

1.1

WELCOME

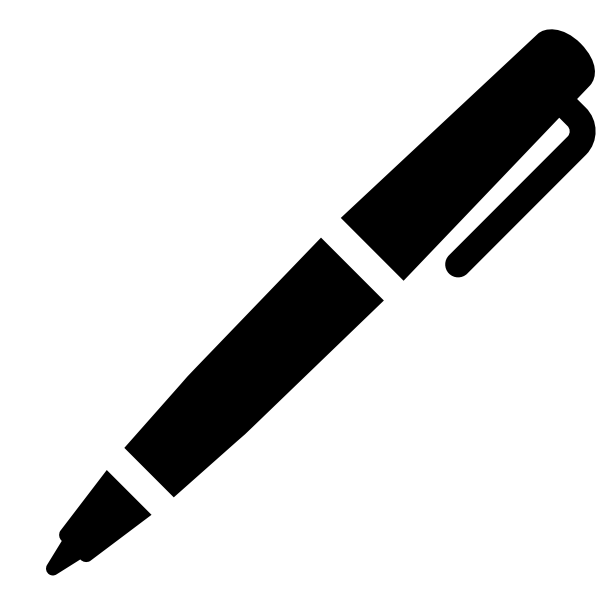
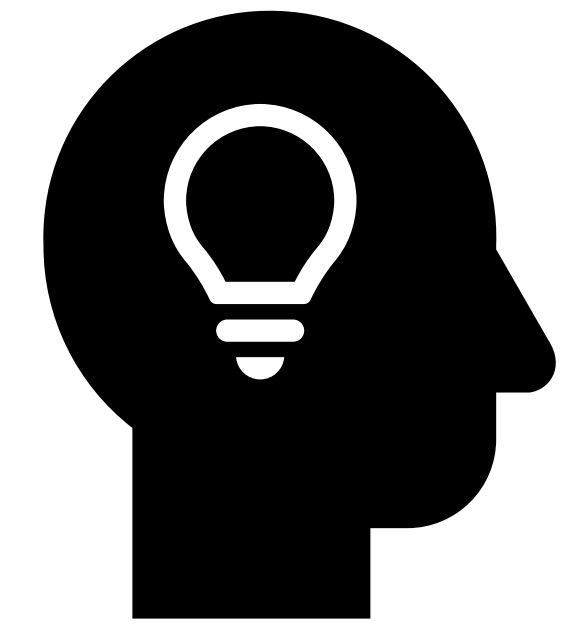
to the University of Houston Hines College of Architecture & Design

STRATEGIC PLAN FRAMEWORK ALL-COLLEGE OPEN HOUSE 2

Thursday, March 9, 2023, 5-7pm

PURPOSE OF TODAY'S OPEN HOUSE

- **LEARN** about why the Hines College is undertaking this strategic planning effort, the process, and what the desired end results are.
- **UNDERSTAND** key findings from our strategic planning exercises last semester and how the strategic framework is progressing.
- **SHARE** your feedback on the draft ethos elements of the framework and the emerging goals and strategies. Questions are welcome, too!

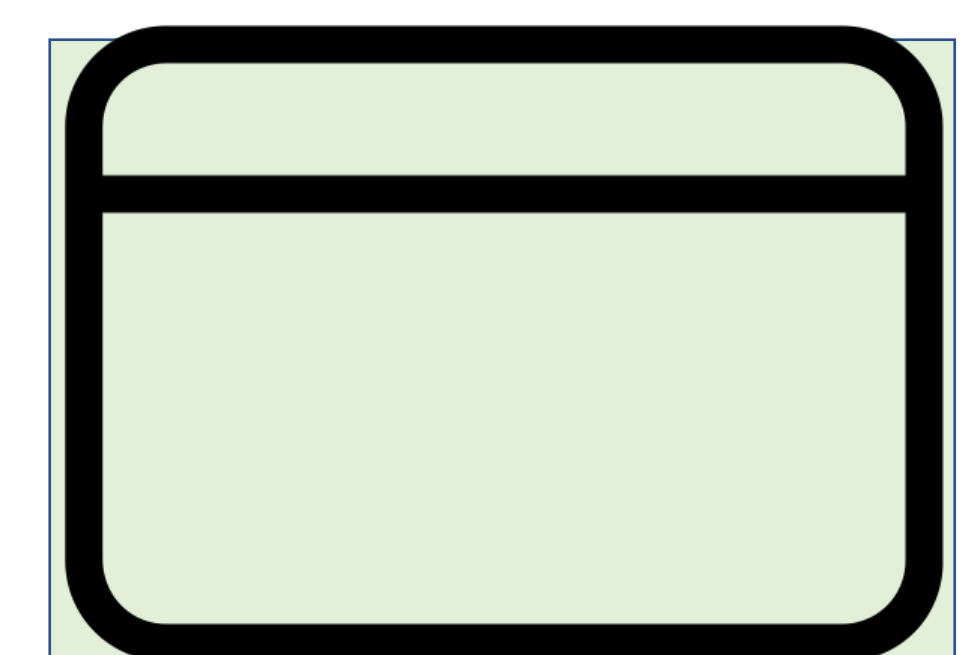


Need more space to share your thoughts? Drop us a line by using this QR code. Thanks for coming!

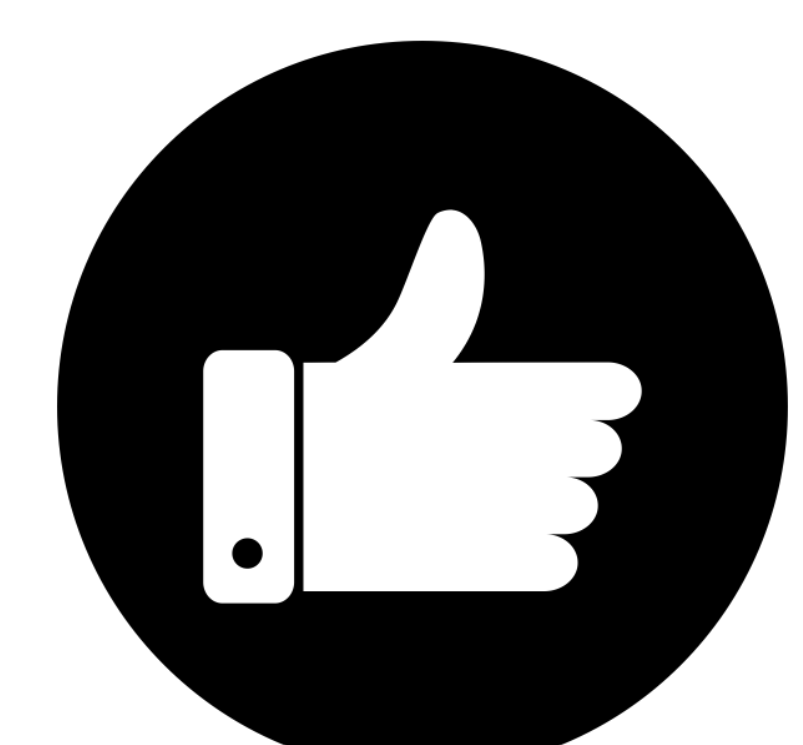


HOW TO PARTICIPATE IN THE OPEN HOUSE

- **SIGN IN** and **FILL OUT A NAMETAG**.
- Work your way around to each of the **INFO STATIONS** set up around the room. Visit them in order to better understand the process and help us better understand how the framework fits together.
- **ENGAGE & RESPOND** to the emerging framework draft. *Be sure to write your comments on the post-it notes. Don't write on the boards, please!*
- **SPEAK WITH FACULTY & STUDENTS** from the Working Group about the process.
- **HELP YOURSELF** to refreshments and snacks available in the Open House! **Prizes will be raffled off** throughout the event!



COMMENT/
QUESTION



THANKS FOR BEING A PART OF THIS DISCUSSION!

1.2 ALL-COLLEGE OPEN HOUSE OVERVIEW

CONTENTS OF THIS OPEN HOUSE

Join the discussion!



