



**Department of Urban and
Environmental Planning & Policy**

College of the Environment

Department of Urban and Environmental Planning & Policy

DIVERSITY AND STUDENT OUTREACH PLAN

Prepared by the UEPP Diversity & Student Outreach Committee

Version 1 SUMMER 2024

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1. UEPP Diversity & Student Outreach Committee Members

2023-24 (in alphabetical order)

Troy Abel, Professor

Keegan Curry, Urban Planning and Sustainable Development Student

Charlotte King, Urban Planning and Sustainable Development Student

Tammi Laninga, Associate Professor

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2. Acknowledgements

We would like to thank the following individuals who assisted with the initial efforts toward this plan revision:

Elena Acevedo, Urban and Environmental Planning & Policy Student

Megan Strom, Urban and Environmental Planning & Policy Student

3. Executive Summary

The Urban and Environmental Planning & Policy (UEPP) Diversity & Student Outreach Committee was formed in Winter 2024 and tasked with updating the Urban Planning and Sustainable Development program's diversity plan for the Department.

The Department's new plan focuses on continuity of the plan, while adding new strategies and involving the community in plan actions. With the revised plan, the Department is making a commitment to a more diverse and inclusive department for faculty, staff, and students, in a meaningful way that acknowledges the value and contributions of individuals.

This plan focuses on a main set of actions:

- Student recruitment & retention
- Accessible & diverse curriculum
- Faculty recruitment & retention
- Community outreach & engagement
- Multi-year, long-range planning
- Assessments of progress

This plan is designed to be implemented over a continuous period with periodic and regular feedback, reviews, and adjustments throughout implementation.

4. Introduction

4.1. Background

In 2016, faculty in the Urban Planning and Sustainable Development (UPSD) program housed in the Environmental Studies Department, created the first Diversity and Recruitment Strategy in the College of the Environment (CENV). This plan aimed to increase the diversity of students and faculty within the UPSD program through recruitment and retention of both on campus and regional students, commitments to faculty diversity and expansion of perspectives within the curriculum, including standards of adherence to diversity commitments in staff reviews, and identifying financial resources to support implementation of these strategies. An assessment of the 2016 plan is included in [Appendix A](#).

In 2021, Urban Planning and Environmental Policy faculty created the Department of Urban and Environmental Planning & Policy (UEPP). The UPSD Diversity and Recruitment Strategy was then adopted and applied to this new department. However, policy faculty were not involved in the original UPSD plan, and neither were students. We seek to address this discrepancy. The creation of these plans must include the voices of all who contribute to its development and implementation. This ensures the perspectives, needs, and ideas of everyone are represented within the strategies implemented. The failure to do so during the initial plan was a matter both of timing and resources.

In Fall 2023, UEPP students in Dr. Laninga's Community Development class began the work to assess the current state of accessibility, diversity, equity, and inclusion (ADEI) within the Department and update the UPSD program's Diversity and Recruitment Strategy. An update is necessary to encourage diversity of students and faculty within the Department and to find methods of supporting students of diverse backgrounds and fostering belonging. Recommendations by the student group in the community development course included additional resources, time, listening sessions, surveys, and student/faculty collaboration in the work to execute the plan and ensure accountability. This work is currently being continued by the new UEPP Diversity & Student Outreach Committee (DSOC), which consists of a team of students and faculty advisors. The committee structure is included in [Appendix B](#).

4.2. Values

It is important to acknowledge that our department is set within the context of the planning and policy history of the United States. Discriminatory tools have been used to enforce a dominant social order, and decisions about how we regulate our physical environment have and continue to affect groups who have faced historic disempowerment and discrimination based on race, minority status, religion, disability, LGBTQ+ identity, and many other identities, and lived experiences.

A prime example in planning is the practice of “redlining,” which blocked neighborhoods with majority residents of color from receiving mortgages from the Federal Government. For decades, this practice preempted the ability to build equity and intergenerational wealth for many Americans of color. This prejudiced culture also perpetuated other forms of discrimination, such as racially discriminatory covenants, built into the deeds of many neighborhoods (including in Bellingham), that explicitly restricted the sale of homes to persons of color.

Planning and policy have also created deep environmental injustices and health disparities in minority groups. In the landmark study *Toxic Wastes and Race in the United States* by United Christ Church, race was shown to be the single largest determining factor in predicting the location of hazardous waste sites around the country, and these sites were most often located near lower-income communities of color. In addition to significant ecological impacts, this means higher rates of cancer, birth defects, and other physiological problems in communities of color (Lee 2019).

