

UDP DIVERSITY PLAN

Prepared by the Diversity Committee

Urban Design and Planning

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Introduction

This draft *UDP Diversity Plan* will be used as the guiding document to enact the Department of Urban Design and Planning's (UDP) commitment to diversity, equity, and inclusion. The plan was written and developed by the Urban Design and Planning Diversity Committee. As a department whose graduates go on to become planners, designers and community leaders, it is essential that we prepare our students to work effectively with the diverse populations that have historically been marginalized in our professions.

Today, UDP is situated in the context of an increasingly complex, diverse, and interconnected world. The UDP mission is "to develop a community of inquiry, learning, and practice that helps urban regions become more livable, just, economically effective, and environmentally sound through a democratic process of urban design and planning." This mission becomes possible through our programs and through our people including faculty, staff, and students. In the world we inhabit, we recognize and value the need for a diverse, equitable, and inclusive department that is welcoming to all.

This UDP Diversity Plan was initiated in 2015 as a means to ensure that the department meets the ideals of this mission statement. This process led to this version of the plan that addresses diversity in recruitment, enrollment, curriculum, and overall learning experiences. This plan was developed in several different stages including: planning and structuring, goal-setting, idea refinement, and feedback from students, faculty, staff, and Professionals Council (PC). The intended audience of this plan includes all members of the UDP community; University of Washington's Graduate Opportunities and Minority Achievement Program (GO-MAP); and the Planning Accreditation Board (PAB).

This strategic plan is based on the Diversity Committee's review of other University of Washington (UW) programs' diversity plans, as well as best practices for diversity plans as compiled by GO-MAP. It has also been cross-referenced with the UW Diversity Blueprint, which serves as the aspirational articulation of an inclusive and equitable environment. (Sections of the Diversity Blueprint are referenced in bold in the goals section of this document.) Many departments and programs on campus have started addressing issues of equity and diversity, and these efforts have been supported by the UW President's 2016 Race and Equity Initiative. This plan also aligns with the goals of the Race & Equity Initiative and strives to address all areas of programmatic inequity. This plan is a living document intended to guide changes and create an opening to ensure that diversity, equity, and inclusion are woven into the fabric of our department.

Vision

We envision the professions of urban design and planning to become more inclusive and serve all populations equitably regardless of differences.

Values

We embrace diverse perspectives and backgrounds as the strength of our institution. To create stronger and more inclusive communities, we are committed to three core values:

Diversity

The appreciation and understanding that there exist several dimensions of differences among groups or individuals; and that those differences make for a vibrant and healthy professional community.

Dimensions of difference embrace physical, cultural, intellectual, and economic aspects, and may specifically include (but are not limited to): race, ethnicity, age, nationality, sexual orientation, gender identity, religion, language, (dis)ability, educational background, veteran status, socioeconomic status, immigration status, marital status, parental status, viewpoints and ideas (politics), skills and specialization, personality, learning styles, values, geographical area, life experience or professional experience.

Differences can be visible or non-visible, but they are intersectional, overlapping and interacting and seldom experienced singularly. Also, the term diversity remains dynamic in that the status and representation of groups shifts over time.

Equity

We value equity on fairness of results or outcomes, and recognize that it is different from equality, which focuses on equal access to opportunity.

Equity starts with acknowledging that “many groups have not always been given equal treatment and/or have not had a level field to play” (Caldwell, 2004). An equity lens recognizes intersectional oppressions and focuses on attempts to level the playing field by providing more resources for people who need them compared to those already advantaged. Equity entails creating opportunities for people from historically underrepresented populations and eliminating barriers that have prevented full participation of underrepresented groups. The intent of equity is to reach a condition where one’s demographic profile no longer predicts, in a statistical sense, how one fares. Equity strives to close demographic disparities in all roles within institutions, particularly leadership roles. Equity is developmental and systemic and includes the responsibility of the entire community to challenge and respond to biases, harassment, and discrimination.

Inclusion

We strive for inclusion through active, intentional, and ongoing processes and policies involving and engaging people of many dimensions of difference.

