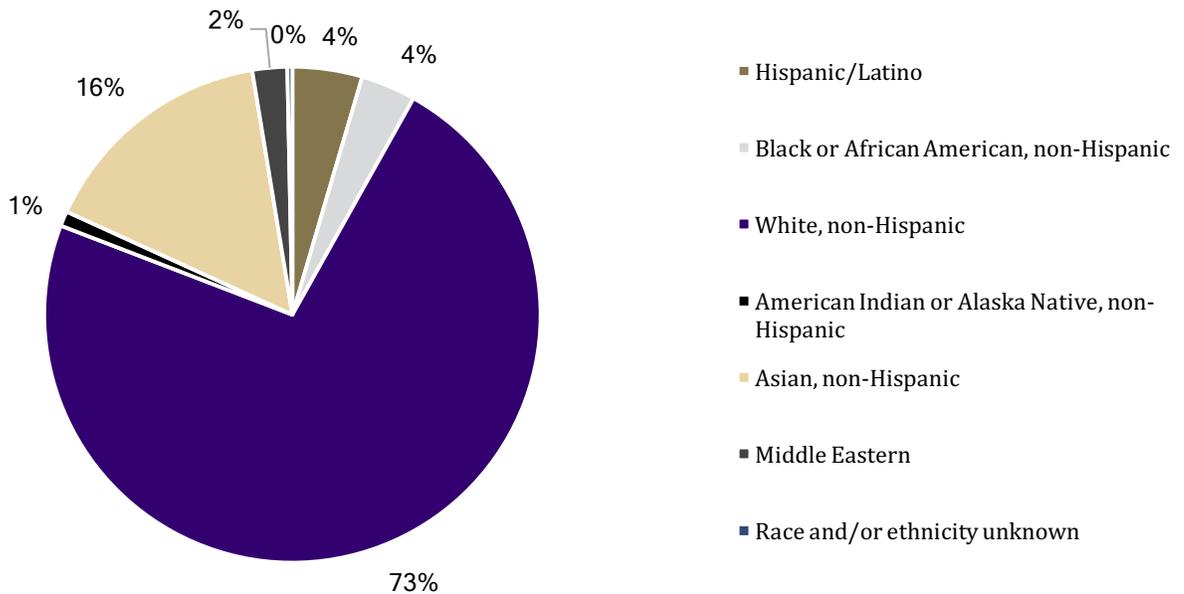
Finally, during Spring Quarter I put my plan to the CEP amendment process. I filled out a proposal form, presented the proposal to Headlights, brought the proposal to the major, and brought the proposal to the forum for an official vote. The major voted on the plan twice, once at Spring Retreat and again at the following governance. During the weeks leading up to the vote, I worked closely with CEP's Headlights and Community Engagement Committees and the UDP Diversity Committee to track comments and make productive changes. The equity plan is now posted on the CEP website and this first version of it will remain there until it is updated.