Examples like these are just a few of the ways in which planning, and policy have played a significant role in facilitating inequality and hegemonic control. On the flip side however, urban, and environmental planning and policy also have the tools and the solutions to remedy these injustices and affect change. UEPP is one of the most interdisciplinary Departments on campus, encompassing environmental policy, urban planning and design, food security, indigenous planning, among other programs. The knowledge gained from the UEPP curriculum includes knowledge and tools for addressing societal and socioeconomic problems on a scale unlike many other areas of study. It is extremely important that the Department itself reflects the diverse nature of the communities and issues it aims to redress. The ability for diverse individuals and diverse life experiences to find belonging in UEPP is paramount in encouraging self-

determination within communities and providing tools to combat systemic injustices done against them.

5. Methodology

5.1. Rationale & Approach

As the Urban and Environmental Planning & Policy Department, we understand the value of diversity in conjunction with our fields of study. It provides a space for mutual growth, shared development of knowledge, and tools and strategies for self-determination in the larger context of planning and policy outside of an academic setting.

The Diversity and Outreach Plan's continuity and relevance must be maintained and active. **The plan is a shared duty and responsibility of everyone in the Department (faculty, staff, and students).** To encourage student engagement and recognize students' contributions, the Department will have a standing senior project option for students to earn credits for serving on the Diversity and Student Outreach Committee.

Encouraging involvement from all members is our priority, alongside prioritizing emerging trends in diversity and inclusion practices. We acknowledge that fostering diversity and inclusion is an active undertaking that includes and uplifts every voice. Above all else this is a living document that seeks to acknowledge the adaptability and growth needed to respond and court the diverse voices in our community.

To expand and extend the Department's efforts related to retention, the UEPP Diversity and Student Outreach Committee will collaborate with the College's Diversity and Community Affairs Committee and WWU's Office of Equity. To support the Department's diversity recruitment efforts, the DSOC will collaborate with the College's academic advisors and WWU's Admissions.

5.2. Definitions

This plan is developed to enhance diversity in the Department's pedagogy, student body, and the planning and policy workforce. The Department is committed to ensuring that all individuals are respected, and feel welcomed, accepted, and celebrated for who they are and what they bring to the table.

The following definitions have been adopted to echo our commitment to Accessibility, Diversity, Equity, and Inclusion (ADEI). For all the members of our community to be

uplifted that means defining our core values in a way that prioritizes in a qualifiable way, the way we want to define ourselves and our department.

Accessibility

The U.S. Department of Education defines accessibility as ensuring “a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use” (US Department of Education 2020). We have chosen to adopt this same definition and integrate it with our actions.

Diversity

The College of the Environment (CENV) defined diversity in their Diversity and Inclusion Plan as a value embodying “inclusiveness, mutual respect, and multiple perspectives.” In planning and policy, including a broad range of voices is essential to reduce or eliminate degradation and disparities in quality of life for individuals. For the purposes of this plan diversity will be defined as lived experiences including socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation and expression, spiritual practice, geography, mental and physical disability, and age.

Equity

The Department must strive to be fair and impartial in all their dealings with Department members. Equity is a step beyond equality, that recognizes that specific needs or circumstances require different support and care from the Department. The needs of faculty, staff, and students will not all be the same, and those of different and diverse life experiences have different needs. It is up to the Department to ensure that fairness and accessibility is achieved for all members.

Inclusion

Inclusion is achieved by creating an environment and culture through professional development, education, policy, and practice. The goal is to create a climate of belonging, respect, and value for all experiences and voices. Encouraging engagement and connection throughout the Department, and between a variety of experiences creates a community where all voices are heard and valued.

5.3. Department ADEI Guiding Principles

The following will serve as our guiding principles for the continual update, and implementation of the plan:

- Establish a commitment to create a sense of purpose and excitement about ADEI for UEPP faculty, staff, and students (e.g., Department adopts UEPP Diversity and Outreach Action Plan).
- Maintain Department-level conversations, with faculty, staff and students on ADEI to ensure UEPP's Diversity and Outreach Plan guides Department actions through workshops, surveys, input sessions, or other actions deemed appropriate.
- Provide a space for students, staff, and faculty within the UEPP Department to build community.
- Expand/diversify the urban planning and environmental policy fields.