Inclusion involves providing access to information and resources necessary for civic processes and promoting the engagement of community members in those processes. In the University setting, inclusion puts the practice of diversity into action by creating an environment where everyone can participate and everyone belongs. Inclusion also means that differences are welcomed and valued, and that different perspectives are respectfully heard. Practicing inclusion increases awareness, knowledge, cognitive sophistication, and empathic understanding.

Mission

The Department of Urban Design and Planning (UDP) is striving to shift the culture of planning to engage and enhance diversity, equity and inclusion, not just within the academic context, but also in the planning profession. Therefore we aspire to drive change by not merely responding to trends, but also leading the change we seek.

Principles

We accomplish this mission by focusing on the following three guiding principles:

People: We must become the diversity we want to see in the world.

The diversity of students, staff, faculty, Professionals Council, and community partners should reflect the diversity of our cities and region. This also includes the communities we work with on studio projects, the case examples we study, the authors we read, and those we invite as guest lecturers and speakers at special events. Articulating these values means engaging and recruiting faculty/staff and students from diverse backgrounds, including marginalized groups, and cultivating opportunities for all people to participate in their community's planning.

Accountability: Our commitments must drive our actions.

The three core values of *diversity*, *equity*, and *inclusion* are intended to be more than mere additions to the work we already do. Rather, acting on our commitments to these values should be fundamental to the way we understand our discipline, and our professional obligations and responsibilities. This includes curriculum and pedagogy (what we teach; how we teach it; who is teaching), departmental culture (messaging outwards; communication inwards), and departmental structures (committees, plans, surveys).

Outcomes: Our graduates reflect our skills, knowledge and values.

We want to produce graduates who have the skills, knowledge and experiences to transcend boundaries among groups, regardless of their own backgrounds. Our graduates should be prepared to *go to* all communities in culturally appropriate ways, rather than expecting them to *come to* them. Ultimately, graduates should be bold leaders who challenge their projects, workplaces, and institutions to be diverse, equitable, and inclusive.

Goals

The plan contains seven goals and outlines strategies toward achieving each goal. Connections with specific UW Diversity Blueprint goals are noted in parentheses.

Goal 1--Department Climate: Cultivate a departmental climate that is welcoming to all and promotes diversity, equity, and inclusion of all students, faculty and staff. (DB1, DB6)

Goal 2--Department Structure: Establish an organizational structure within UDP committed to diversity, equity and inclusion across all aspects of teaching research, service, and practice. (DB2, DB3, DB4, DB6)

Goal 3--Students: Actively recruit, retain, and graduate a more diverse student body in UDP. (DB1, DB2, DB5)

Goal 4--Faculty and staff: Actively recruit, retain, and advance diverse faculty and staff in UDP. (DB3, DB4)

Goal 5--Curriculum: Infuse values and content of diversity, equity, and inclusion throughout UDP curriculum, events, website, and external messaging. (DB1, DB5)

Goal 6--Partnership: Partner with and encourage efforts to promote equity and diversity both within the UW and throughout the planning profession. (DB1, DB5)

Goal 7--Messaging: Promote and publicize UDP's commitment to diversity, equity, and inclusion.

Strategies

Goal 1 -- Department Climate: Cultivate a departmental climate that is welcoming to all and promotes diversity, equity and inclusion of all students, faculty and staff.

Strategy 1.1: Embed and promote conversations about diversity, equity and inclusion across all aspects within UDP.

Classes, faculty meetings, student meetings, and UDP events such as Open House should incorporate intentional conversations about race, diversity, equity, and inclusion. Furthermore, develop a systematic approach to discussing race and social justice across the Department. The department Chair and faculty would lead these efforts.

Strategy 1.2: Provide trainings on recognizing and undoing racism (institutional, structural and systemic) for students, faculty and staff.

The Department should lead efforts at coordinating trainings for students, faculty and staff. Faculty should be supported to participate in conference events/workshops around these topics.

Strategy 1.3: Monitor the UDP institutional climate via surveys of students, faculty and staff.

The department faculty should conduct a climate survey - annually or on an as-needed basis- to assess the department climate related to diversity, equity and inclusion. Data generated should be tracked to improve the experience of students, faculty and staff. As a part of this, staff and students will be involved in coordinating meetings and engaging in the discussion.