- 1.1 **Welcome:** Purpose of the Open House & How To Participate
- 1.2 **All College Open House Overview:** Contents of This Open House
- 2.1 **Strategic Plan Overview:** Why Strategic Planning? & Outcomes
- 2.2 **Strategic Plan Overview:** Process Elements & Outcomes
- 2.3 **Strategic Plan Overview:** Framework Elements
- 2.4 **Strategic Plan Overview:** Process Diagram
- 3.1 **Last Semester:** Faculty Advance
- 3.2 **Last Semester:** All-College Open House 1
- 4.0 **Ethos Review:** Draft Development Process & Ethos Components
- 4.1a-b **Ethos Review:** Draft Purpose + Feedback
- 4.2a-b **Ethos Review:** Draft Vision/Vision Elements + Feedback
- 4.3a-b **Ethos Review:** Draft Values/We Believes + Feedback
- 5.0a **Working Group & Topic Teams**
- 5.0b **Topic Team Work:** Culture of Caring and Respect
- 5.1 **Topic Mapping:** Curriculum & Programs
- 5.2 **Topic Mapping:** Technology
- 5.3 **Topic Mapping:** Sustainability
- 5.4 **Topic Mapping:** Interdisciplinary Education
- 5.5 **Topic Mapping:** CoAD's Global Reach
- 5.6 **Topic Mapping:** CoAD + the Professions
- 6.0a **Goals Framework:** Components & Working Group 2 Graphics
- 6.0b **College-Wide Goals:** Draft Framework Overview
- 6.1a-b & 6.2a-b **Goal/Strategies:** Curriculum & Programs
- 6.3a-b **Goal/Strategies:** Student Success & Faculty Advancement
- 6.4a-b **Goal/Strategies:** Diversity, Equity, and Inclusion & Sustainability
- 6.5a-b **Goal/Strategies:** Strategic Partnerships
- 6.6a-b **Goal/Strategies:** Program Identity/Awareness & Research
- 6.7 **Goal/Strategies:** Other Goals
- 7.1 **Thank You & Next Steps**
- 7.2 **F.A.Q.s & Other Comments**

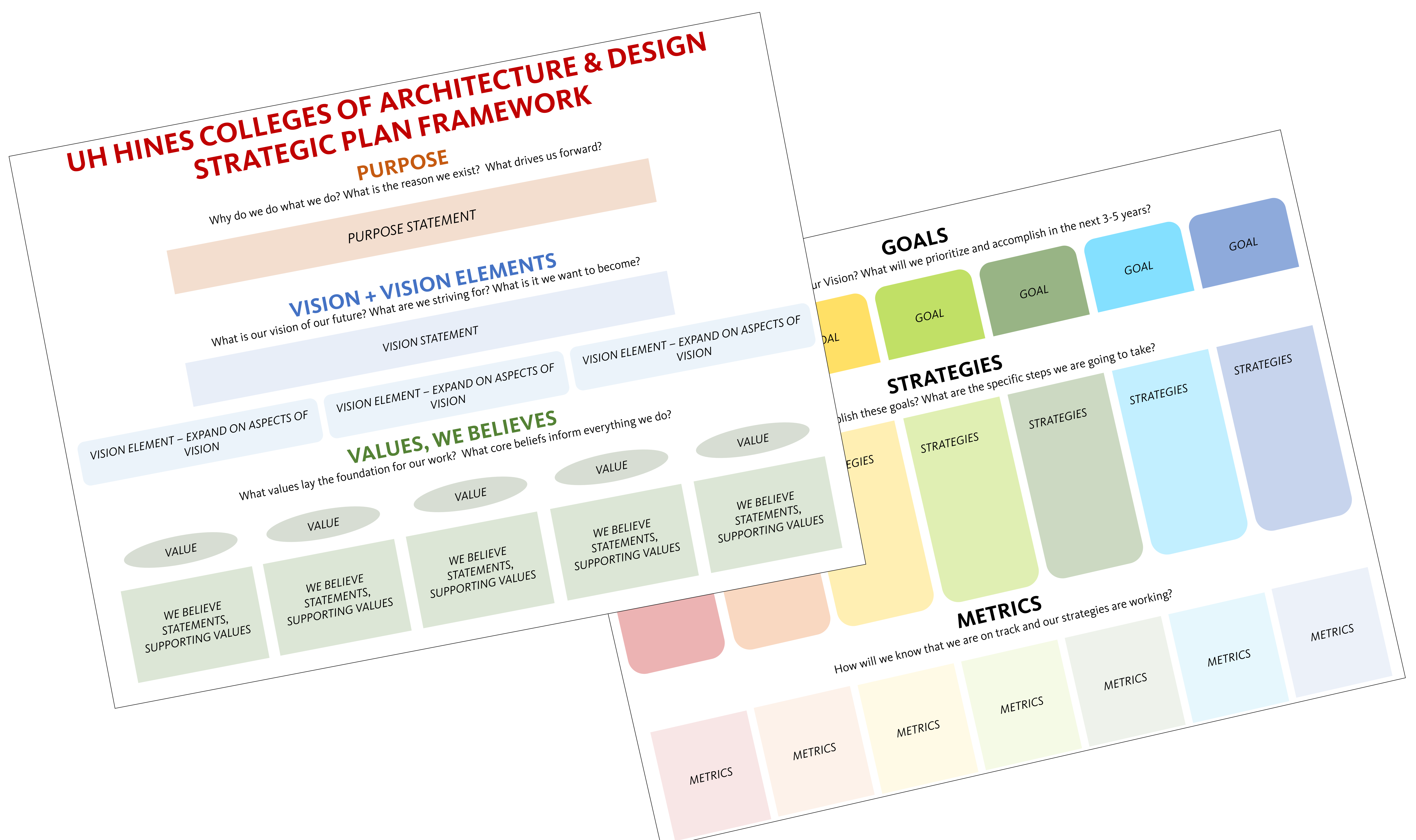
2.1 STRATEGIC PLAN OVERVIEW

WHY STRATEGIC PLANNING?

Strategic Planning is an opportunity for organizations to come together to **align priorities and resources** for a specific period of time in order to **establish a set of goals**. A strategic plan's development and eventual implementation is no small or individual task. It requires commitment, contributions, and a visionary mindset from all organizational stakeholders. The Hines College's most recent strategic plan covered 2016-2021.

The Strategic Planning Process will **assess where we've been, where we are, and where we aspire to be**. We start with the foundation of our ethos and vision – who we are, why we do what we do, and what our impact will be – and then build out specific goals and a roadmap of strategies to lead us to those goals and aspirations.