6. UEPP Diversity and Outreach Action Plan

6.1. Student Recruitment and Retention

Objective 1: expand student recruitment and retention within Western Washington University (WWU)

| Strategy #/ Start Date | Status | Strategy |
|--|--|--|
| 1.1 Spring 2015 <i>Revised Summer 2024</i> | Completed/ Ongoing <i>Desired Completion: Update annually for Fall Quarter as needed</i> | <p>The Department maintains informational brochures for all majors/minors Brochures are disseminated to incoming students, and at Department and university events, and include information about the major/minor, course sequences, career pathways, and other pertinent information.</p> <p>Status: In 2016 this goal only applied to the UPSD program. Currently the UPSD brochure is updated and annually disseminated on campus. This goal is expanded to ensure that other Department majors (Urban Sustainability, Environmental Policy, Natural Resource Management (Extension)), and Department minors have brochures.</p> <p>Executor: <i>Department Chair with support from Program Leads (updated annually in spring for next academic year)</i></p> |
| 1.2 Fall 2015 <i>Revised Summer 2024</i> | Partial/Ongoing <i>Desired Completion: Annually during Fall Quarter</i> | <p>Department faculty and Western Urban Planners (WUP) student club attend information and orientation sessions conducted by Western student associations, clubs, and unions to provide information about the Department.</p> <p>The Department outreach methods to reach a diverse range of students, clubs, and associations to increase awareness and promote undergraduate recruitment throughout the year.</p> <p>Status: UEPP Program hosts annual fall orientation meeting for all students on campus; Program has not initiated visits with diverse student clubs</p> <p>Executor: <i>Department Chair with support from Program Leads</i></p> |

| | | |
|----------------------|--|--|
| 1.3 Fall 2015 | Complete; Continuous activity | Western Urban Planners (WUP) student club participates in orientation sessions of incoming WWU students and other student organizations. |
| | <i>Desired Completion:</i> Throughout the academic year as info sessions and orientations appear | <i>Executor: Western Urban Planners club officers</i> |
| 1.4 Fall 2024 | Not Started | Department faculty conduct spring quarter advising session for new students admitted to the majors, to assist students in choosing classes. |
| | <i>Desired Completion:</i> Annually Spring Quarter, and throughout the year as needed | Faculty advisors contact new advisees upon admission to the Department and request students to meet with them within 1 quarter of admission. |
| | | Resources for course sequencing, and other information pertaining to required courses, is available on the Department website, and Department spaces on campus. |
| | | <i>Executor: Program leads</i> |
| 1.5 Fall 2024 | Not Started | Diversity and Student Outreach Committee (DSOC) hosts peer-advising sessions each quarter on the Friday before registration begins to encourage community building and offer support to fellow students. |
| | <i>Desired Completion:</i> Fall & Winter quarter, the week before registration begins | <i>Executor: DSOC</i> |
| 1.6 Fall 2024 | Not Started | Faculty representatives visit introductory planning & policy classes that serve as University GURs, to talk about majors in the Department, and careers in the field. |
| | | <i>Executor: Program leads (faculty volunteers)</i> |
| 1.7 Fall 2024 | Not Started | DSOC works with the University Foundation to create a Diversity Scholarship for the department and identify long-term fundraising for DSOC's activities. |
| | | <i>Executor: DSOC with support from Department Chair</i> |

Objective 2: expand recruitment from the region served by WWU and streamline curriculum requirements for transfer students

| Start Date | Status | Strategy |
|---|---|---|
| <p>2.1 Winter 2015 Revised Summer 2024</p> | <p>Paused/Revived</p> <p><i>Desired Completion: Maintain an ongoing dialogue with transfer students to continually identify and mitigate barriers.</i></p> <p><i>Advising will take place during the Spring Quarter, or by appointment.</i></p> | <p>Department faculty will receive quarterly information from college academic advisors regarding transfer students applying to Department majors to identify and mitigate barriers for students transferring from Community Colleges, and other institutions.</p> <p>The Department hosts annual advising meeting for transfer students to assist with course advising upon admission to Department majors.</p> <p>Status: This strategy dropped off during the COVID-19 pandemic and has since been revived. Updates to this strategy include acknowledging other transfer students outside of those from Community Colleges and integrating course advising to the strategy to ease the transfer process.</p> <p>Executor: Program leads</p> |
| <p>2.2 Spring 2015 Revised Summer 2024</p> | <p>Paused/Revived</p> <p><i>Desired Completion: Throughout the academic year</i></p> | <p>Department faculty and students will build relationships with and present information materials to student advisors in Western Washington’s regional community colleges, tribal colleges, and other similar institutions to introduce career opportunities within the planning & policy field, and to promote WWU’s UEPP Department.</p> <p>Status: This strategy dropped off during the COVID-19 pandemic and has since been revived. Currently, the Committee is working to formulate an outreach plan and materials and is starting to build relationships.</p> <p>Executor: DSOC</p> |
| <p>2.3 Fall 2015 Revised Summer 2024</p> | <p>Not Started</p> <p><i>Desired Completion: During fall and throughout the academic year</i></p> | <p>The Department will promote faculty and student participation in the University’s “Compass 2 Campus” tour day sessions. Presenters will share information about the UEPP Department majors, careers, scholarships, and other information.</p> |

