

School of Architecture | Strategic Plan

September 2015

The University of Minnesota School of Architecture is invested in design grounded in critical representation (materials and media literacy, or drawing and making as a way of thinking) and social engagement (ethically motivated work that strives to make the world a better place). These grow from the strong reputation of the school as a place where students learn how to beautifully draw and build, and from the state of Minnesota's history of social progressiveness and humanitarianism. They reflect both what we have been and what, in 21st century terms, we aspire to be.

Teaching and Research at the Intersection of Design and Ethical Awareness

Above all, this strategic plan foregrounds design as an elemental competency uniting our diverse research agendas, approaches to teaching, and visions for the future. In the School of Architecture at the University of Minnesota, the design process is intrinsically bound to ethical decision-making, and this intersection is what clearly defines the brand of education our students can expect to receive. We are aware of the interconnectedness of our choices and understand that our choices have consequences for the people and communities we serve and the environments within which we design. These perspectives and commitments shape the identity of the school and position it uniquely and competitively among its peer institutions.

This strategic plan serves as a five-year guide for the University of Minnesota School of Architecture, presenting our vision of how the school can best educate and support architecture students in preparation for a dynamically changing discipline and world. It builds upon the school's rich legacy as a 100+-year-old institution while anticipating—and leading—new areas of growth and change. This plan grew out of discussion among faculty, students, practitioners, and University leadership. It is informed by the compelling strategic plans of other units in the College of Design, by other architecture and design schools around the country, and by the changing landscape of architectural education in which the University of Minnesota School of Architecture plays an important role.

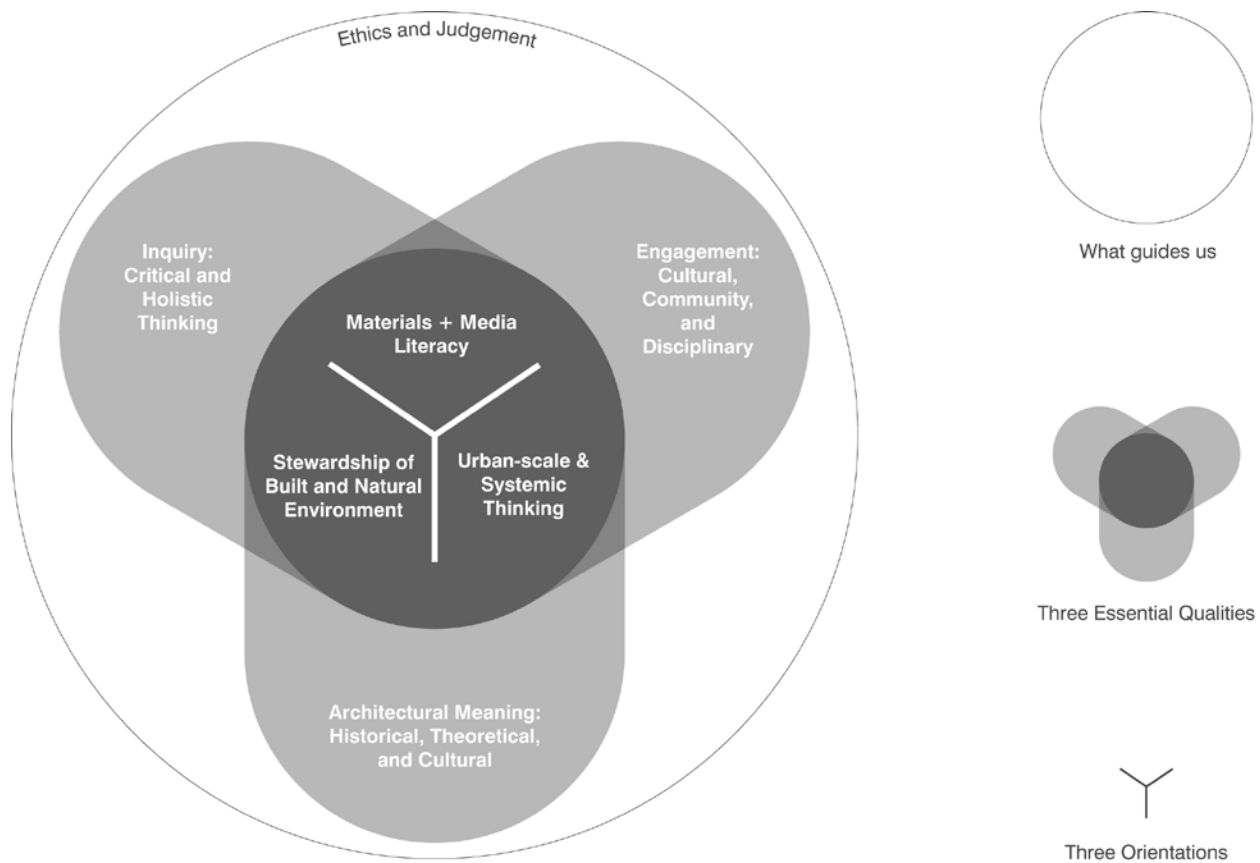
Our mission is to educate professional architects and to advance architectural knowledge and creative practice through design-centered teaching and research. In support of this mission, the school aims to prepare students for leadership in the rapidly changing field of architecture. We value inquisitive, curious, and adaptable thinkers, those who engage the fundamental disciplinary provisions of architectural practice while challenging its boundaries. Our students learn to square the deep knowledge specific to the discipline with the broad, trans-disciplinary application of that knowledge.