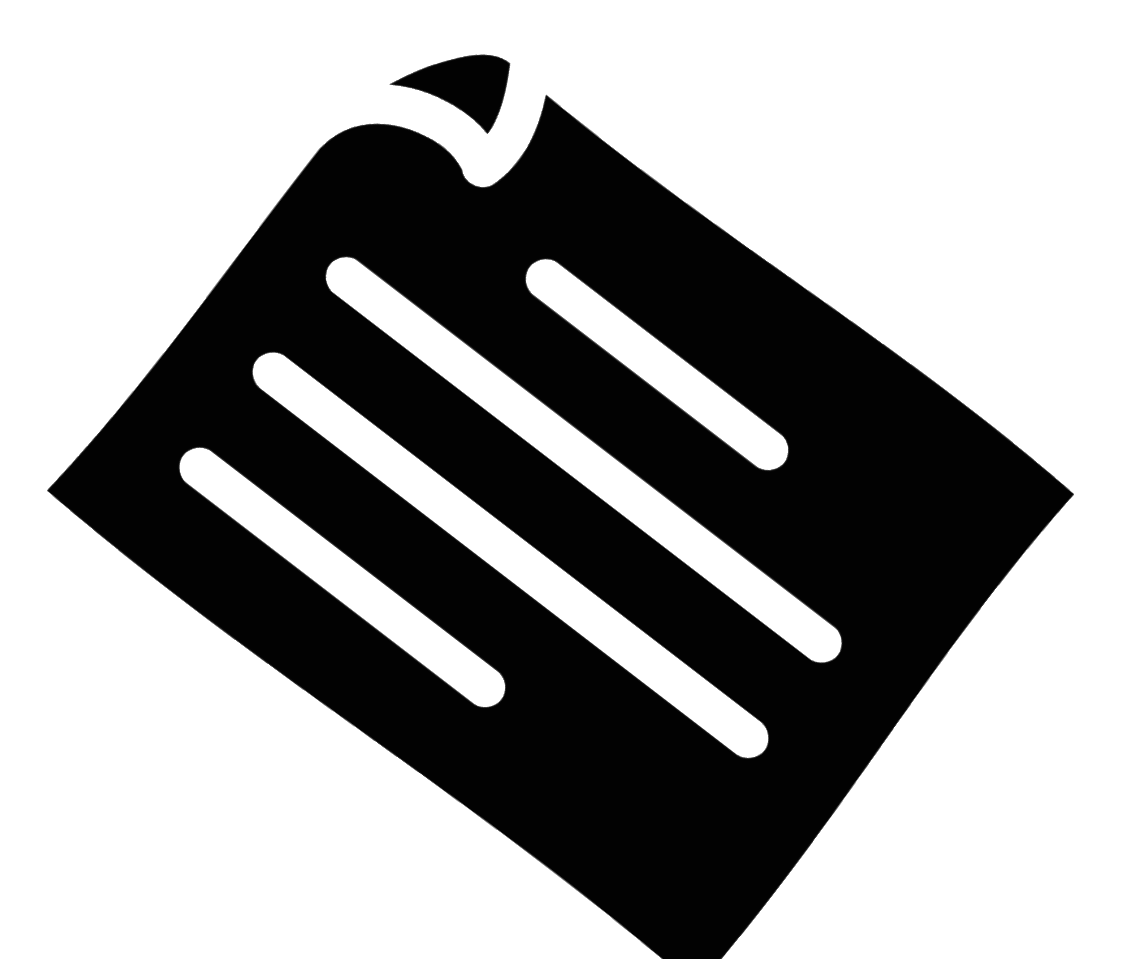
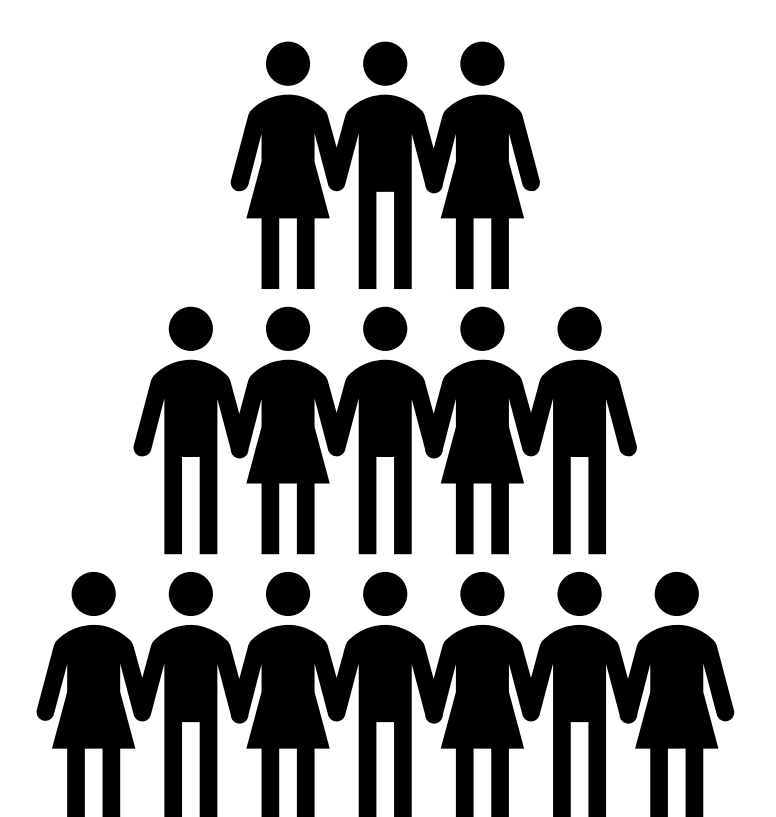
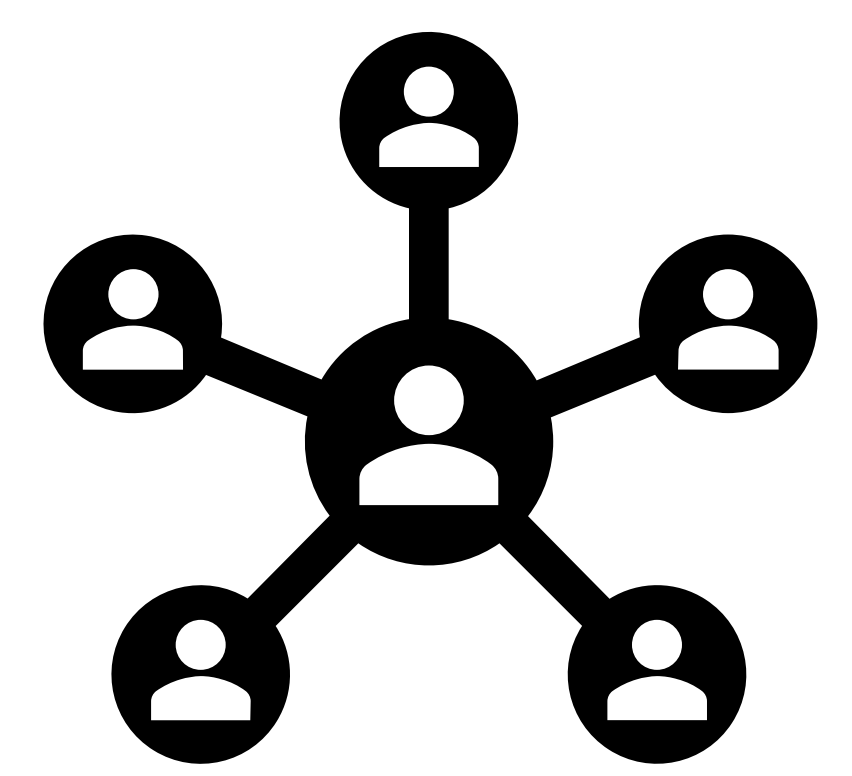
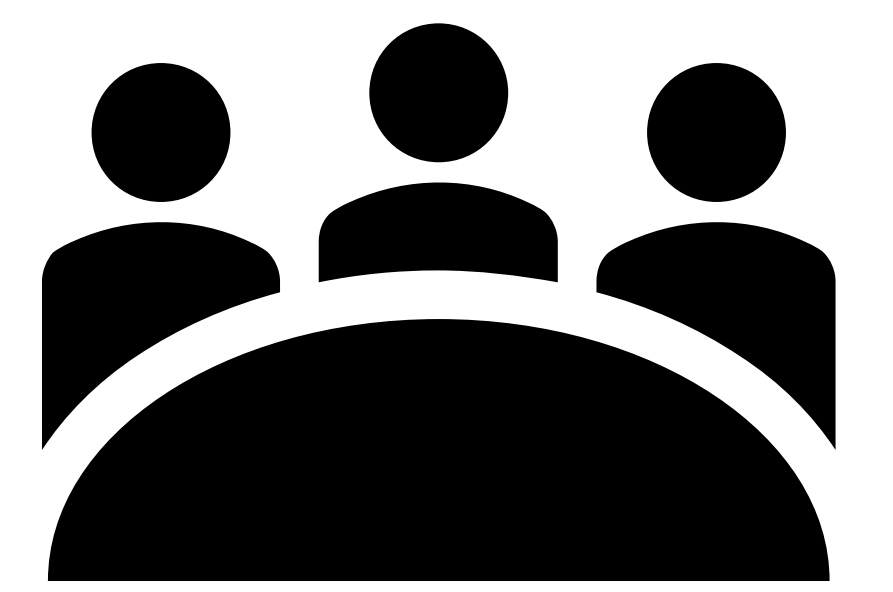
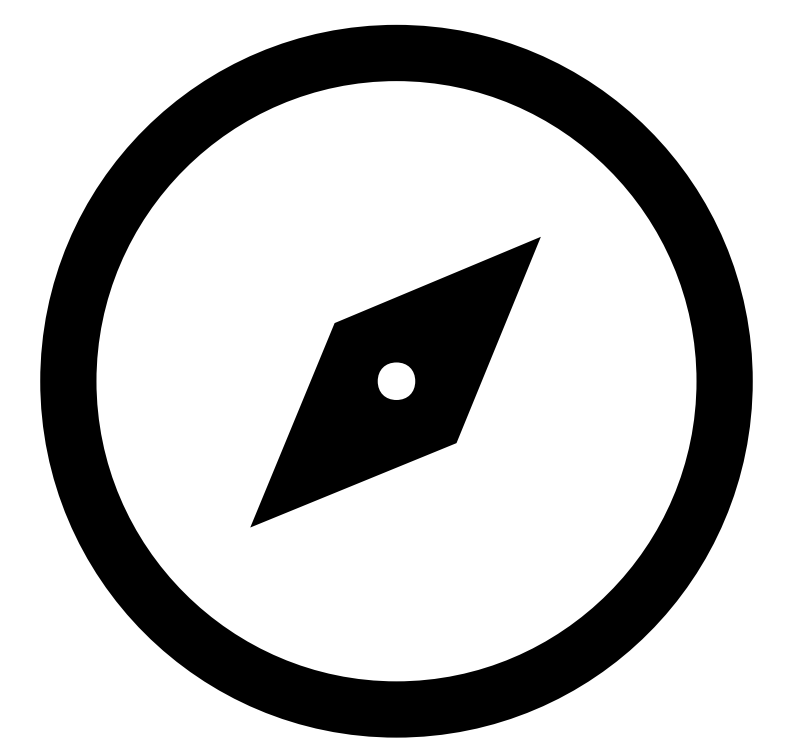
Through our process, we will construct a **Strategic Plan Framework** for the Hines College: a **high-impact tool to help guide priority-setting, decision-making, and critical resource allocation** that will be our North Star as we move into the future.