Demographic Synthesis

UW Demographic Percentages: UW Common Data Set

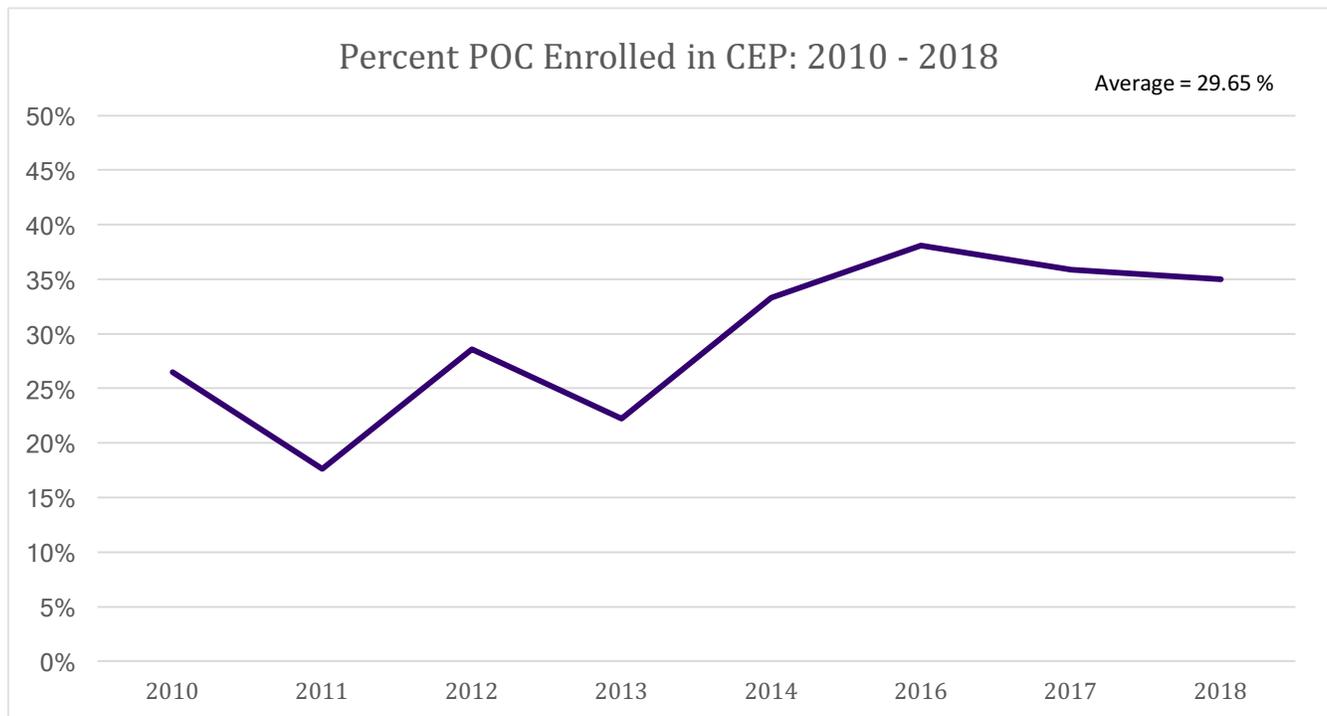


CEP Demographic Percentages: 2010 - 2018



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.



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 number 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%.

Literature Review

Race & Social Justice Policies to Learn From

When the idea of approaching the issues of racial equity and diversity through the creation of an equity plan started to form back in September, the first obstacle I had to overcome was the complete lack of knowledge I possessed about Race and Social Justice Policy at the University of Washington and surrounding areas. Coming from a place of racial privilege and power in the University's academic setting, my familiarity with issues of racial equity and diversity had all sprung from different methods courses I had chosen to take, not direct implications upon my person. So, I made it part of my research to familiarize myself with policies and practices at the University and in the Seattle area that impact racial equity so the outreach plan I create aligns with the University.

The first document I read in September when I started this project was the University of Washington's Diversity Blueprint produced by the Office of Minority Affairs and Diversity (OMAD). In January of 2017, OMAD published an updated version with new desired goals and outcomes for the University that I believe have huge impacts on how CEP, and the College of Built Environments approach their racial equity efforts. Within the Diversity Blueprint, the OMAD staff outlined six goals to be followed by all faculty, staff, and departments at UW to increase diversity, inclusivity, and equity. Of these six goals, the most pertinent to CEP's strategic equity plan is Goal 1, "Provide leadership and communicate commitment to diversity." This goal establishes a framework for the University to evaluate all diversity and equity actions and better connects students with diversity resources.

The CEP equity plan could learn from this goal by modeling evaluation metrics from it and by just following its very description, "Provide leadership and communicate commitment to diversity." Through the outreach for the CEP program, activities such as "facilitated conversations about issues of equity, difference, and privilege, and assessing the impact of diversity requirements" are areas where CEP students could thrive as leaders of race and social equity. The education or the whole student and the critical problem solving taught in CEP works with this goal and could be publicized to the University through CEP's outreach plan.

Another OMAD resource that I found related to the CEP equity plan early on is the Multicultural Outreach and Recruitment program. This program serves as a resource from pre-college to enrollment at the UW for "historically underrepresented students of color as well as students who have a from higher education." This program offers programs and opportunities to attract, prepare, and increase the number of racially and ethnically underrepresented students into UW. This team works at "creating a world of good, not only in science and technology but also in the field of social work".

Collaboration with this group on campus could help CEP also implement programs that are racially and culturally appropriate for already enrolled students of color on campus. The work of the Multicultural Outreach and Recruitment program comes directly from the Diversity Blueprint. But, as I searched for more documentation about how this program implements different outreach activities, I was unable to find much information. The other concern about this program is that it focuses on outreaching to a very different and much younger demographic (high school students) than the demographic CEP hopes to attract. Nevertheless, their work is valuable and I personally believe that future collaboration with them could make CEP's outreach efforts much more effective.