Inquiry, Engagement, and Architectural Meaning

To produce such a student, we emphasize a design education grounded in three related **orientations**: 1) design with regard to **materials and media literacy** (making and drawing as a disciplinarily unique type of non-verbal thinking), 2) design with regard to **stewardship** of (an empathic care for) the built and natural environments, and 3) design with regard to **urban-scale/systemic thinking**, a synthetic understanding of how architecture contributes to urban, suburban, and rural landscapes. Supporting these orientations are three **essential qualities** that provide students with the ethical and critical judgment to become the future leaders of the profession. These three qualities run through all of our work, whether academic-, research-, or service-oriented. First, we value **inquiry**—critical and holistic thinking, exercised through drawing, making, writing, and speaking. Second, we value **engagement**—work

that connects with an array of cultural, community, and disciplinary contexts. Third, we value **architectural meaning**, as understood through the discipline’s historical, theoretical, and cultural context.

The University of Minnesota School of Architecture’s unique approach to building design represents the elemental core of what we do in our undergraduate and graduate degree programs, whether through the wide, overlapping practices between architecture and other disciplines in our Bachelor of Design in Architecture program, the technical and conceptual exploration of spatial and material practices in our pre-professional Bachelor of Science and professional Master of Architecture programs, or the deeply researched, disciplinarily specific practices in our four masters of science degree programs: Sustainable Design, Heritage Conservation and Preservation, Metropolitan Design, and Research Practices.



Central Needs

The school faces a number of challenges that this plan seeks to address. While our curricula and programs are strong and innovative, some need to be strengthened in specific ways, and, collectively, the balance needs to be reasserted between interdisciplinarity and core architectural instruction. Together with the profession as a whole, the school must address the erosion of students’ essential critical thinking skills as technical/vocational skill-building

increasingly occupies their attention. Our curricular/program review needs to emphasize each student's need to develop a critical voice, a unique approach to the design process, and the ability to think *through* drawing and making, to produce graduates with the vision to take on leadership roles in firms and determine the future trajectory of the discipline.

The school needs to strategically increase the number of tenured and tenure-track faculty in core areas. It also needs to support faculty so they may focus on the work about which they feel most passionate. Both of these efforts, in turn, need to be made visible to the practice community, prospective students, and the public at large. These actions will improve the school's ability to attract and retain top students in an atmosphere of intense competition for students and the rising cost of tuition, and to increase the diversity of its student population.