Strategy 1.4: Determine needs and desires of students, faculty, and staff for community and interpersonal connection and work to foster those connections through programs, events and activities.

Understand the needs that students, faculty, and staff have for connection and cultivate opportunities for those needs to be addressed. Determine needs through meetings, surveys, or other methods. The Diversity Committee will lead these efforts in collaboration with students, faculty, and staff, and plan events to foster UDP community connection. Examples of needs that were addressed based on student input in the past include:

- Buzz Buddy program, to foster cross-cultural understanding and appreciation between U.S. and international students.
- Quarterly socials, to foster community and personal cross-connection between members of different UDP programs and across faculty, staff and students.

Goal 2 -- Department structure: Establish an organizational structure within UDP that is committed to diversity, equity and inclusion across all aspects of teaching, research, service and practice.

Strategy 2.1: The UDP Department shall continue its active Diversity Committee.

The Department shall continue its active Diversity Committee which is committed to serving the needs of our students, advocating for diversity, equity and inclusion within UDP, and cultivating partnerships with the College of Built Environments, the University of Washington, and beyond. Committee membership will include faculty, staff and students from all programs, and will reflect diversity, equity, and inclusion through its members.

Strategy 2.2: Assess and modify the structure of the Diversity Committee to improve current practices, communication efforts, and create alignment with priorities.

The Diversity Committee would strengthen its role within the structures and processes of the department. This includes but is not limited to functions, capacity and membership, meeting structure, voting procedures, and external communication and outreach.

A Diversity Committee would make a statement on issues prior to faculty vote on the dept's policy decisions. The dept. should formalize a review process that considers the statement by the Diversity Committee on input on new policies.

Strategy 2.3: Update and revise the UDP Diversity Plan regularly.

The Diversity Committee will lead the development of the Diversity Plan for the Department of Urban Design and Planning. The plan may be amended annually and should be reviewed every four years for revision/update completed by year five. The plan will include input from members of the committee and from students, faculty and staff within UDP. The plan shall be evaluated for processes and outcomes.

Strategy 2.4: Track and report the Diversity Committee's projects and Department's efforts to promote diversity, equity, and inclusion throughout UDP.

The Diversity Committee will be responsible for sharing all progress made throughout the year. This includes the regular announcement of meetings, agendas, and updates on the committee's initiatives which shall be announced regularly to students, faculty and staff, making clear that meetings are open to all and participation is welcome. The committee shall create and distribute a brief annual report outlining their and the dept.'s progress around annual goals.

Strategy 2.5: Create a new diversity staff position

Explore options and funding sources to create a new diversity staff position in UDP

Strategy 2.6: Create and maintain departmental funds towards diversity initiatives and projects

The department Chair and faculty should explore sources of funding from the College/University to support all diversity initiative and projects.

The Chair should work with the Office of Advancement, Professionals Council, local planning firms and alumni development to secure funding for various initiatives/projects.

Goal 3 – Students: Actively recruit, retain and graduate a more diverse student body within UDP.

Strategy 3.1: Identify and address any barriers that might exist within UDP applications and enrollment procedures for persons from underrepresented groups.

The directors of the CEP, MUP, and PHD programs and admissions committees shall lead efforts to identify and address any barriers to UDP application and enrollment for students. Surveys of current students (and particularly underrepresented minority (URM) students who were offered admission, but did not accept) should be conducted and the data analyzed to form recommendations to address barriers.

Strategy 3.2: Identify and implement strategies to recruit underrepresented students.

Directors and staff of individual academic programs will lead this effort. Examples of types of recruitment may include mailings, school visits, sponsoring campus visits, and other contact among underrepresented minority students or other target groups.

Strategy 3.3: Improve access to funding to reduce economic barriers to enrolling and/or completing degree programs.

This includes connecting to existing resources as well as establishing fundraising initiatives for UDP scholarships and fellowships that can serve URM students particularly those with challenging socioeconomic circumstances.

The Department Chair, in collaboration with the Diversity Committee, CBE Dean's Office, Professionals Council, etc., will work to identify and develop fundraising initiatives involving consulting firms who have to meet federal standards for minority and low income programs. The PC will take the lead in developing a contact list and letter inviting firms to donate.