2.2 STRATEGIC PLAN OVERVIEW

PROCESS ELEMENTS & OUTCOMES

- The **LEADERSHIP TEAM** provides overall guidance to the strategic plan framework development process, setting priorities and overseeing the final product.
- The **WORKING GROUP** is made up of Hines College design directors, coordinators, faculty, students, and alumni. They will provide greater insight into the vision, purpose, beliefs, and goal elements of the framework and will break out into Topic Teams.
- **TOPIC TEAMS**, small groups within the Working Group, will provide insight into the Hines College's most pressing issues, including strategies and measures of success.
- The **FACULTY** participated in an Advance (Retreat) to assess the Hines College's current position and to look forward toward potential strategic directions. The faculty will receive regular updates throughout the process.
- Three **ALL COLLEGE OPEN HOUSES** will be held to share our process and the emerging framework and to gain valuable insights from the wider Hines College community.
- Our process will result in a **STRATEGIC PLAN FRAMEWORK**, a high-level roadmap that will inform priority-setting, decision-making, and critical resource allocation.



2.3

STRATEGIC PLAN OVERVIEW

STRATEGIC PLANNING FRAMEWORK ELEMENTS

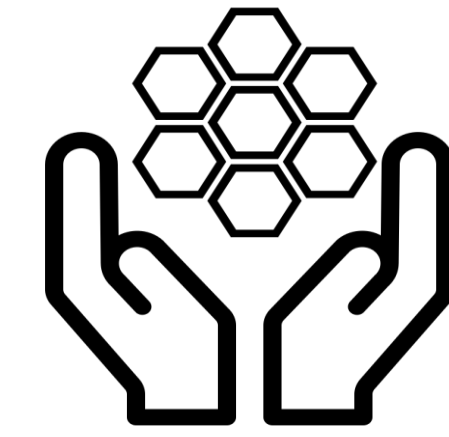
PURPOSE

MISSION – WHAT WE DO AND WHY WE EXIST