Looking beyond the classroom and studio, the profession also faces a number of challenges, which the school is in a strong position to help address through its emphases on engagement and on stewardship of the built and natural environment. Architecture plays an important role relative to global climate change, both in its causes and in society's ability to mitigate and adapt. The profession also needs to work more collaboratively with a wider range of the public and with communities, designing buildings and spaces that welcome their aspirations, meet their social needs, and serve the environmental needs of the 21st century. Students are in great demand by firms when they: 1) are well versed in advanced or innovative strategies for addressing global climate change through architecture, 2) have the ability to independently research new approaches to pressing, contemporary problems more broadly; 3) are able to use and contribute to advanced design and construction delivery technologies, such as building information modeling (BIM), parametric modeling tools, and other advanced visualization technologies like virtual reality (VR) and augmented reality (AR); and 4) can lead firms' efforts to contribute to the larger community, through new approaches to pro-bono work, work in local communities, disaster relief work, and work that serves traditionally underserved populations.

Impacts for the School, the University, and the Wider Community

Successfully implemented, this strategic plan will benefit our students, the school, the University of Minnesota and College of Design, and the practice community in a number of key ways. First, it will prepare our students with a set of critical thinking skills and attitudes that allow them to nimbly respond to the quickly changing discipline of architecture. Second, it will clarify the school's identity in ways that are both affirmational and aspirational, building on the legacy of the school and projecting it into the future. It will strengthen our competitiveness regionally and nationally, thereby increasing the quality and diversity of our student population and allowing us to recruit and retain field-shaping faculty. Third, it will increase the relevance of the school's graduates within the practice community, poising them to lead practice in addressing emerging, contemporary issues such as global climate change, housing for poor and underserved populations, and international issues like disaster relief, water scarcity, and global health. In doing so, the school will both contribute to the vitality of practice, and also help the university's goal of collectively addressing the world's and region's most pressing grand challenges. And fourth, it will prepare graduates to enter practice not just in a productivity capacity, but also in a leadership capacity. By emphasizing higher-level, critical thinking skills, students will be equipped with the vision and insight to guide practice into new, unfamiliar territory.

Critical assessment

Strengths

Our place in the profession

High-quality faculty

- Quality of faculty and the diversity of their research interests (from small to big, central to peripheral, technical to humanities-based).
- Quality of adjunct faculty and their professional work.

Strong relationship between the school and the practice community

- The relationships between the School of Architecture and practice community, professional organizations in Minnesota, that are among strongest in the country. These organizations place a high degree of value in their relationship with the school.
- Ability to place students in firms upon graduation. Many of school's graduates find immediate positions in Twin Cities firms.

Ability to meaningfully address changes in the discipline

- Rigorous commitment to change management. The school's ability to track current changes in the discipline and to meaningfully contribute to addressing them, whether new technologies, advances in approaches to sustainability, new thinking around public interest design, or innovative approaches to interdisciplinarity in architecture.

The education we provide

Strong legacy in critical drawing and making

- The school has always been known for producing "good architects," people who can draw well and understand fundamentally how buildings are "put together."

Strong, integrated curriculum

- Mix of disciplinarily specific teaching (BS, M. Arch, MS) and interdisciplinary teaching (BDA, M. Arch).
- Integration of topics across the curricula, especially between design studio and building technology courses.
- Quality and reputation of the Catalyst Program involving visiting experts in sub-disciplines of architecture who conduct intensive, week-long workshops that culminate in a built prototype, a group project, a collective drawing exhibit, a research demonstration, or a full-scale environmental provocation.
- Quality of sustainable design curriculum, buttressed by the strengths of the MS in Sustainable Design Program, MS in Heritage Conservation and Preservation Program, and the Center for Sustainable Building Research.
- The school's ability to address large, complex problems and to empower students. Through our M. Arch spring curriculum, our BDA Program, our Masters Final Project and Honors Capstone, and our BS elective studios, we take on pressing, timely problems that can be larger than architecture itself. Our students team

up with students and faculty outside of architecture to understand how architecture can contribute to solving big, messy problems; they work collaboratively to understand how architectural thinking comes to bear on problems related to climate change, housing, disaster relief, and water scarcity, to name just a few.