The Department would advertise to diverse applicants via Graduate School and UDP websites, and other forms of communication about funding being offered at program/dept./university level.

Continually evaluate department resources for funding these efforts.

Strategy 3.4: Modify student recruitment materials, procedures, and processes to incorporate diversity, equity, and inclusion.

This will involve collaborative efforts among students, faculty, staff and PC members who organize recruitment events and materials. Potential efforts may include having intentional conversations about diversity, equity, inclusion at recruitment events, contacting admitted students by phone or email, and inviting speakers from underrepresented groups to lead conversations.

Strategy 3.5: Monitor UDP application and enrollment rates of students from underrepresented groups.

Look for patterns in who applies, who enrolls, and who graduates from UDP. Use that information to assess whether our applicant pool and student body are becoming more diverse. Continue to adjust recruitment strategies based on this information.

Strategy 3.6: Foster academic success by developing targeted approaches to address challenges and barriers that students face.

Recognize that diversity of UDP student body means that different students face different barriers to academic success. Students may need different support depending on their individual circumstances. Find out diverse students' needs through a variety of channels, including meetings, surveys, one-on-one conversations, learning from experiences of other schools, and develop ways to address those needs.

Support doctoral students to attain success in academia. For example: Connect doctoral students to the National Center for Faculty Development and Diversity. Inform students of this and other resource by email, during orientation, and on the program website.

A part-time path could improve access to UDP programs and enable enrollment for prospective students who, due to full-time work, family responsibilities, health, disability, or other reasons, might be unable to commit to full time course load, or could enable those whose circumstances change after enrollment to complete their degrees rather than dropping out.

The Chair should explore this topic with the UDP Curriculum Committee and investigate new/alternative options for completing a degree that might appeal to all students, but particularly person of color (POC)/URM. This includes but is not limited to looking at a part-time path. Other options: evening degree program; weekend programs; accelerated programs; online programs, among others.

Strategy 3.7: Develop and institutionalize student, faculty, and staff mentoring programs that foster diversity, equity, and inclusion.

The dept. Chair, faculty, and program advising staff will lead and coordinate efforts with students. A mentoring program will pair responsive faculty mentors with students;

particularly POC, URM, and students from disadvantaged populations. Faculty, staff, PC mentors, and students will be routinely notified of mentoring expectations and guidelines and best practices from the university's Office of Minority Affairs & Diversity (OMA&D).

Strategy 3.9: Outreach to students who have not completed their degrees and have become inactive

UDP faculty and advising staff should review their current outreach efforts to ensure that it is meeting the needs of diverse students, including underrepresented students. ~~URM students.~~ This will lead efforts to contact lapsed students to determine the reason for their lapse, identify support that could help students to complete their degree if interested and applicable, and encourage their return to the program. Further support should be considered in the form of faculty advising, funding, etc.

Goal 4 -- Faculty and staff: Actively recruit, retain, and advance diverse faculty and staff within UDP.

Strategy 4.1: Identify and address barriers within UDP hiring process for persons from underrepresented groups.

Each program director shall lead efforts to identify and address barriers to hiring for diverse faculty (both tenure track or not) and staff applicants. Surveys of current faculty, staff and hiring committee members will be conducted and data collected to be analyzed for recommendations to address barriers.

Strategy 4.2: Recruit faculty whose research includes diversity, equity, and inclusion.

In their hiring decisions, the department should value applicants who engage lens of diversity, equity, and inclusion in their work. They should also reach out to a diverse group of applicants by posting new job openings on the ACSP Faculty Women's Interest Group (FWIG), The Gays and Lesbians in Planning (GALIP) Division of APA, among others.

Strategy 4.3: Identify and address institutional barriers and needs for professional development of faculty from underrepresented groups.

Provide encouragement, logistical assistance, and funding support for diverse faculty and PhD students to attend conferences, trainings, networking events and other professional development opportunities.

Strategy 4.4: Encourage strong mentoring relationships between faculty, including underrepresented faculty, faculty of color, and junior faculty.

Faculty mentors should be assigned by the Chair to each new and existing faculty member, including URM faculty, faculty of color, and junior faculty.

The faculty mentors should provide an annual assessment of their mentee's to the Chair.