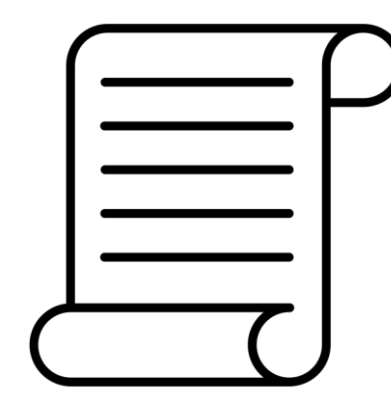
VALUES

OUR CULTURAL DNA – IT DEFINES WHO WE ARE



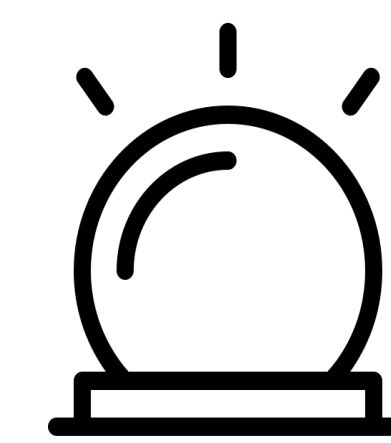
WE BELIEVES

OUR BELIEF STATEMENTS – WHAT WE BELIEVE TO BE TRUE



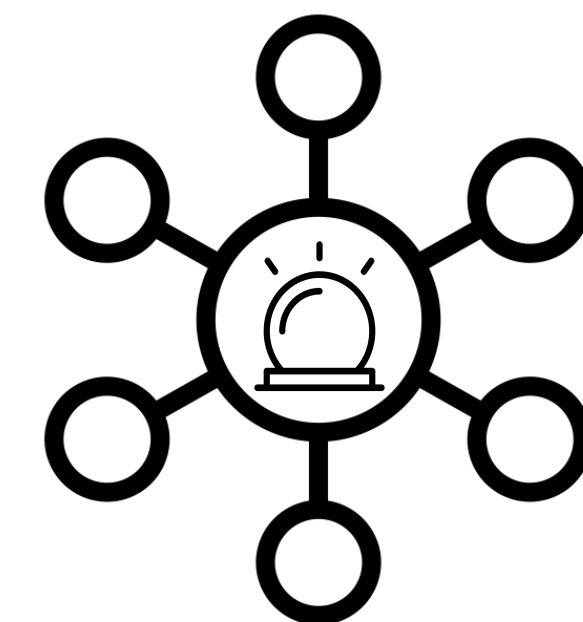
VISION

THE FUTURE WE ASPIRE TO ACHIEVE



VISION ELEMENTS

KEY COMPONENTS OF THE VISION, LEGS TO THE VISION STOOL



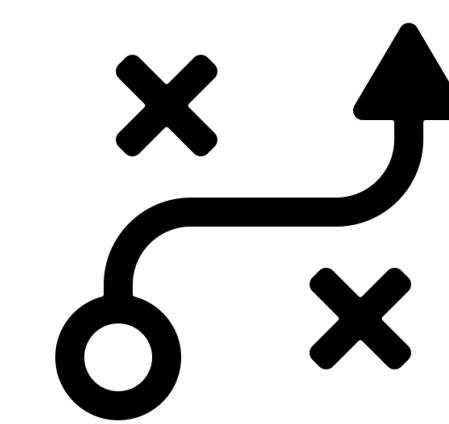
GOALS

OUTCOMES WE ARE STRIVING TO ACHIEVE FOR EACH OF THE ELEMENTS



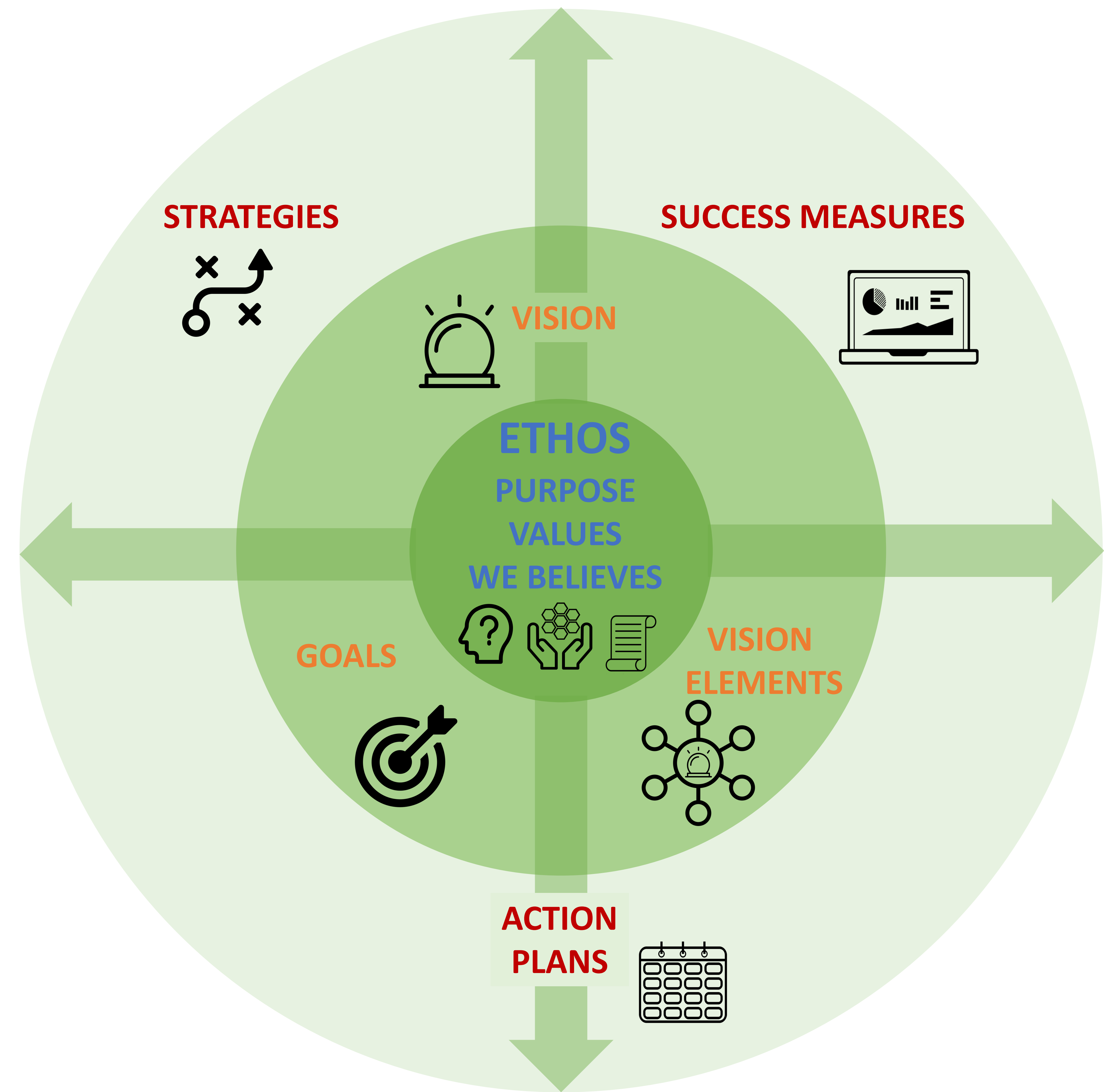
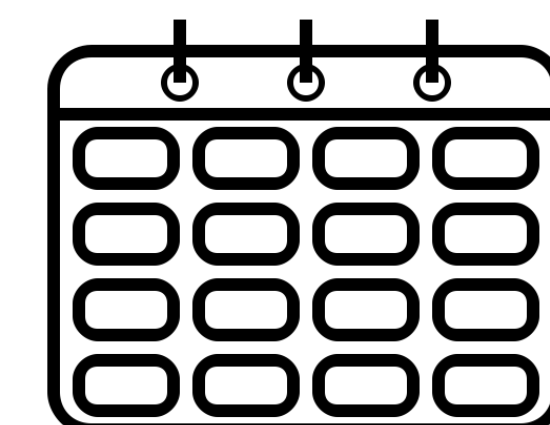
STRATEGIES & MEASURES OF SUCCESS

STRATEGIC DIRECTIONS TO ACHIEVE OUR GOALS AND EVIDENCE OF SUCCESS



ACTION PLANS

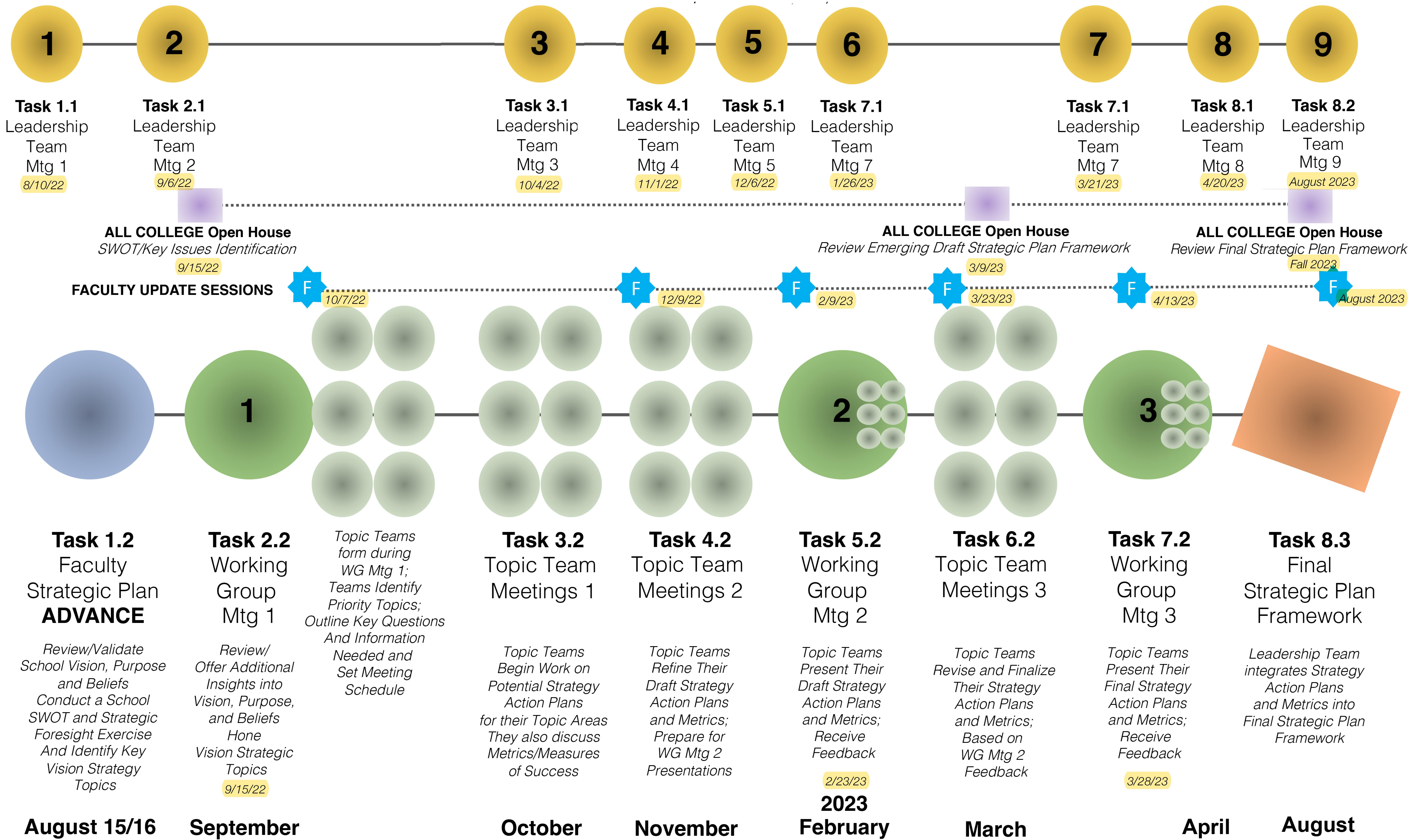
DETAILED ACTION STEPS, SCHEDULES, AND RESOURCES NEEDED TO PURSUE A STRATEGY



2.4

STRATEGIC PLAN OVERVIEW

HINES COLLEGE STRATEGIC PLANNING PROCESS DIAGRAM



3.1

LAST SEMESTER: FACULTY ADVANCE

FACULTY ADVANCE SUMMARY

The Strategic Planning Faculty Advance (Retreat) took place August 15-16, 2022.

Faculty engaged in strategic exercises designed to evaluate the current state of the College, look at industry trends and drivers of change, and map our cultural DNA.

Insights from the Advance served as the point of departure for developing our draft Purpose, Vision, and Values/We Believes.



KEY TAKE-AWAYS

WHAT DOES SUCCESS LOOK LIKE?