| Executor: Individual Faculty | | |
|--|--|---|
| 2.4 Spring 2015 <i>Revised Summer 2024</i> | Not Started <i>Desired Completion: Throughout the academic year</i> | The Department will coordinate with college academic advisors to support annual visits to high schools in the region, encouraging faculty and students to attend. |
| Executor: Department Chair, DSOC | | |

6.2. Curriculum Review and Pathways to Excellence

Objective 3: ensure that Department curriculum and contents are accessible, and diversity of curricula is strengthened.

| Start Date | Status | Strategy |
|--|--|--|
| 3.1 Winter 2015 <i>Revised Summer 2024</i> | Complete <i>Desired Completion: Annual evaluation at the Department retreat</i> | The Department identifies how diversity is integrated in Student Learning Objectives (SLO) for the Department's curriculum and looks for ways to strengthen and enhance it. Status: Fall 2023, UEPP Department adopted new SLOs that include diversity; diversity credits required in the major. Executor: UEPP Department Assessment & Curriculum Committee |
| 3.2 Fall 2015 <i>Revised Summer 2024</i> | Complete; Continuous activity <i>Desired Completion: Annual evaluation at the Department retreat</i> | The Department will request faculty (TT and NTT) teaching core major courses to indicate how diversity is addressed in their courses. Status: There is an existing curriculum map to identify courses that address diversity. Executor: UEPP Department Assessment & Curriculum Committee |
| 3.3 Spring 2015 <i>Revised Summer 2024</i> | Paused/Revived <i>Desired Completion: Winter 2025</i> | The Department will appoint a "UEPP Department Assessment & Curriculum Committee" to review diversity in the Department curriculum. Status: This strategy dropped off during the COVID-19 pandemic and has since been revived. |

| | | | |
|---|-------------|-------------|--|
| <i>Executor: UEPP Department Assessment & Curriculum Committee</i> | | | |
| 3.4 | Summer 2024 | Not Started | The Department will improve the Department website to show clear examples and opportunities for earning experiential credits required to graduate. |
| <i>Executor: Department Chair, DSOC</i> | | | |
| 3.5 | Summer 2024 | Not Started | Faculty will receive professional development that focuses on diversity training, and Canvas training for more standardization and clarity. |
| <i>Executor: Department Chair, DSOC faculty advisor</i> | | | |

6.3. Faculty Recruitment and Retention

Objective 4: Ensure faculty hires contribute to the Department's diversity goals and demonstrate commitment to diversity values

| Start Date | Status | Strategy |
|--|-----------------------|---|
| 4.1 Fall 2015 <i>Revised Summer 2024</i> | Completed/ Ongoing | The Department will follow recruitment and hiring best practices for future tenure-track (TT) and non tenure-track (NTT) faculty hires that are consistent with the Provost's Diversity and Inclusion Hiring Initiative and guidelines from the Office of Civil Rights and Title IX Compliance (see Appendix C). The Department will maintain faculty racial diversity at or above the University's diversity level. Status: In 2024, the UEPP faculty (9) has a racial diversity of 33% compared with the University's 19% (https://provost.wvu.edu/overall-metrics). Executor: Department Chair |
| 4.2 Fall 2015 <i>Revised Summer 2024</i> | Completed/ Ongoing | Department faculty demonstrate commitment to working with diverse student populations and advance teaching, scholarship, and service that addresses diverse social groups. Status: 2024 Department Evaluation Plan recognizes faculty's service to socially marginalized groups and service that advances social and environmental equity, justice, and sustainability. |