Strategy 4.5: Provide mentoring support and coaching in how to mentor effectively.

Faculty mentors/mentees should be directed to mentoring resources. Examples may include the Inside Higher Ed post on mentoring (although focused on African American mentoring, the mentoring principles can be applied to any mentoring relationship), and the National Center for Faculty Development and Diversity. (UW is an institutional member and offices that support faculty development on campus may have funds towards NCFDD programs.)

Goal 5 – Curriculum: Infuse the values and content of diversity, equity and inclusion throughout the UDP curriculum and curricular-related events to improve the overall student experience.

Strategy 5.1: Embed diversity, equity and inclusion components throughout all UDP courses.

Encourage faculty to include different perspectives particularly those of underrepresented minority groups in their courses through reading materials, guest lectures, class projects and community engagement.

Faculty shall continually evaluate and adapt courses as necessary to ensure that diversity content is included and made a part of the course. Students should be encouraged to participate in this effort.

Strategy 5.2: Provide trainings to faculty on diversity, equity, and inclusion to clarify institutional racism and its intersection with urban design and planning professions.

The department would identify/recommend/coordinate trainings for faculty. Trainings will increase the awareness and knowledge of faculty about institutional, structural and systemic racism, and how it historically and currently affects planning.

Strategy 5.3: Offer and promote courses that have a race and social justice component.

The department currently offers a one-credit Race and Social Justice (RSJ) Seminar. Department faculty should continue to offer the RSJ Seminar each quarter open to all UDP students.

The Department Chair should promote development of additional courses on such themes and ensure all core courses in the MUP curriculum engage topics of race and social justice to varying degrees.

The dept. Chair in consultation with the UDP Curriculum Committee should consider including an RSJ course in the core MUP curriculum.

Strategy 5.4: Actively recruit a more diverse lineup of guest lecturers and speakers for courses and program events.

Faculty teaching courses, and staff planning program events in UDP will intentionally invite and schedule guest speakers who are underrepresented minorities, people of color, women, and those who represent other areas of diversity. Work to diversify representation of voices and perspectives featured in case studies, guest speakers, and authorship of required readings.

The Diversity Committee shall continue to lead faculty in conducting an audit of required readings for UDP courses to provide an assessment of the diversity of race/nationality/gender/orientation of whose voices are featured in the classroom. In upcoming years, expand the list of audited course readings beyond the core (for example: in the case of the MUP program, expand to include specialization courses).

Work to develop a metric to assess the diversity of content of course readings, not just the identity of voices featured. Make these data accessible to faculty for use as a tool in self-evaluating the diversity of voices they feature and for noticing patterns over time.

Strategy 5.5: Embed studio courses with a culturally sensitive community engagement component. The UDP Faculty Studio Group should examine the studio topics to ensure that diverse communities are engaged.

Studios should work with underrepresented communities and build relationships with organizations that work with these communities. Studios should require students to engage with underrepresented communities in an intentional and culturally sensitive way, and should teach skills that consider successful outreach and collaboration with diverse communities.

All studios should have a component of the work that requires students to assess the impact of their project on equity, social justice or underrepresented populations.

Additionally one studio offerings in any academic year should engage the themes of equity and justice explicitly in the project and communities engaged.

Goal 6 – Partnership: Partner with and encourage efforts to promote equity and diversity both within the UW and throughout the planning profession.

Strategy 6.1: Cross-promote courses with a race and social justice component that are being offered in other departments and programs.

Faculty and staff should seek out and recommend courses with race and social justice components offered in dept./college/UW and share information with UDP students regarding these opportunities. These opportunities will be posted via fliers, email, and announcements on the website. Course examples for MUP students include: Community Economic Development (Evans School) and Politics of Public Space (Landscape Architecture).

Strategy 6.2: Promote and support student participation in events, lectures, and programs that center on diversity, equity, and inclusion.

The Diversity Committee and/or staff will send announcements by email, post fliers, and encourage students to attend events hosted by university groups such as GO-MAP, RE:UP, OMA&D, UDP Diversity Committee, and CBE Equity Council as well as events outside of the university setting.

Strategy 6.3: Publicize diversity resources available across the UW campus on the UDP website.