Social/physical context and on-campus resources

- Location in the Twin Cities, a community known for a deep appreciation of design and architecture; an unapologetically modern city.
- Physical resources of the College of Design and the School of Architecture
 - Building designed by Steven Holl
 - Much-expanded digital fabrication facility
 - Large metal-working shop
 - Large shop annex where students can work with light equipment 24 hours/day
 - Exceptional computer lab and printing facilities
 - Excellent visualization lab with digital cameras, tripods, lighting, and backdrops, as well as video equipment
 - Complete design library
 - Spacious studios with new, custom-designed, adjustable work stations
 - Extensive pin-up/review spaces
 - One of the largest, most advanced virtual reality environments in the country.
 - An outdoor building yard for full-scale mock-ups / prototyping.

Needs

1. Improve degree programs and raise academic performance

Strengthen individual **programs** and interactions between them

- The school needs to improve the balance between interdisciplinarity and core architectural instruction.

Increase the number of full-time, tenured/tenure-track **faculty** to teach in the core areas of the curriculum

- The size of faculty has diminished significantly over the past ten years while student enrollment has stayed steady. A robust full-time faculty roster is essential to maintaining the school's vision and clear direction, and to ensuring coherence in the many elements within and between programs.
- Increase the diversity of the faculty in order to capture more talent in the school's faculty and to create a more inclusive environment for students.

Raise students' academic **performance** by increasing opportunities critical discourse

- Opportunities for discussion and debate around design-related issues. There is a hunger for discussing substantive issues in the school, issues that are central to the disciplinary foundations of architecture.

2. Support faculty research

Some of the school's faculty teach exclusively in the core areas of the curriculum, while others teach primarily elective courses. Some have tremendous support and resources for their research, others have little time and money to conduct their research. It is important that the school addresses disparities whenever possible, so that all faculty all are enabled to pursue their research interests.

The school needs to:

- Provide research funds to support faculty's research on topics they are passionate about. Find opportunities for those topics to align with the orientations and essential qualities that form the school's identity.
- Strike a balance for all faculty full-time research faculty between coursework that serves the core teaching of the school and coursework that supports their research.
- Provide faculty with the necessary time and space for their research.

3. Attract and retain high-quality, diverse students

The school faces competition for students from a number of quarters including Dunwoody's new B. Arch program and other regional programs (undergraduate as well as graduate), while the rising cost of tuition makes university education inaccessible to more and more students. Further, the loss of respect from the public on the value of the architecture profession means that architecture schools must clearly project their value and relevance.

The school needs to:

- Attract greater numbers of students and a greater diversity of students
- Provide stronger support to current students, working with them as they set and pursue their career goals
- Involve students more in the life of the school

4. Improve the school's visibility and reputation within the profession, among the public, and within the University

The school needs to develop a stronger relationship to the other units within the College, identifying commonalities with the other programs so that all can benefit from one another's strengths. When its units work together, the College will be more able to substantially address large, complex problems, with a particular focus on the university's Grand Challenges.

- Formulate a coherent and effective communication strategy – not enough people know who we are, what we stand for, or what we do.
- Increase national recognition and exposure of faculty research.
- Use the legacy of the school and its strengths in building and drawing to redefine and clarify our reputation.
- Clarify our strengths in the three orientations,
- Leverage the synergy between the school and design community of Twin Cities more deliberately:
- More deliberately leverage research centers to achieve national and international recognition and to address the University's Grand Challenges

- Increase the value of the school's contributions to the College of Design by exploring courses and research initiatives that represent meaningful overlap between the school and other departments.

Strategic Goals

1. Increase critical discourse around standard principles of design instruction, with the goal of raising the quality of internal communication and raising students' performance

Actions needed to achieve this goal:

- Conduct a minimum of two open curricular reviews in key academic areas per year focused on design instruction (reviewing programs on a rotating basis). Invite outside critics for each review. Set explicit goals for change in specific areas of curriculum and assess the achievement of those goals once per year.
- Host a minimum of one sponsored symposium per year with the goal of highlighting and discussing an emerging pedagogical issue related to design instruction. Focus on one of the school's essential qualities or orientations per year on a rotating basis.
- Leverage "Design at Noon" to strategically discuss important, emerging intellectual and pedagogical challenges. Expand Design at Noon to connect with the broader community, and develop topics that will bring at least 100 people to the school for a design-driven conversation. Also use Design at Noon as an opportunity to discuss cross-programmatic issues and strengthen the interdisciplinarity of the school's curriculum. Develop a fall series that focuses exclusively on the interests of the school and a spring series that expands to include the college.
- All faculty members (full-time and adjunct) participate in a minimum of one event per semester, in the school or elsewhere, that highlights a substantive issue in the school (distinct from operational meetings). These may include lectures, round-table discussions, panels, and small-group meetings. The school provides a minimum of one opportunity of this kind per month.
- During catalyst week, each spring, devote time to discussing pedagogical issues, not just the topics of each individual catalyst. Use catalyst week as an opportunity to test emerging teaching principles with a wider audience.

Metrics for measuring success:

- Visible consistency and improved quality emerges across studio courses. Student work is not based on faculty's styles or personalities but rather is thoughtful, process-oriented, and dependent on multiple iterations. Clear metrics are developed for assessing quality, and the language for discussion is sharpened.
- Increased attendance is seen at these events for both faculty and students. A plan is implemented to survey participants after events to determine effectiveness.
- One publication is produced per year that documents an event (e.g., a symposium or conference).

2. Strengthen individual degree programs and develop stronger interaction between them

Actions needed to achieve this goal:

- Recruit and retain new field-shaping faculty members in key areas of the core curriculum, with an emphasis in studio teaching (*NAAB Accreditation visit in 2015 identified "lack of replacement of full-time faculty" as an area of concern that needs to be addressed*). Rather than focusing strictly on the "replacement of full-time faculty," our plan will reinforce the three orientations guiding our curricula: design with regard to materials and media literacy, design with regard to stewardship of the built and natural environments, and

design with regard to urban-scale/systemic thinking. If these orientations truly represent the future of our program, then it is important for us to build faculty expertise in these areas to reinforce our current strengths.

- **Design with regard to materials and media literacy:** This orientation represents our core studio competency. It is about drawing and making not just as a method for representing what students already know, but as a method for asking questions and making new discoveries. Drawing and making, in other words, are not just mechanical competencies (although this is certainly part of what students must learn), but they represent very specific and particular ways of thinking. With this in mind, we will search for faculty with expertise in analog and digital drawing, digital fabrication, building construction and technology, materials technology, structures, beginning design, design pedagogy, and the theory of representation. New tenure and tenure-track positions as well as our biannual hiring of a Cass Gilbert Fellow (which in recent years has offered expertise in digital representation) will help reinforce these areas.
 - **Design with regard to stewardship of the built and natural environments:** This orientation refers to both knowledge of sustainable or resilient design and the conservation, preservation, and adaptive reuse of our built environments. This deep passion for the care of our natural and built environments—for being effective stewards of the world around us—drives a great deal of our work. With this in mind, we will search for faculty with expertise in the areas of environmental technology, design + culture, building construction and technology, and sustainable materials technology. New tenure and tenure-track positions, multi-year contract positions, and adjunct positions, especially for seasoned and accomplished practitioners, will help reinforce these areas.
 - **Design with regard to urban-scale/systemic thinking:** This orientation refers to the ability of students to think through messy, complex problems that extend beyond architecture as well as an ability to consider architecture's impact on larger urban, suburban, and rural environments. Our investment in systemic thinking extends not just to the physical environment, but also to issues related to program, culture, history, and theory. With this in mind, we will search for faculty with expertise in the areas of urban design, design and culture, history, urban design, urban history, and urban theory.
- M.Arch Program
 - Re-proportion emphasis in M. Arch program so that there is a stronger balance between core topic areas and electives. (*NAAB Accreditation visit in 2015 identified environmental technology and history as areas in the M.Arch curriculum where more focus should be placed.*)
 - Ensure that materials technology, structures, and environmental technology are being taught actively and progressively (not just meeting minimum NAAB standards).
 - Ensure that comprehensive building design is being taught effectively.
 - Ensure that history and theory are being actively and progressively taught.
 - Examine spring elective studios. Develop clear learning objectives that support the development of design skills, critical thinking skills, and making/drawing as a mode of inquiry.
 - Examine Catalyst to identify ways that it can more tightly relate to the pedagogical objectives of the M. Arch. program.