Executor: Department Chair

Objective 5: Develop tools of support to strengthen faculty retention

| Start Date | Status | Strategy |
|-----------------------|---------------|--|
| 5.1 AY 2024-25 | Not started | <p>The Department drafts a mentoring plan to support TT and NTT faculty. The plan should include goals for the program, roles and responsibilities for participants, and time commitments.</p> <p>Status: To be discussed at the Department's Fall 2024 retreat with the goal to draft a mentoring plan by June 2025.</p> <p style="text-align: center;"><i>Executor: DSOC faculty advisors, Department Chair</i></p> |
| 5.2 AY 2024-25 | Not started | <p>The Department drafts an on-boarding toolkit for newly hired TT and NTT faculty that outlines on-boarding needs, timeline, and resources.</p> <p>Status: To be discussed at the Department's fall 2024 retreat and with the goal to draft a mentoring plan by June 2025.</p> <p style="text-align: center;"><i>Executor: DSOC faculty advisors</i></p> |

6.4. Community Outreach and Engagement

Objective 6: Expand engagement with local interest groups

| Start Date | Status | Strategy |
|--|----------------|--|
| 6.1 Fall 2015 <i>Revised Summer 2024</i> | Paused/Revived | <p>UEPP Department works with faculty and students to establish an advisory board of alumni and professionals that are representatives of the diverse interests that constitute the region.</p> <p>Status: This strategy dropped off during the COVID-19 pandemic and has since been revived for the UPSD Program. Advisory Board met in May 2024. Other Department programs should evaluate the viability for similar Advisory Boards.</p> |

Executor: UPSD Program Director; other major leads

| | | |
|-----------------|-------------|--|
| 6.2 Summer 2024 | Not Started | <p>DSOC, with support from the Department, develops an outreach plan to build connections for professional development opportunities with local, tribal, and national organizations for internships, class projects, post-graduate opportunities, etc.</p> <p>This plan will outline what the Department does and how it could provide support to organizations through student experiential credit. The Department will foster ongoing relationship building through paid guest speakers in classes, participating in class presentations/critiques, and other events deemed appropriate.</p> |
|-----------------|-------------|--|

Executor: DSOC with support from Department faculty

| | | |
|-----------------|-------------|--|
| 6.3 Summer 2024 | Not Started | <p>UEPP Department will create a page on their website that showcases these Department resources for community organizations, and detail how they can connect with the Department.</p> |
|-----------------|-------------|--|

Executor: DSOC

6.5. Multi-Year Diversity Plan

Objective 7: Engage Department in long-term diversity & inclusion planning

| Start Date | Status | Strategy |
|---|--------------------|--|
| 7.1 Spring 2015 <i>Revised Summer 2024</i> | Paused/ Revived | <p>UEPP Department will form the Diversity & Student Outreach Committee (DSOC) with Department faculty and student representatives.</p> <p>Status: Fall 2023, Department-wide Diversity & Student Outreach Committee formed.</p> <p><i>Executor: Department faculty and students</i></p> |
| 7.2 Spring 2015 <i>Revised Summer 2024</i> | Paused/Revived | <p>DSOC researches and identifies best practices, factors of success, and challenges in planning and implementation diversity programs in other</p> |

institutions. Findings to be shared with faculty and staff for review and feedback.

DSOC identifies programs, initiatives, partnerships, and best practices.

Status: Fall 2023, students in Community Development class researched diversity strategies and used them to inform strategy updates. Future class projects will continue investigating and implementing best practices.

Faculty/students encouraged to attend workshops hosted by WWU's Office of Equity and connect with campus and college activities.

Executor: *DSOC*

| | | |
|--|--------------------------|---|
| <p>7.3 Spring 2015 <i>Revised Summer 2024</i></p> | <p>Completed/Ongoing</p> | <p>DSOC mobilizes support from faculty and students for initiating diversity efforts in the Department and college.</p> |
|--|--------------------------|---|

Status: College hired Diversity, Retention and Recruitment specialist; Department chair sits on college diversity committee. DSOC collaborates with other Department diversity committees.