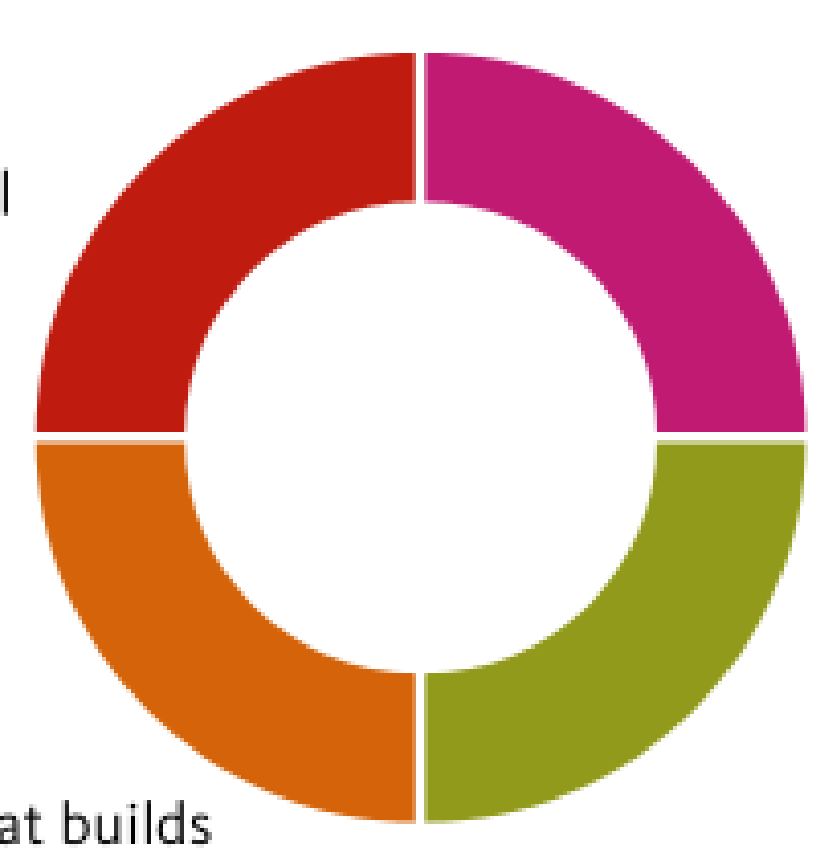
To open our Advance, Faculty considered: What does wild success for the College look like? What would a successful strategic plan accomplish? These metrics of our success will underlay both the framework and our strategic planning framework.

EMPOWERED STUDENTS

- Excellent applied thinkers
- Well-informed, supported, and successful
- Self-motivated and self-sufficient graduates

ENGAGED WITH THE WORLD

- Consciously rebuilt faculty and student communities
- Clear and transparent communication that builds unity and trust
- Scholarly interests and research are well supported



A SUPPORTIVE COMMUNITY

- Deal with issues of urgency to the profession and the world
- Connected to the industry and impacting the profession
- Leverage the resources of Houston and create impact in our region

RECOGNIZED BY OTHERS

- Recognition for quality of our programs
- Our students are highly-employable
- Our education is great value for money

CREDO EXERCISE

Faculty worked in small groups to articulate what the Hines College believes about our work, our people, and the world around us as it impacts our work. This exercise directly mirrors the We Believe... statements that will support our values in the strategic plan framework.



3.2

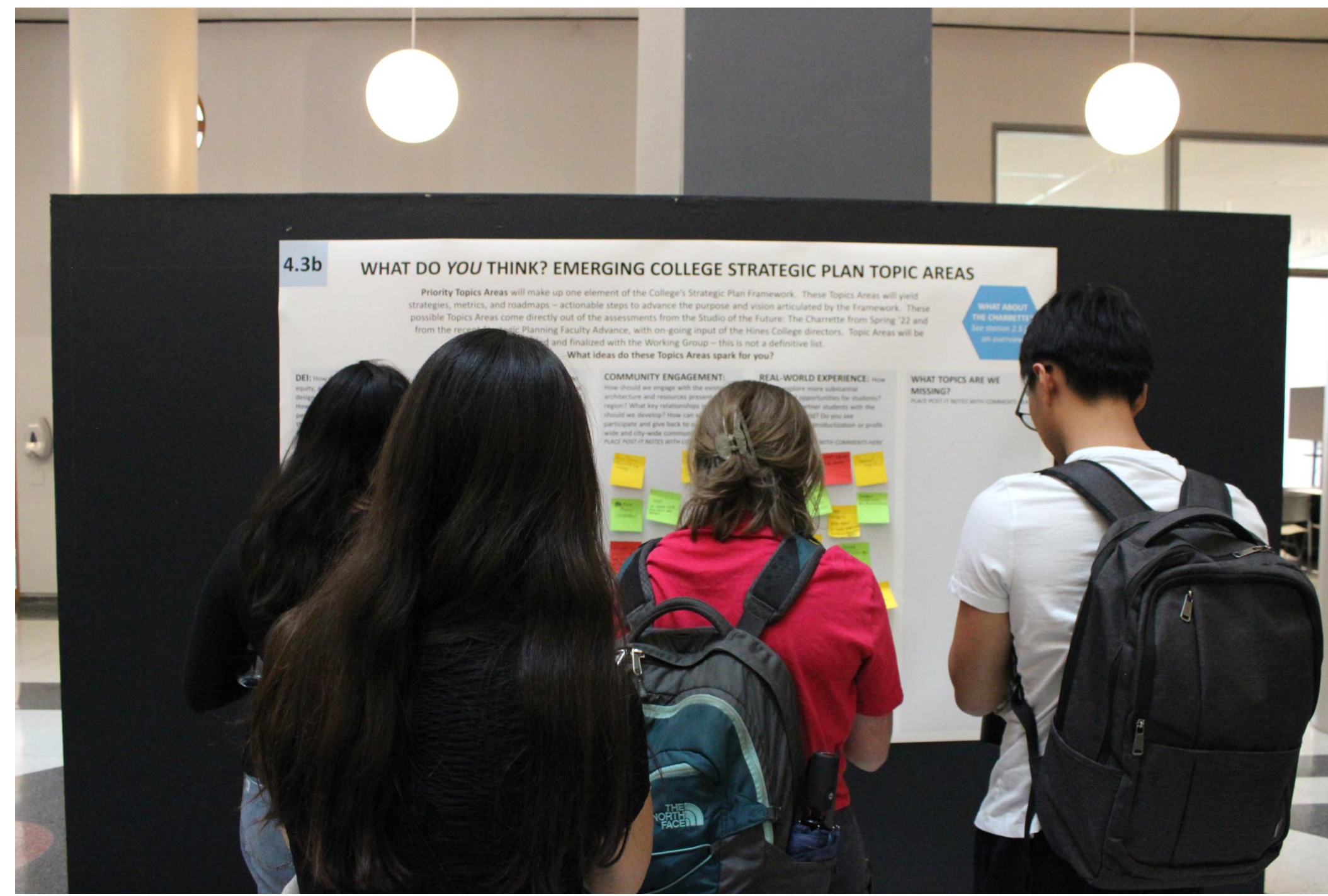
LAST SEMESTER: ALL-COLLEGE OPEN HOUSE 1

OPEN HOUSE 1 SUMMARY



The first **All-College Open House** took place **September 15, 2022**.

Students, staff, faculty, and alumni shared hundreds of comments about our strengths and weakness, the ways our changing world impacts architecture/design education, and strategic topic areas.