- Consider shifting some required M.Arch courses to spring semester. This would allow for more balance between semesters, for MS concurrent students to more easily take courses in the fall, and for more interaction between the MS and M.Arch programs.
 - Examine the role of Arch MS (possibly Humphrey School of Public Affairs or landscape architecture) students in the M. Arch studios / program to explore ways to increase their involvement and interactions.

- BS Program
 - Explore the development of a B. Arch program over the next two years. Ask the questions: Is there demand for this in Minnesota? Could this help us remain competitive as an undergraduate program regionally and nationally? What is the impact of this on the BDA and M. Arch program?
 - If it is determined that we want to develop such a program, develop a three-year strategy to do so.

- BDA Program
 - Develop and strengthen infrastructure (in the form of mentoring relationships, informational sessions, advisory groups, etc.) that helps BDA graduates transition to meaningful employment and/or graduate education.
 - Develop and/or strengthen awareness and understanding of the BDA program in the local and broadly defined design community. Clarify the differences between the objectives of BDA and the BS degrees and differences in graduates' portfolios.
 - Develop, record, and distribute best teaching practices for BDA workshop faculty as a model and resource for adjuncts teaching in other programs.

- MS in Sustainable Design Program

Assess the MS in Sustainable Design in combination with similar effort at the Center for Sustainable Building Research to bring more synergy between the center and the degree program: look for ways to bring the center's expertise into the program's coursework and to create channels for interaction such as joint lectures, symposia, workshops, and conferences. School to contribute resources to help analysis and improvements.

 - Examine similar programs at other architecture schools.
 - Establish criteria and metrics for success.
 - Develop multi-year strategy for changes and updates.

- MS in Heritage Conservation and Preservation

Enhance the diversity of the program's current and prospective students by cultivating greater interdisciplinarity and public engagement while working with partners from other colleges, other departments, and entities beyond the University.

 - Build an enduring partnership with the Minnesota Historical Society to create on-site learning and paid fellowship opportunities for students.
 - Encourage and support student involvement in the Center for World Heritage Studies, situating and practicing conservation in a global context.

- Solidify collaborations and teaching opportunities with interested faculty from allied programs and disciplines at the University including American studies, history, anthropology, ethnic studies, planning, theater and dance, museum studies, art history, landscape architecture, and American Indian studies.
- Explore the Masters of Landscape Architecture and MS Heritage Conservation and Preservation degree path.
- MS in Metropolitan Design (MS MD)
 - Investigate ways to strengthen the MS in Metropolitan Design program through more effective recruitment among BDA and BED (Bachelor of Environmental Design) students as well as undergraduate students in other University programs such as urban studies and geography.
 - Bring the expertise of the Metropolitan Design Center into the MS MD. Involve MS MD students in ongoing projects in the Metropolitan Design Center, and explore thesis and capstone opportunities for M. Arch and Masters of Landscape Architecture students with the center.
 - Assess the length of time and number of required credit hours in the MS MD program to bring it more in line with MS degrees elsewhere in the University, and tailor the program to the background of students more effectively.
- MS in Research Practices
 - Long term
 - Pursue a national model of matching students, faculty, and firms across the country (preliminary discussion will be at Association for Collegiate Schools of Architecture Administrators Conference).
 - Short term
 - Continue to increase the number of students in the program
 - Renew Consortium contracts for the program's next three-year cycle.
 - Maintain or slightly increase the number of firms in the group.
 - Increase dissemination/publications based on student research.

Metrics for measuring success:

- Quality of student applicants and of student work visibly improves, and learning objectives are more clearly identified. Curricular reviews will be a primary tool for assessing effectiveness.
- Stronger interactions and relationships are built between various undergraduate programs (BS and BDA) and graduate programs (M. Arch and MS), with an emphasis on removing barriers to successful concurrent enrollment in the graduate programs. Develop more design-oriented courses that include both graduate and undergraduate students in the M. Arch, BDA, and BS programs.
- At least one new tenure/tenure-track faculty member is hired each year over the next five years.