After a while of wading through University of Washington documents about race and social equity and commitments to raise awareness and increase efforts, I decided that I needed to look a little further than the University of Washington and I started to look at publications for the City of Seattle's Race and Social Justice Initiative. This initiative started in 2005, is the City of Seattle's commitment to work toward equity and "to challenge racism, by looking beyond individual acts of prejudice to the systemic biases that are built into our institutions. We are not to blame for what happened in the past, but we are responsible for eliminating racism today" Through this program, they have taken a stance that leads with race and recognizes the necessity of supporting all communities to use tools that can be applied across oppressions.

One of the tools that they created is the Racial Equity Toolkit which is used to hold departments and programs accountable to maximizing benefits and minimizing harm in underserved communities. The guide asks questions that establish an understanding of what the major impacts of any governmental action will have on equity and inclusion. I used this tool as a reference for accountability measures that I built into CEP's strategic equity plan. I created a CEP Equity Toolkit that can be found in the appendices of the equity plan and will be utilized by the 2018 and 2019 cohorts during their governance work.

Shifting Signifiers

To continue my work on this project, I needed to look for definitions of terms I would be frequently referencing throughout my project that also relates back to the historical context of the University of Washington. When I started to do this, I was amazed by how difficult it was to find consistent definitions for terms such as diversity, equality, and equity. This was frustrating, but while reading the Springer International Handbook of Educational Leadership and Social (In) Justice I came across an idea that remedied my frustration. According to Carolyn M. Shields, a professor in the College of Education at Wayne State University the term "shifting signifier" can be used when talking about these concepts because "The definitions and connotations vary widely and shift constantly" (Shields, 2014). While she is speaking directly to educational leadership and social justice, the term shifting signifier and the contributing ideology is one that can easily be applied to the terms: diversity, equality, and equity. This second section of my literature review focuses on trying to establish baseline definitions for these three shifting signifiers that will be used later alongside the contextual variation of definitions I will receive from my senior project survey.

Equality and equity are often considered buzzwords in the social justice and activist communities. While trying to piece out how to define one or the other, it became very clear that these two signifiers are extremely interconnected. In 2004, Corinne Caldwell, Joan Poliner Shapiro, and Steven Jay Gross presented a paper to the University Council for Educational Administration (UCEA) titled Ethical Leadership in Higher Education Admissions: Equality vs. Equity. In this paper, the three authors attempted to define the paradoxical relationship between equality and equity and to demonstrate how to use an ethical lens to create a framework and approach for rational decision-making. The easiest way to understand these two terms is to look and their definitions side by side.

Equality concentrates on, "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" (Corrinne Caldwell, 2004). While equity takes into consideration a much broader perspective and acknowledges that, "many groups have not always been given equal treatment and/or have not had a level field on which to play" (Corrinne Caldwell, 2004). Recently, people have tried to understand these two signifiers' relationships more and more.

During my studies, it has become apparent that equality used to be an agreeable goal to strive for but is quickly becoming an outdated term. Equity is the acknowledgment that many social injustices are in part caused by power dynamics within society. Without the acknowledgment of power relationships that lead to widespread injustices like white supremacy and institutional racism, social justice work cannot operate at its full capacity. Elements of both definitions can help demonstrate how people view the world but I believe that equity is what we should be striving for within CEP.

Another author that looked at the relationship between the signifiers is Dory Reeves. She is the author of *Planning for Diversity: Policy and Planning in a World of Difference*. In this book, Reeves looked at the practicality of incorporating diversity and equality in spatial planning and sustainable development. Reeves believes that when using terms such as diversity people need to acknowledge, "[diversity] needs to address difference as well as discrimination, social exclusion and environmental justice" (Reeves, 2004). With this thought process, diversity is defined as difference across race, gender, sexuality, class, culture and so on. Diversity engages in a causal relationship that can lead to discrimination and social exclusion.

Thus, diversity without connection to equality looks only at the differences between individuals while diversity with equity looks at the power dynamics. I would argue this point further by switching the signifier equality with equity. Equality implies power differences between individuals while equity implies power differences that are perpetuated and enforced by society.