The Diversity Committee will work to identify diversity resources available throughout the UW. Include links to resources on the Graduate School and UDP websites, and make connections with the people responsible for these programs.

Strategy 6.4: Collaborate with other UW entities who are cultivating diversity, equity, and inclusion.

Coordinate planning and advocacy efforts, share best practices, learn from each other's experiences and co-sponsor events, lectures and programs. Encourage collaboration among groups including but not limited to the CBE Equity Council, UDP Diversity Committee, the CEP Governance Committee, Planning Student Association (PSA), other departments and colleges, OMA&D, GO-MAP, Q-Center, RE-UP, and other registered student organizations (RSOs).

Strategy 6.5: Partner with the Professionals Council to work toward creating a more diverse and culturally sensitive planning profession.

Collaborate with local professional planners to provide student mentorship, professional networking, learning opportunities and special events that focus on the needs and strengths of diverse communities and cultivate the professional development of diverse students.

Support the Professionals Council in their efforts to recruit a diverse membership.

Strategy 6.6: Cultivate internships and professional opportunities for students from diverse circumstances as well as for any student interested in opportunities that focus on diversity, equity, and inclusion.

Continue to cultivate connections for students for internships, real world projects and professional opportunities. Connect students to external professional development opportunities such as conferences and trainings. Work with local governments, nonprofits, and other employers directly and through the Professionals Council, to place interested UDP students in internship opportunities where they can engage in work focused on diversity, equity, and inclusion.

Goal 7 -- Messaging: Showcase our strengths around diversity, equity, and inclusion. Emphasize commitment to improving work related to diversity, equity, and inclusion in the Department

Strategy 7.1: Develop a statement of diversity to incorporate in recruitment materials, both online and in print.

The UDP Diversity Committee will work with students, faculty, and staff to update brochures and websites to include diversity-related information.

Strategy 7.2: Feature the larger mission, vision, and values of the UW on the UDP website.

Show how the UDP commitment to diversity, equity, and inclusion connects to the UW's values and priorities.

Strategy 7.3: Showcase projects that feature diversity, equity, and inclusion work currently being done within UDP.

The Department Chair will lead this effort. The goal is to seek stories and/or research that feature diversity, equity, and inclusion as a main component. These stories will be incorporated into the website and messaging about UDP.

Strategy 7.4: Highlight the diversity of the students, faculty, and staff from UDP by featuring individuals and how they contribute to the UDP community and the field of planning.

The Diversity Committee will lead this effort. The Committee will identify students, faculty, and staff and highlight them and their research/coursework on the UDP website. Efforts may include spotlighting stories and announcements on UDP webpage.

Strategy 7.5: Tell the story of the Urban Design and Planning department and the planning profession in ways that relate to diversity, equity, and inclusion.

This will be a joint effort between Department faculty and staff, and the UDP Professionals Council. Tell the story of how city planning as a profession is responsible for engaging in diversity, equity, and inclusion, and explore how city planning has engaged those in the past and the present.

Appendix

Appendix I: Acronyms and Glossary of Terms

Accountable	Responsive to the needs and concerns of people in the communities most impacted by the issues we are working on.
Bias	<p>Prejudice against or in favor of an individual or group, usually based on attributes like race, gender, religion, sexual orientation, etc.</p> <ul style="list-style-type: none"> ● Explicit bias: Conscious attitudes or stereotypes that shape our actions. Explicit biases lead us to discriminate against someone based on that person’s identity. ● Implicit bias: Unconscious attitudes or stereotypes that shape our actions. Implicit biases begin to develop at a very early age through exposure to media, schools, government, religious institutions and our families and friends. Our conscious beliefs and statements do not necessarily reflect our implicit biases.
Built Environment	In social science, the term built environment refers to the human-made surroundings that provide the setting for human activity, ranging in scale from buildings to open spaces. It has been defined as "the humanitarian-made space in which people live, work, and recreate on a day-to-day basis." (xxx Citation)
CEP	<u>Community, Environment, and Planning (CEP)</u> is an interdisciplinary Bachelor of Arts degree program offered through the College of Built Environments. The major is housed in the Department of Urban Design and Planning. CEP has gained distinction as a model for a highly personalized, active, and relevant educational experience within a large research institution.
Culturally Sensitive/ Cultural Sensitivity	A perspective and a set of skills that enables us to learn about and understand people and cultures different from ourselves, thereby becoming better able to work with people within their own communities. It is an acquired ability to see many values and behaviors as cultural rather than universal, and recognizing that there is no one-size-fits-all way of doing or being.
Diversity	The UDP Diversity Committee recognizes many types of diversity and may specifically include (but are not limited to): race, ethnicity, age, nationality, sexual orientation, gender identity, religion, language, (dis)ability, educational background, veteran status, socioeconomic status, immigration status, marital status, parental status, viewpoints and ideas (politics), skills and specialization, personality, learning styles, values, geographical area, life experience or professional experience.
Equity	<p>Fairness of results or outcomes.</p> <p>To differentiate equity and equality: Equity means fairness of results while equality means equal distribution of resources. Equity takes into account the different situations of persons and attempts to level the playing field.</p>