KEY TAKE-AWAYS

SWO EXERCISE

STRENGTHS

- Diverse student body, including age and ethnicity
- Caring and diverse faculty with a passion for what they teach
- Mix of course topics and teaching styles
- Studios promote a collective goal while supporting individual thought
- Promotion of events resources through digital platforms
- Collaborative strategic growth planning process

WEAKNESSES

- High-stress environment with a 24/7 working culture
- Limited awareness and resources for anxiety management
- Students don't feel they are heard
- Limited cross-year connections
- Not enough learning of software as part of the curriculum
- Too few visits sites/projects outside of Houston
- Material recycling
- No sense of 'home base' for a studio because spaces are being shared
- Uncomfortable working/studying environments:
 - Temperature of studio spaces
 - Unergonomic workspaces in the studios
 - Malfunctioning card readers for late-night access
 - Lack of lockable material and personal storage

SWO EXERCISE

OPPORTUNITIES

- Cross-college integration and exposure to other design fields (landscape design, urbanism, UI/UX, etc.)
- Connection with community and professional leaders outside the University
- Stronger connection to construction through site visits or a student organization, community outreach
- Courses/seminars to prepare for professional practice
- Leverage internships to fulfil degree requirements
- A lounge area/community space for students
- Healthier food options, including later at night
- A free resource library of model materials
- Repair and update equipment in Keeland fabrication lab

One of our strengths is...**"Most of my studio professors have been great resources."**

One of our weaknesses is...**"There needs to be more in-class [software] learning opportunities. In first year we are expected to learn software like autocad."**

We have the opportunity to **"foster community and dialog post-pandemic."**

4.0 ETHOS DEVELOPMENT

DRAFT DEVELOPMENT PROCESS

- The raw materials for our ethos came out of the strategic planning exercises we did last semester in the Faculty Advance, All-College Open House, and first Working Group meeting, as well as from last spring's **Studio of the Future: the Charrette**.
- In January, the first draft of the ethos was brought to the **Leadership Team/Directors**, who gave thorough feedback in a review meeting.
- In February, draft version 2 was shared with **Faculty** during a dedicated work session and as part of the content for the second **Working Group** meeting. For both groups, we got **feedback via post-it notes and group discussion**.
- **Today we are presenting a new draft – version 3**. This is not the final draft; comments from this Open House will be considered for the next iteration.

ETHOS COMPONENTS

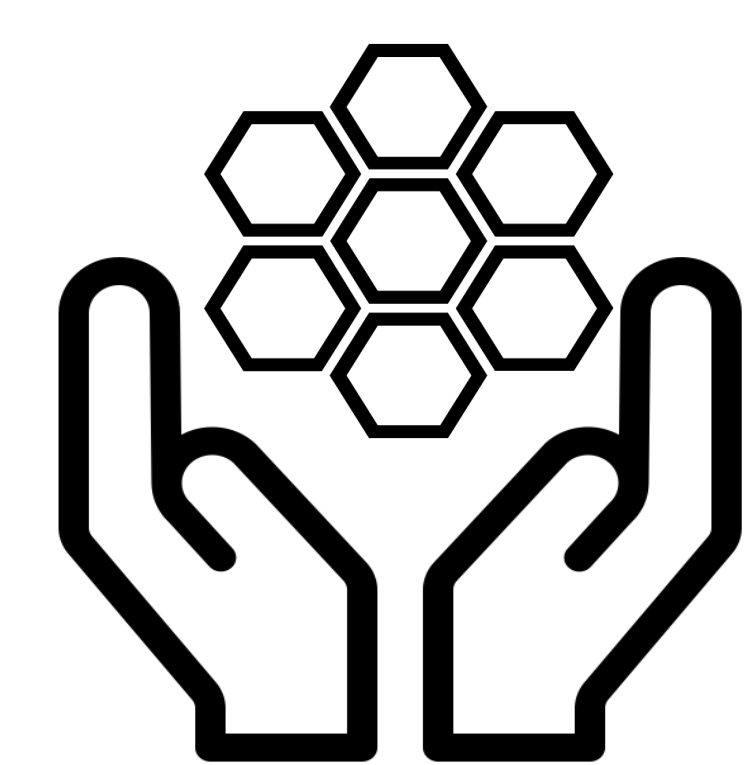
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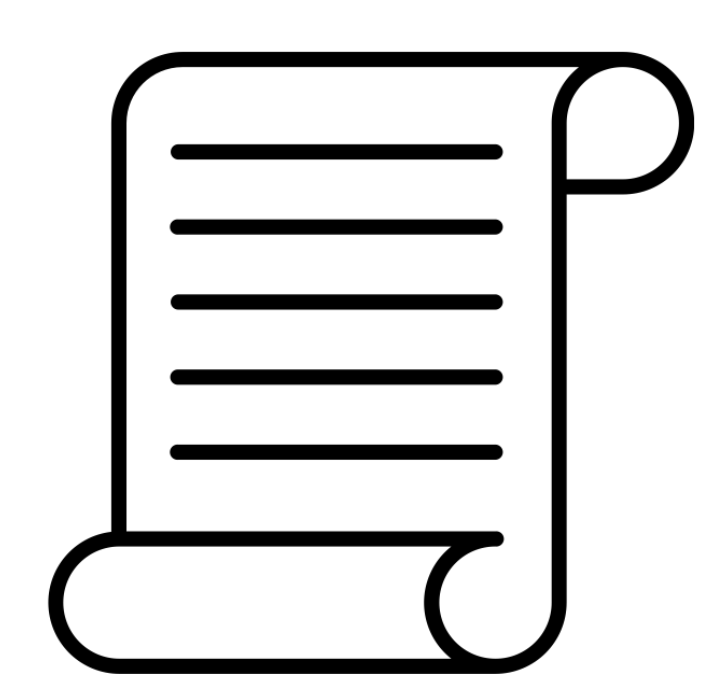
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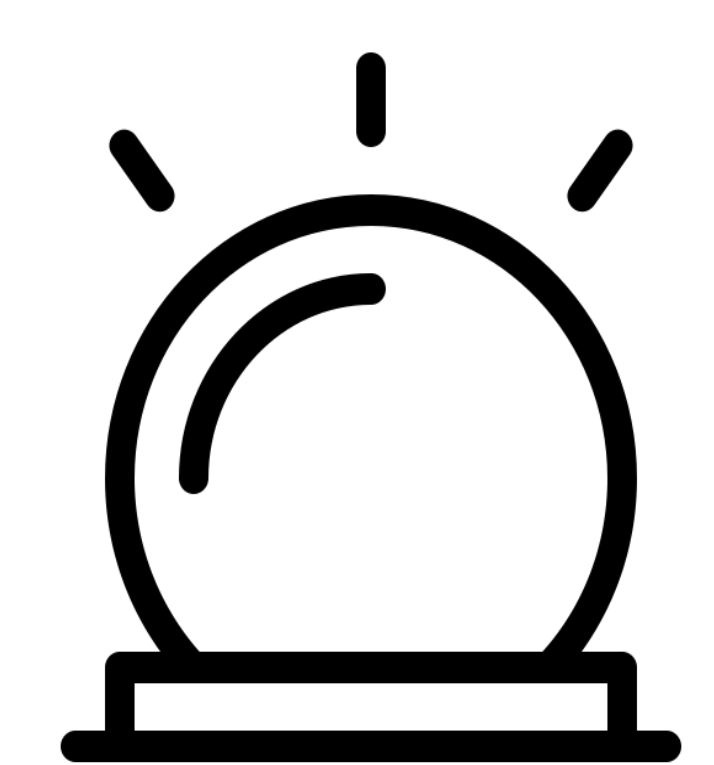
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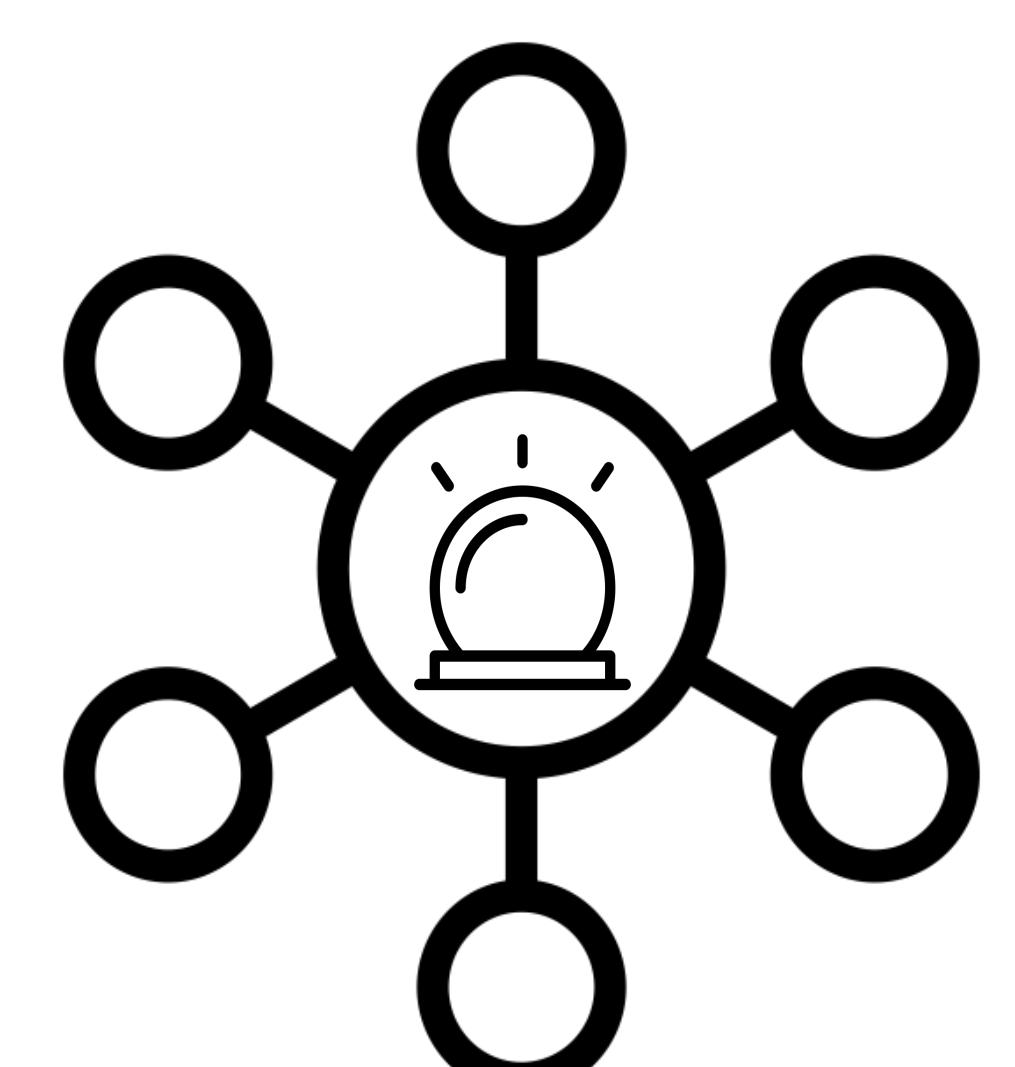
VISION