3. Increase funding for faculty research and increase research visibility

Actions needed to achieve this goal:

Increase and strengthen research activity

- Establish dedicated research funds within the school, awarded competitively, by 2016/17 to support and encourage faculty work in the orientations outlined in this strategic plan. Prioritize proposals where matching funds are provided. Seek sponsorship for this research fund, that provides the school with indirect cost recovery (ICR), so that the fund is replenished on an annual basis:
 - “Materials and Media Literacy grant” – for lines of research that foreground critical representation in the school
 - “Stewardship of the Built and Natural Environment grant” – for lines of research that focus on the empathic care for stewardship of the existing world.
 - “Urban-scale/Systemic Thinking grant” –for lines of research that focus on the relationship between architecture and larger metropolitan systems, whether visible or invisible in nature.
- Secure external / developmental funding for dedicated research areas by 2018.
- Encourage faculty to apply for an internal grant / imagine fund / other fund to support their research once every two years (minimum).

Make the school’s research activity more visible

- Produce a publication or website to disseminate and promote one of three research areas per year.

Metrics for measuring success:

- Faculty research has increased visibility in national and international publications and venues. Each faculty member has one publication in a nationally recognized journal per year.
- The number of faculty attending academic conferences to moderate sessions or present papers increases by 10% per year over the next five years.

Operational Goals

4. Increase the diversity and quality of the school's student population

Actions needed to achieve this goal:

- Recruitment:
Develop clear recruiting strategies for graduate programs that increase the diversity and overall quality of work in the school
 - Increase efforts to provide scholarships and fellowships. Work with the College of Design's development office to raise scholarship and fellowship funding over the next five years.
 - Target recruiting visits at schools and colleges in the following three areas:
 - schools with higher percentages of students from historically underserved populations
 - schools with which our faculty have previously established relationships and schools with which we have already established a track record of recruitment success
 - schools from which we have received exceptional students, but have done little or no recruiting
 - Improve recruiting efforts within the school. Focus on doubling the number M. Arch students who apply from UMN's BS and BDA programs.
 - Improve recruiting efforts at local and regional high schools for the BS and BDA programs. Focus on traditionally underserved populations of students.
 - Improve recruiting efforts with regards to transfer students from technical and community colleges. Work to set up transfer agreements with more of these schools to streamline the process.
 - As part of recruiting plan, establish regular patterns of follow-up communication (print, email, and phone correspondence) with prospective graduate students, throughout the fall semester. Track the success rate of efforts. Also, collect and track data on most successful recruiting visits.
 - Establish fund to support travel by faculty to Universities / Colleges for purposes of recruiting. Faculty to focus on either presenting their own research, a discussion / focus group discussion to answer questions from prospective students, or both, but not on a "sales pitch" lecture to students. Ask minimum of five faculty to make one trip to visit at least one schools per fall semester.
- Retention:
Develop programs for retaining students once enrolled in the program
 - Advising (*NAAB Accreditation visit in 2015 identified student advising as an area in which more focus should be placed*):
 - Develop a new advising strategy for graduate programs: Director of M. Arch Program to meet with all incoming graduate students and identify, based on research interests, matches with faculty. Faculty have follow-up meetings with each of their advisees later in fall semester and once per semester thereafter.
 - Studio culture

- The school will organize one event per year to review studio culture policy and answer questions from students about life in architecture school, typical stresses they will experience, resources, etc.
 - Support groups
 - The school will develop support groups for international students and students from historically underrepresented communities, with a special focus on first-year graduate students.
- Placement:
 - Develop more robust program for helping place students in both internship positions while in school and long-term positions once they graduate.
 - Leverage the deep connectivity between the school and practice community to develop a more robust network than a typical co-operative education program.