GO-MAP	University of Washington's <u>Graduate Opportunities and Minority Achievement Program (GO-MAP)</u> offers events, programming and financial support geared toward underrepresented minority (URM) graduate students.
Intersectional	Social categorizations such as race, class, and gender are interconnected and cannot be effectively examined separately from one another. Intersecting social identities are more than the sum of their individual elements, and as they apply to a given individual or group they create overlapping and compounding systems of discrimination or disadvantage. "Through an awareness of intersectionality, we can better acknowledge and ground the differences among us." (xxx Citation)
MIPM	<u>The Master of Infrastructure Planning and Management (MIPM)</u> program is a fully accredited online master degree program housed in the Department of Urban Design and Planning. The MIPM program provides professionals throughout the nation with an understanding of infrastructure systems and how to make them more resilient to breakdown, whether caused by terrorist acts, extreme natural events, climate change or normal accidents.
MUP	<u>The Master of Urban Planning (MUP)</u> is a fully accredited, two-year program for professional planning practice housed within the Department of Urban Design and Planning. The MUP curriculum covers planning history and theory, technical skills and knowledge, and through studio courses, the practical hands-on experience needed to be a successful practicing planner or designer. Students choose one of five areas in which to specialize, or may earn a dual degree in another program on campus while concurrently enrolled in the MUP program.
NNE	National Name Exchange (NNE) is a consortium of universities, which collect and exchange the names of talented but underrepresented ethnic minority students who are in their sophomore, junior, or senior year of their undergraduate education. The Exchange ensures that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions. The University of Washington is part of the consortium.
OMA&D	The University of Washington <u>Office of Minority Affairs and Diversity (OMA&D)</u> works to increase diversity on campus and enrich the collegiate experience of all UW students, faculty and staff.
PAB	Planning Accreditation Board - The Planning Accreditation Board (PAB) accredits university programs in North America leading to bachelor's and master's degrees in planning. PAB standards are developed with input from the public and sponsoring organizations: the American Planning Association (APA); APA's American Institute of Certified Planners (AICP); and the Association of Collegiate Schools of Planning (ACSP).
PC	The <u>UDP Professionals Council (PC)</u> is a volunteer group of planners in the Puget Sound region who mentor UDP students, primarily in the Master of Urban Planning (MUP) program. The PC serves as a bridge between the academic world and the professional world, providing input on curriculum and ensuring an active relationship between