Executor: *DSOC*

6.6. Assessment

| Start Date | Status | Strategy |
|--------------------|--|---|
| <p>Summer 2024</p> | <p>Not started</p> <p><i>Desired Completion Date: During the Academic Year at the end of every quarter</i></p> | <p>Tracking quarterly progress on Diversity and Outreach Plan strategies via an end-of-quarter report and short presentation to UEPP Department.</p> <p>The status of different plan strategies will also be updated in this plan document.</p> |

Executor: *DSOC Faculty Advisor and student lead*

7. Appendices

A. 2016 UPSD Diversity Strategy Assessment (completed May 2024)

The Urban Planning and Sustainable Development Program Committee (UPSD program committee) has adopted a series of immediate and short-term “tactical and pilot” actions to improve student and faculty diversity in the program. These activities are intended to promote:

- Expanding student recruitment and retention from within Western Washington University (WWU)
- Expanding student recruitment from the region served by WWU (Western Washington)
- Facilitating faculty hires with a commitment to diversity
- Strengthening diversity in the curricula of the Urban Planning program
- Improving coordination with WWU outreach and diversity programs
- Encouraging a department and college--wide commitment to a diversity plan
- Incorporating commitment to diversity as a criteria in faculty and staff review
- Promoting faculty, students, staff, and WWU administration commitment to diversity
- Identifying financial resources to support diversity planning and implementation activities

Tactical short-term activities are organized into five categories: 1) Student Recruitment and Retention; 2) Curriculum Review; 3) Faculty Recruitment and Retention; 4) Strengthening ties with local, regional, national, and international communities and interest groups; and 5) Multi-year plan preparation. The following describes these activities, provides a timeline for implementation, and reports on the status of each of activity. The following tables assess the 2016 UPSD Diversity Strategy objectives and their status.

Table 1: summary of on progress:

| Benchmark on Progress | |
|---|-----------|
| Activities Completed | 5 |
| Activities Partially Completed | 2 |
| Activities Completed – Ongoing Activity | 4 |
| Activities Dropped | 8 |
| Activities Not started | 3 |
| N/A | 2 |
| Total Activities | 24 |

Table 2. Strategy 1: Student Recruitment and Retention

| Objective | Activity | Status | Comment |
|---|--|----------------------------------|--|
| Expand undergraduate recruitment from within Western | 1. Program Brochure | Completed/Ongoing | UPSD Brochure updated and disseminated annually on campus |
| | 2. Campus/club engagement | Partial/Ongoing | UPSD Program hosts annual fall orientation meeting for all students on campus; Program has not initiated visits with diverse student clubs |
| | 3. Club involvement in orientations session | Complete | Club involved in fall orientation meeting and table at the fall club fair |
| Expand recruitment from community colleges in the region and streamline curriculum requirements for transfer students | 4. Address barriers for transferring students | Dropped off during COVID/Revived | This objective is not currently being done |
| | 5. Engage with advisors and students at community colleges | Dropped off during COVID/Revived | |
| | 6. Provide materials to undergraduate student advisors for recruitment | Completed/Ongoing | UPSD brochures are given to undergraduate advisors in the college and at the University level |
| Expand high school recruitment from the region served by Western | 7. Engage with Compass to Campus program and visit high schools | Dropped off during COVID/Revived | UPSD faculty and students participated in Compass to Campus program with 5th graders (fall 2023; scheduled to do so again in fall 2024) |
| | 8. Planning faculty visit high schools | Not started | |
| | 9. Incentives to encourage faculty C2C engagement | Not started | |

Table 3. Strategy 2: Curriculum Review and Pathways to Excellence

| Objective | Activity | Status | Comment |
|--|---|-----------------|---|
| Objective: ensure that urban planning curriculum and contents are inclusive of diversity considerations. | 10. Integrate diversity into student learning objectives and strengthen | Complete | Fall 2023, UEPP Department adopted new SLOs that include diversity; diversity credits required in the major |

| | | | |
|--|--|----------------------------------|--|
| | integration of diversity in curriculum | | |
| | 11. Receive recommendations and guidance from PAB for adding diversity to curriculum | Ongoing | USPD program attends PAB sessions on diversity and other matters |
| | 12. Review of curriculum for inclusion of diversity | Complete /Ongoing | Use curriculum map to identify courses that address diversity |
| | 13. Program Curriculum committee reviews diversity in planning curriculum | Dropped off during COVID/Revived | |