Metrics for measuring success:

- The number of students from historically underserved populations increases by one student per year over the next five years.
- The number of faculty members from historically underserved populations increases by two within the next five years.
- The school successfully retains and graduates all students admitted.
- School is able to more successfully place students in architecture firms – a list of students who are seeking employment is maintained and updated along with a list of firms seeking employees.

5. Visibility: Improved communication with a goal of improving the school’s reputation and ranking, and increasing the quality and quantity of applicants

Actions needed to achieve this goal:

People-power

- Hire a faculty member by fall 2017 who can commit substantial portions of his or her time to school communications.
- Increase the size and involvement of the student-led communications committee.
- Increase student involvement in design competitions. Winning competition entries from students effectively promote the school to other schools, firms, faculty, and students.

Printed materials

- Publish new promotional material every two years. Disseminate this nationally via print and electronic means to architecture schools and firms, as well as to prospective students. Rotate among our degree programs and various aspects of faculty and student work.
- Complete informational brochures on all seven of school’s degree programs. Currently, two have been produced (MS in Sustainable Development and MS in Research Practices). Consult graphic designer to clean up and develop consistency.

- Produce a lecture series poster every fall and disseminate widely. Consult graphic designer for clarity and consistency with other promotional materials.

Web presence

- Increase the school's online presence through more frequent communication on our website and through social media. Broaden social media efforts to include multiple formats and audiences.
- The student-led communications committee produces a minimum of one student-driven story for website and social media dissemination per week.
- Significantly increase the volume of student work highlighted on the school's website, with a goal of 10 new projects per semester between graduate and undergraduate students. Develop a new interface so that student work can be uploaded more easily.

Metrics for measuring success:

- The number and quality of applicants to graduate programs increases.
- The school's regional and national rankings improve; it rises to the top five of regional architecture programs and the top 20 nationally.
- Traffic to the school's website increases by 10% per year as measured by Google Analytics.

6. Empowerment / Engagement – with the goal of allowing all faculty members and students to work to their strengths and to make significant contributions to the life of the school.

Actions needed to achieve this goal:

Adjunct faculty

- Increase the involvement of and commitment to adjunct faculty within the school
 - Include adjunct faculty in curricular reviews, discussions, and forums around specific curricular issues. Actively solicit their input and feedback. .
 - Focus a minimum of two social gatherings per year on bringing together adjunct faculty and full-time / governing faculty to informally discuss issues of the school.
 - Develop an adjunct faculty orientation program to be offered at the beginning of the academic year.
 - Increase opportunities for adjunct faculty to participate in school committees and compensate them for their time.
 - Clarify the promotion process by revisiting the adjunct 7.12 document.

Students

- Increase the involvement of students in the life of the school
 - At a minimum of two meetings per year for each student cohort, students discuss emerging changes (for example, in course offerings, faculty, leadership, or University policies) with the program Director and solicit feedback.
 - Continue regular meetings with directors of programs and student representatives in graduate and undergraduate programs – a minimum of one per month.

- Hold a minimum of one design studio per program per year where students participate in the development of learning objectives and identify projects: the idea of “Open Studios.”
 - Expand the above efforts to undergraduate students.
- Offer more opportunities for students to discuss their educational goals with faculty (see advising goal above, under goal number four)

Profession

- Maintain and improve relationship to profession and to the AIA / ALA.
- Encourage all to register with AIA as full or associate members.
- Ensure that all lectures in school lecture series are eligible for learning units applicable towards maintaining professional licensure.
- Start school advisory group comprised of professional leaders.
- Revisit “Rendezvous with the U” program to understand if it can be restarted and leveraged to strengthen relationship between the school and practice community

Metrics for measuring success:

- The above meetings and design studios take place annually.
- [What form might the additional opportunities for goals discussion take?]
- Revisit this goal in one year. Discuss adjunct faculty, full-time faculty, students, and professional community to ensure that they are feeling empowered and included – never marginalized.

NOTE: This document is designed to change organically. Circumstances within and external to the School of Architecture will inevitably change in the next five years, and while this document is intended to serve as a road map for the school during that period, the school may modify this strategic plan to accommodate and anticipate these fluctuations.