I chose equality, equity, and diversity to guide my project because the problem I identified within CEP was a lack of racial diversity amongst the enrolled students that I believe could lead to a lack of representation and equity during planning discussions in the future. Alternatively, Ava DuVernay, an American director best known for her work on *Selma* and the documentary *13th*,

argues against the use of the term diversity when doing work surrounding social justice and empowerment.

During a speech at the 22nd ELLE Annual Women in Hollywood awards, she ended her time on stage by stating that she dislikes the word diversity. She thinks it fosters and "emotional disconnect" because people believe, "I have to do diversity." Instead, she advocates for the use of the terms inclusion or belonging, "Inclusion feels closer; belonging is even closer" (Chernikoff, 2015). This statement has led me to question my choice of wording on the survey I sent to CEP students and alumni and wonder if my positionality has caused me to act in a way that is counterproductive to what I am attempting to achieve. If anything, I am more cautious now about the language I have used throughout this project. (See Appendix C for the shifting signifiers that are defined in the CEP Strategic Equity Plan)

Outreach Best Practices

The final portion of my research focused on looking for outreach best practices that could potentially be applied to CEP to increase the involvement of marginalized students in the program. To do this, I looked at three separate authors. The first book, titled *Strategies for Significant Survival* dives into the topic of significant survival. This idea regarding university survival arose in the seventies in response to large amounts of institutional bankruptcy. The concept of significant survival looks not only at the physical continuity of universities but also at the achievement and significant institutional aims.

The essay *Resources for Outreach and Recruitment* by Charles E. Johns is what I most closely looked at in this book. The idea of quality education's strong connections to the quality of Outreach and Recruitment was one of John's key points. "Concerns of quality, excellence, ethics, and community building are preliminary and fundamental to the specific elements of any outreach program" (Johns, 1975). Not only do outreach best practices for Universities focused on quality but also on community building. The best way to involve incoming students is to highlight this quality and engagement in a way that is appealing. One way of doing this is by, "By focusing on its own internal resources and constituents, an institution can assess its own nature, its strength and weaknesses, and the techniques and programs it uses to project the quality of campus life to others" (Johns, 1975). CEP, while not an institution on its own, is the only student-run major on campus. A form of outreach that the Outreach and Admissions Committee could pursue in the future is more collaboration with committees such as the Community Engagement Committee to better promote showcase the internal activities of CEP to the greater UW community.

Another author that had much to say about outreach and hiring practices is Nikki Brown. Her article, *Detrimental Effects of "Best in Show" Hiring Processes in Tech*, looks at how tech companies could change their hiring practices to better accommodate individuals from marginalized communities that might not have the same advantages in hiring processes as individuals from privileged backgrounds. This article looked very closely at the structure of 'Best in Show' hiring practices, which are like talent show auditions, and pointed out the very

discriminatory factors that occur. One suggestion that came about at the end of the article was to evaluate the language used in promotional material.

"Another way to encourage more marginalized candidates to apply is to alter the wording of job descriptions. Phrases like fast-paced, and work hard, play hard, tend to appeal to males and discourage women. CEO of Unitive Laura Mather recommends changing job descriptions to include words like support and teamwork." (Brown, 2016)

Unlike Johns who promoted community building and quality of programs to attract diverse groups of students, Brown quotes Laura Mather to emphasize the use of language. This has already come up in the preliminary work I have done for my project regarding the definitions of diversity, equality and equity and language is something that needs to be explored more moving forward.

Finally, looking at the outreach and admissions policies of the Department of Atmospheric Science at Colorado State, Melissa Burt ET. Al. writes about INCREASING THE DIVERSITY OF YOUR GRADUATE PROGRAM: Translating Best Practices into Success. The Department of Atmospheric Science at Colorado State quadrupled the number of enrolled students from historically underrepresented groups by making some noticeable changes. One important idea they implemented was a mentorship program that reached out to the underrepresented groups. This helped with building trusting relationships between the future students, staff and the program. "We have found that a key component of increasing diversity is building a relationship of trust with faculty at minority-serving institutions (MSIs), through long-term, regular contact and research collaborations" (Melissa A. Burt, 2015) A program like this for CEP could potentially change the dynamic and implement serious change. However, it would be difficult to get started due to the time constraints and lack of quantity of staff currently working with the program.