Table 4. Strategy 3: Faculty Recruitment and Retention

| Strategy/Objective | Activity | Status | Comment |
|---|---|------------------------|---|
| Objective: develop tools to facilitate faculty hires with a commitment strengthening diversity in teaching, scholarship, and service. | 14. Develop guidelines to ensure future job searches include evidence of working with diverse student populations and advance scholarship that addresses diverse groups | Complete | Job announcements ask for diversity statement |
| | 15. Bridge funding from the Office of Equal Opportunity & Employment diversity | N/A | This funding is no longer available at WWU |
| | 16. Integration of diversity related to NTT faculty and courses | Not Started | |
| | 17. UPSD program adopts procedures for recommended tenure and promotion of planning faculty in the department | Complete N/A | Not relevant any longer based on CBA articles |

Table 5. Strategy 4: Community Outreach and Engagement

| Strategy/Objective | Activity | Status | Comment |
|---|---|----------------------------------|--|
| Objective: Expand engagement with local interest groups | 18. Advisory Board for the program | Dropped off during COVID/Revived | Advisory Board met in May 2023 |
| | 19. Create an outreach and marketing plan for underrepresented groups | Partial | Developed a marketing plan in 2021; not specific for underrepresented groups |

Table 6. Strategy 5: Multi-year Diversity Plan

| Strategy/Objective | Activity | Status | Comment |
|---|--|-----------------------------------|--|
| Objective: Establish a Diversity Task Force (DTF) to conduct pre--- planning efforts | 20. Form Diversity Task Force | Dropped off during COVID; Revived | Fall 2023, Department-wide Diversity Task Force formed |
| | 21. DTF identifies programs, initiatives, partnerships and best practices | Dropped off during COVID; Revived | Faculty/students encouraged to attend workshops hosted by Office of Diversity and connect with campus and college activities |
| | 22. DTF conducts research on diversity initiatives at other universities and shares with program | Dropped off during COVID/Revived | Fall 2023, students in community development class research diversity strategies and use them to inform strategy updates |
| Objective: Engage and prepare Huxley College and the Department of Environmental Studies for the launch a department---wide diversity planning and implementation process | 23. DTF develops roadmap to assist College diversity efforts | Completed | |
| | 24. DTF mobilizes support for initiating diversity efforts | Completed | College hired Diversity, Retention and Recruitment specialist; Department chair sits on college diversity committee |

B. UEPP Diversity & Student Outreach Committee Structure

The UEPP Diversity & Student Outreach Committee (DSOC) serves the following purposes:

- Monitoring and ensuring progress on the UEPP Diversity and Outreach Plan.
- Updating the UEPP Diversity and Outreach Plan as necessary or appropriate.
- Fulfilling goals assigned to the DSOC by the UEPP Diversity and Outreach Plan.
- Engaging actively in the outreach, recruitment, and retention of the student body within the department, the university at large, and outside WWU.

There will always be **at least** (1) faculty advisor to DSOC, and (1) student project coordinator, who will work together to fulfill the purposes of the committee, to outline and oversee a yearly agenda, and recruit and delegate tasks to new members of the committee.

To recruit new committee members, there will be a standing senior project credit available to UEPP students. The committee will also be publicized generally to the department. Being signed up for senior project credits is not a requirement to participate on the committee.

DSOC may split into subcommittees, when appropriate, tackling issues such as recruitment, retention, grant-writing & fundraising, and community outreach & social media.

Quarterly reports and presentations to the UEPP Department from DSOC are required by the UEPP Diversity and Outreach Plan. Summations of subcommittee activities will be included in this report, alongside a progress evaluation of the UEPP Diversity and Outreach Plan. There will also be internal reports made specifically on subcommittee activities.

C. Faculty Hiring Best Practices

- Write position descriptions that center equity and inclusion
- Require the search committee to complete training in Equal Opportunity/Affirmative Action and Equity and Inclusion, that covers unconscious bias.
- Use a wide range of recruiting methods such as personal networks, alumni, connections through the University's Office of Equity and affinity faculty groups (e.g., first-gen faculty, LGBT Advocacy Council, Faculty and Staff of Color Council), posting to listservs like MOSAIC, social media sites, and diversity recruiting websites specific to higher education, as well as locations suggested by the HR Department. In future hires, the Program will use bitly analytics to track where and how many people see a post.
- Receive approval from Civil Rights and Title IX Compliance (CRTX) Office on interview questions, and prior to interviewing finalists (this includes providing dispositions, or reasons for non-selection, for all applicants not being requested as Finalists or Alternate Finalists)

8. References

Lee, C. (2019). Toxic waste and race in the United States. *Race and the Incidence of Environmental Hazards*, 10–27. <https://doi.org/10.4324/9780429303661-2>

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Home. <https://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-b.html>