	teaching and practice.
POC/ Person of Color/ People of Color	Person of color (plural: people of color, persons of color, sometimes abbreviated POC) is a term used primarily in the United States to describe any person who is not white. The term encompasses all non-white groups, emphasizing common experiences of racism.
Race	A social construct that divides people into different groups based on physical characteristics and supposed intellectual, psychological and social differences. Race has no scientific validity, yet it exerts profound influence on U.S. society and culture.
Racism	The belief that members of different races possess characteristics or abilities specific to those races. Racism is the result of the combination of prejudice and power. <ul style="list-style-type: none"> ● Individual racism: Prejudgment, bias or stereotypes about an individual or group based on race. ● Institutional racism: Organizational programs, policies, or procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently. ● Structural racism: Racism that plays out across multiple, interlocking institutions in a context of racialized historical and cultural conditions. Structural racism leads to negative outcomes and conditions for communities of color compared to white communities.
RE:UP	RE:UP is the acronym for Race and Equity in Urban Planning, and is a registered student organization (RSO) housed in the MUP program in the Department of Urban Design and Planning. This organization promotes social equity, works to dismantle oppression, build community, and encourage learning as it relates to issues of race and social justice in urban planning – in the UW, the academy, the profession, and our communities.
RSO	Registered student organization.
Social Justice	Is recognized as a form of justice that is achieved through the distribution of wealth, opportunities and privilege within a society.
Stereotype	A widely held, oversimplified idea or belief about people or things. Stereotypes usually do not reflect reality.
UDP	<u>The Department of Urban Design and Planning</u> at the University of Washington. Encompasses four academic programs: undergraduate major in Community, Environment, and Planning (CEP); Master of Urban Planning (MUP) degree program; online Master of Infrastructure Planning and Management (MIPM) degree program; and PhD in Urban Design and Planning.
UDP PhD	<u>The PhD in Urban Design and Planning</u> at the University of Washington is an interdisciplinary program that focuses on the study of urban problems and interventions. The program addresses interrelationships between the physical environment, the built environment, and the social, economic, and political institutions and processes that shape urban areas. The Program seeks to prepare scholars who can advance the state of research, practice, and education related to the built environment and its relationship to

	<p>society and nature in metropolitan regions throughout the world. The UDP PhD program is administratively housed in the Department of Urban Design and Planning.</p> <p>The BE PhD program, called the <u>PhD in the Built Environment</u> should be distinguished from the UDP PhD program. Although the PhD in the Built Environment is also an interdisciplinary program with ties to the Department of Urban Design and Planning, it is administratively housed within the College of Built Environments (CBE) and thus is outside of the purview of the UDP diversity plan.</p>
Under-represented	Groups with insufficient or disproportionately low representation.
URM	Underrepresented minorities (URMs) — African Americans, American Indians/Alaska Natives, Hawaiian/Pacific Islanders, and Latinos— who have historically comprised a minority of the U.S. population, but are growing in size and influence. This is the federal definition, to which the University of Washington and the Planning Accreditation Board adheres.

Appendix II: Resources

Institutions/Plans/Initiatives/etc.

CEP Strategic Equity Plan: http://cep.be.washington.edu/wp-content/uploads/2017/05/CEP_Strategic_Equity_Plan.pdf

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

Office of Minority Affairs & Diversity (OMA&D): <http://www.washington.edu/omad/>

UW's Race and Equity Initiative: <https://www.washington.edu/raceequity/>

Articles/Websites

#BlackLivesMatter: A Longform Reading List: <https://www.autostraddle.com/blacklivesmatter-the-longform-reading-list-265454/>

White Supremacy Culture: http://www.cwsworkshop.org/PARC_site_B/dr-culture.html

Implicit Bias Tests: <https://implicit.harvard.edu/implicit/takeatest.html>

Books

Coates, T. (2015). *Between the World and Me*. New York: Spiegel & Grau.

Lipsitz, George. (2001). *How Racism Takes Place*. Philadelphia, Temple University Press

Nieto, L. (2010). *Beyond inclusion, beyond empowerment : A developmental strategy to liberate everyone* (1st U.S. ed.). Olympia, Wa.

Organizations

Dissenting from Whiteness Seattle: <https://www.facebook.com/groups/697221816987837/>

The People's Institute Northwest for Survival and Beyond: <http://pinwseattle.org/>

Seattle People of Color Salon (SPoCS): <https://www.facebook.com/groups/spocs/>

Showing Up For Racial Justice (SURJ): <http://www.showingupforracialjustice.org/>

Resources/external organizations mentioned in this plan

Recruitment: National Names Exchange (NNE) database: <https://apps.grad.uw.edu/nne/institutions/faq.html>

Doctoral student support: National Center for Faculty Development and Diversity: <https://www.facultydiversity.org/>

Faculty mentoring: [Inside Higher Ed](#) post

<https://www.insidehighered.com/advice/2017/10/25/building-network-mentors-after-you-receive-tenure-essay>