All three works created alternative options to outreach that could be potentially implemented by CEP to engage a wider variety of students in the program. I have yet to find evidence that one option works better than the other does. Moving forward I will work with the assumption that a combination of the three could create the potential for the best outreach opportunities possible for CEP. I will work under this assumption until proven otherwise or better evidence of outreach appears.

Recommendations

I believe that it is important to note that work towards racial equity is not a linear effort. This project is one step to increase the diversity and equity of CEP but there are still many more actions that we could take as a community to be inclusive and equity planners in our own communities and the communities where we will work in the future.

For example, as we work to increase the diversity of students enrolled in our program, it is important to also work to decolonize the curriculum that we learn. As stated in previous projects, like Mercado's and some from the Masters of Urban Planning Program, the diversity of authors we study in CEP is very limited. This could potentially be harmful when asking persons from underserved or marginalized communities to join the program. Some of our classes, such as 301, titled The Idea of Community, focus solely on the idea of dominant western community. I do not personally believe that it is wrong to study the authors we do in 301, but I do think that the lack of author diversity is an issue. A surface-level fix, could be to rename the class as the Idea of Western Community but that would not fix the root issues, just better prepare students for what they will be experiencing during their first quarter of the program.

Another more radical recommendation that I have thought of to address curriculum issues is the expansion of the CEP program into a three-year program. If we were to accept students as sophomores instead of juniors there would be three more quarters to expand what we learn as a community. This is just an inkling of an idea that I believe could be explored given the proper amount of funding and opportunity.

Other than that, I think CEP is starting to head in the right direction. Increasing collaboration with the College of Built Environments and other efforts to achieve racial equity on campus could prove very fruitful in making CEP students leaders in race and social equity. Ultimately, because CEP is the only student-run major on campus, it is in the hands of the students to make these efforts happen. The worst thing that could happen is for CEP to lose the momentum it now has for equity work and to become complacent in the system. Hopefully, the implementation of this equity plan will help mitigate that possibility.

Reflection

Throughout the course of this project, I was often faced with a lot of personal conflict over if I should be the one heading this project. I struggled with the relationship of being a privileged white person addressing issues that I have previously had no personal stake in and whether I was projecting a white savior complex over the program or not. But, ultimately when it came down to it, I kept returning to the question: if not now, then when? I feel that our major has reached a critical point where we either need to move forward with critical analysis of the race and social equity within the program or be willing to be complicit and keep going the way we are.

I also constantly questioned the value in trying to increase the diversity of CEP while parts of our curriculum still project colonial ideas and dominant thought processes. After attending a panel with speakers that were all people of color pursuing degrees at the University of Washington, I was shaken by the potential problems my project could be projecting. But, I had a conversation after that panel with students in CEP and the panelists and we all concluded that one of the most valuable parts of the CEP education, is the opportunity to critically assess the program and try to make changes that make it better. I believe that if we continued to go back and forth on whether curriculum changes or diversity of students was more important, we could get trapped by inaction. Instead, the equity plan sets in place goals and strategies that allow for us to pursue both actions at the same time in a manageable way.

Overall, I think the most important lesson I have learned throughout the pursuit of this process is how important collaborative processes are in this type of work. Before I even brought the first version to the major, I had already shown bits and pieces of it to over 30 people. After I finished working on the equity plan, I realized that this sort of document is normally put together by a whole committee or team dedicated to this type of work. Going at it alone was often overwhelming and the final product that I have produced now would not have been the same without the help of many CEP students, the Diversity Committee, CEP alumni, and staff. I hope that as this document develops as a living document for the CEP program, students that interact with it learn the same lessons and continue to make it even better.

Appendix A: CEP Strategic Equity Plan

To read the complete CEP: Strategic Equity Plan, please visit: http://cep.be.washington.edu/wp-content/uploads/2017/05/CEP_Strategic_Equity_Plan.pdf

Appendix B: 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, socioeconomic 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 an 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

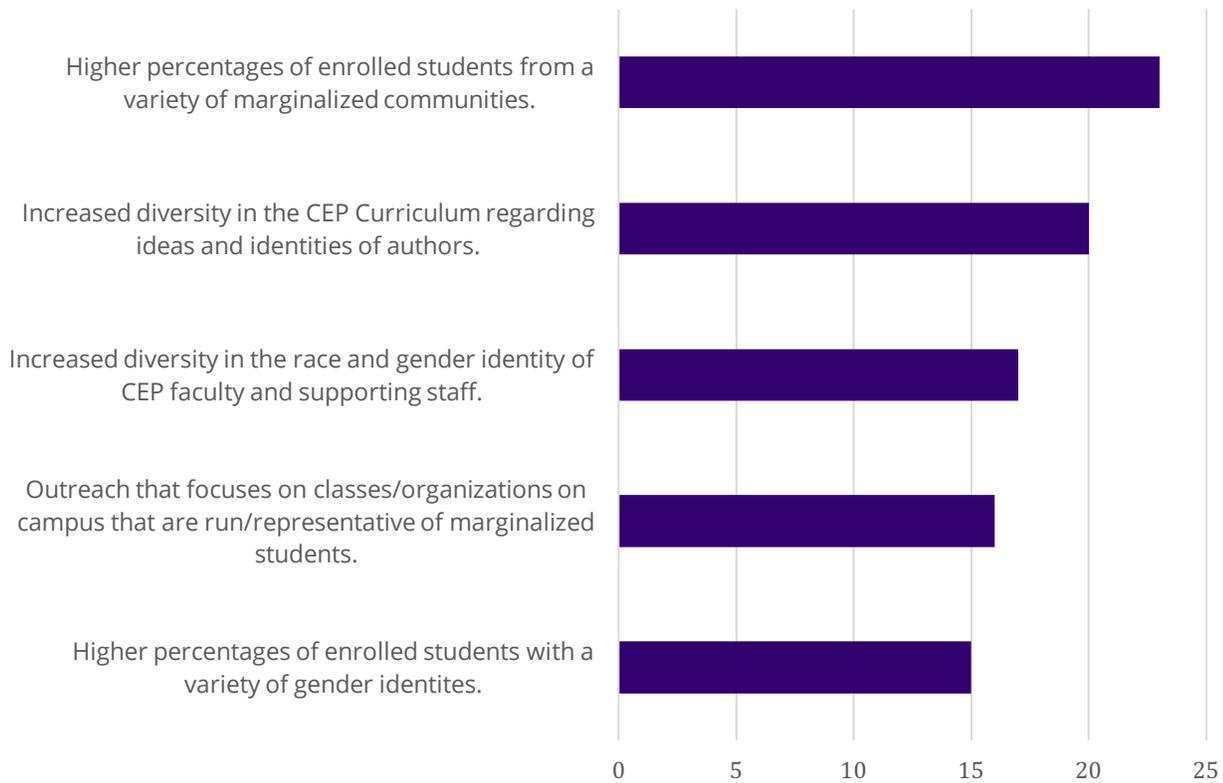
culmination of differences to forge a new, richer, and more beautiful community.

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 qualify 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?



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.

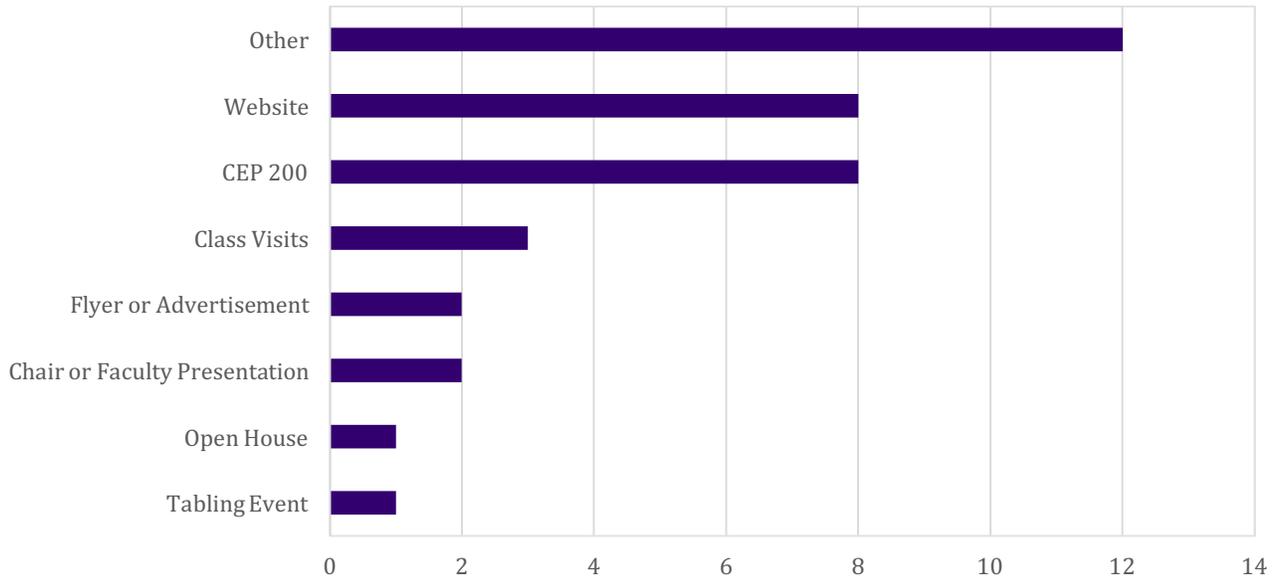
Social activism.

CEP was and is important to me because it gave each student a space to determine their own academic,

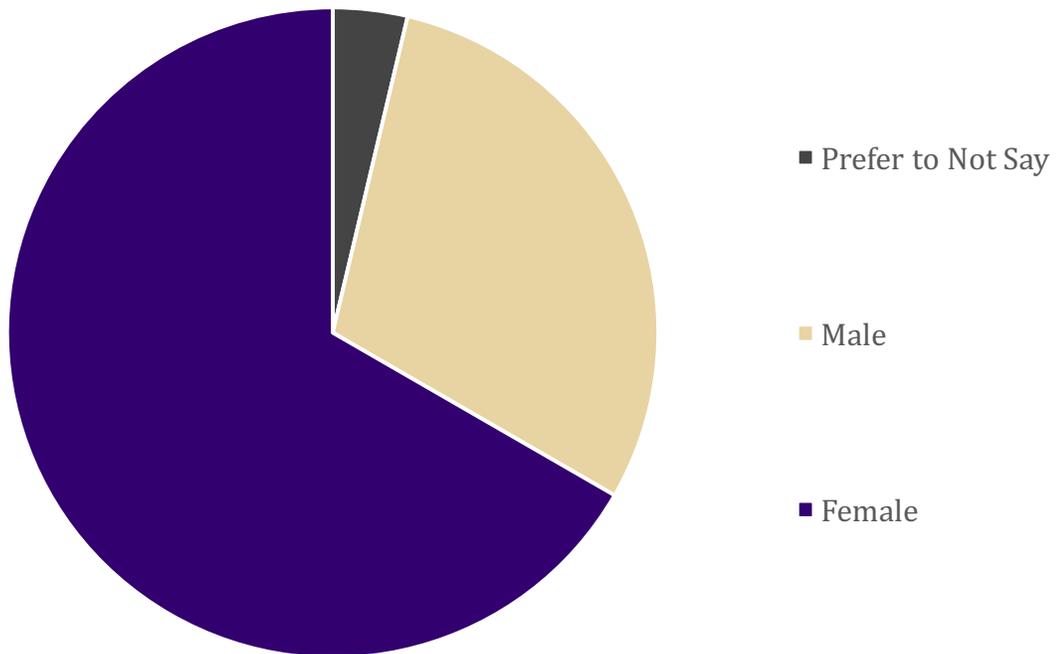
personal, and professional future. CEP is an example of how non-competitive and collaborative academic environments breed creativity and self-motivation in students. The program had room for students to bring up issues with their own leadership and department. It gave students a true voice to bringing 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.

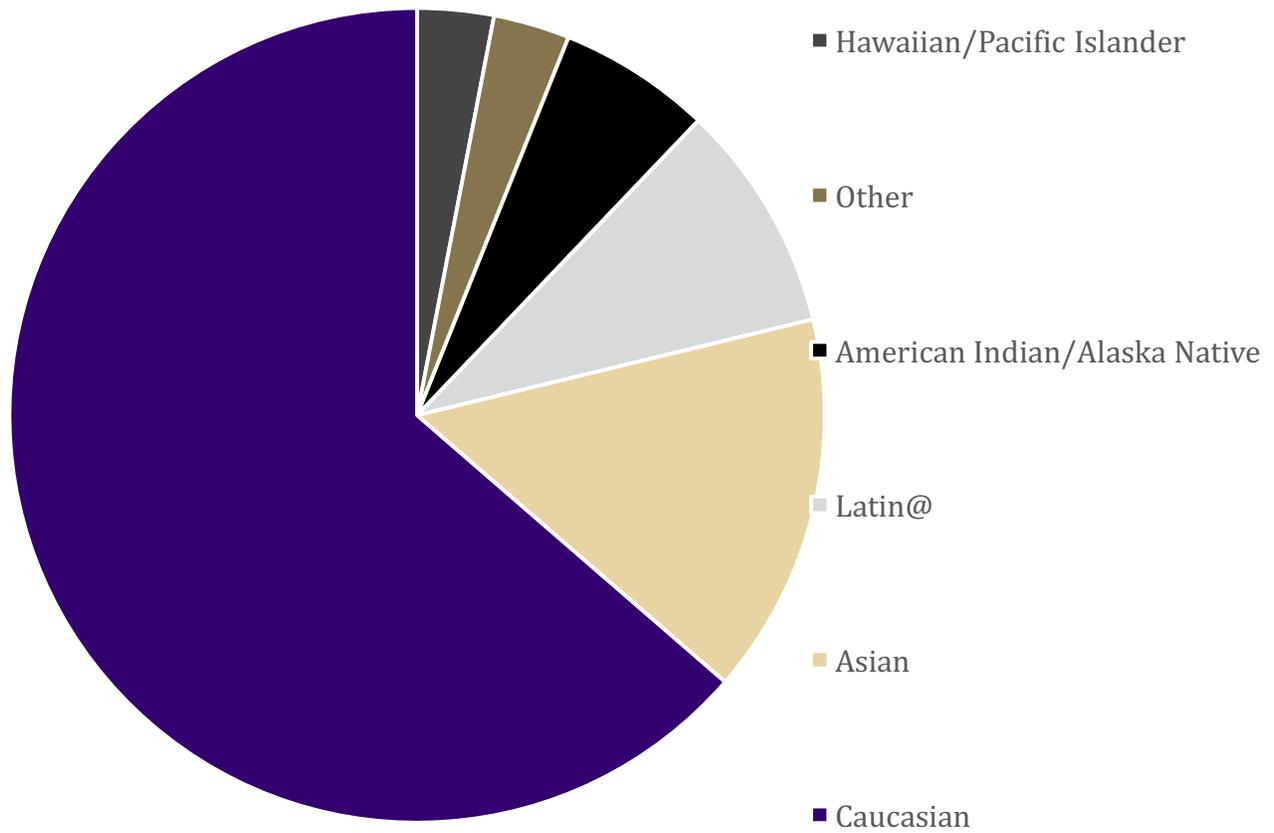
How did you find out about CEP?



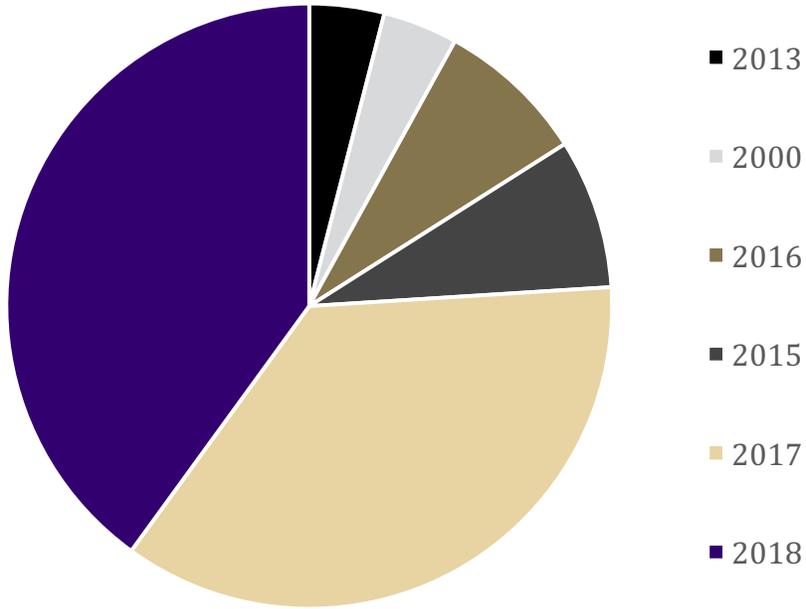
Please indicate your identity.



Please indicate your racial identity.



What year did/will you graduate?



Appendix A: CEP Strategic Equity Plan

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	<p>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.</p> <p>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.</p>
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.

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