THE FUTURE WE ASPIRE TO ACHIEVE



VISION ELEMENTS

KEY COMPONENTS OF THE VISION, LEGS TO THE VISION STOOL



DRAFT v.3.1



4.1 a

PURPOSE

The College of Architecture and Design engages design through critical thinking, research, study, and making in order to *foster* student potential and prepare students for the design professions. The College actively addresses urgent issues in our community and greater Houston region by leveraging design and research as tools for applied problem-solving and innovation.

4.1b

WHAT DO YOU THINK?



What **resonates**? What doesn't resonate? And *why*?

What are we **missing**? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

agree on **GREEN**, disagree on **RED**, and other comments on **BLUE**.

Write legibly and post your comments below.

PURPOSE

A large, empty light blue rectangular area intended for participants to write their comments and post-it notes.

4.2a

DRAFT v.3.1

 **THIS DRAFT IS NOT FINAL!**

VISION + VISION ELEMENTS

The College of Architecture and Design is a leader in holistic, interdisciplinary design education that equips students for success in their working lives and beyond. The College develops state of the art pedagogy, research, and practice to create tangible, impactful strategies that address the critical issues of our time.

VISION ELEMENTS

Shaping students as creative cognitive-thinkers, collaborators, and practitioners

Empowering students with knowledge and skills for personal and professional success

Centering sustainability and addressing climate crises in our curriculum and our operational practices

Critically engaging media and technology as they evolve

Advancing the role of the architect/ designer as interdisciplinary real-world solutionists

4.2b

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VISION + VISION STATEMENTS

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4.3a

DRAFT v.3.0



VALUES + WE BELIEVES

**THE IMPORTANCE OF
DISCIPLINARY +
INTEDISCIPLINARY
EDUCATION & DESIGN**
We believe...

a well-rounded course of study and disciplinary proficiency set the foundation of strong occupational outcomes in the professions.

We believe...

expansive, applied-thinking is essential to problem-solving in design and beyond.

We believe...

in the integration of critical-thinking, making, creating, and building skills.

We believe...

fostering interdisciplinary collaboration and discourse leads to better solutions and greater impact.

**CURIOSITY & LIFE-
LONG LEARNING**
We believe...

in shared educational responsibility and ownership – students and instructors are partners in learning.

We believe...

that mentorship plays a crucial guiding role for the learning and development of students, faculty, and staff.

We believe...

that education should empower students with the tools to pursue self-directed learning and continual self-improvement over the course of their whole lives.

STUDENT SUPPORT
We believe...

a Hines College education should prepare students to make a difference in the wider world, impact their chosen professions, and determine their own life paths.

We believe...

students should have choice and the ability to pursue their design interests in their educational paths.

We believe...

we must nurture students' unique abilities to become our society's future leaders, innovators and implementors.

We believe...

faculty inspire student confidence and capabilities and students inspire faculty work and research.

**INVESTING IN OUR
FACULTY**
We believe...

sustaining and strengthening faculty connections better our outcomes for coherent, effective pedagogy, interdisciplinary projects, and awareness of student needs.

We believe...

our faculty is our greatest resource, and our long-term success in part relies on supporting their research and professional aspirations.

We believe...

every instructor, from adjunct to tenured professor, brings value and should have opportunities for growth.

We believe...

in supporting faculty in continued education and technology upskilling.

**SUSTAINABILITY &
ENVIRONMENTAL
RESPONSIBILITY**
We believe...

in “thinking long” to provide a performance context that reflects the needs of future generations.

We believe...

every aspect of our work as architects and designers must inherently be considered through a lens of sustainability.

We believe...

in shaping our sustainability commitments through evidence-informed decision making.

We believe...

responsibility for the environment of the College starts and ends with our students, faculty, and staff.

**UNIVERSAL
RESPECT**
We believe...

design needs to be inclusive and participatory.

We believe...

in valuing student experience and creating equitable learning opportunities for all.

We believe...

in embracing and celebrating difference in its many forms.

We believe...

that everyone in the College benefits when we act with care for one another and for our shared spaces.

**DESIGNERS AS
PARTICIPANTS &
STAKEHOLDERS**
We believe...

that design is a public good and all communities should have access to it.

We believe...

we shape the future of the industry and society through the development of responsible designers.

We believe...

design has exponential value and our work creates ripples far beyond our sphere.

4.3b

WHAT DO YOU THINK?



What **resonates**? What doesn't resonate? And *why*?

What are we **missing**? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

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Write legibly and post your comments below.

VALUES + WE BELIEVE... STATEMENTS

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5.0a

WORKING GROUP & TOPIC TEAMS

STRATEGIC PLANNING WORKING GROUP



Dietmar Froehlich
Trang Phan
Rafael Beneytez-Duran
Gail Borden
Jeff Feng
Mark Kimbrough
Sheryl Tucker de Vazquez
Tom Diehl
Matt Johnson
Michael Kubo

Andrew Kudless
Jason Logan
Rafael Longoria
Patrick Peters
Min Kang
Mili Kyropoulou
Ophelia Mantz
Ross Wienert
Avani Dave
Stephen Schad

Kadmiel Konan
Mary Garcia Aguilera
Aya Daouk
Christopher Torres
Amber Quinn
Ashton Ezell
Marina Latto
Estelle Lee
Regyna Palacios

Michala Daniels
Raymond Fernandez
Tamyria Levy
Umaymah Sigbathulla
Eric Hudson ('83)
Andrew Gressett ('16)
Ledia Osmani Valdez ('08)
Margaret Wallace Brown ('22)
Jennifer Murray ('06)

TOPIC TEAMS: PROCESS & OUTPUT

At our first meeting, the Working Group divided into six sub-teams to explore the strategic topic areas that were emerging last fall.

Topic Teams:

Curriculum & Programs

Technology

Sustainability

Interdisciplinary Education

The College's Global Reach

The College + the Professions

The teams met independently over the course of last semester to identify goals and strategies for the College related to their topic. These goals and strategies grew out of defining the existing and desired state for each topic.

The topic maps in this section reflect the work of each team categorized by goal areas that emerged out all of teams over the last six months.

These graphics were presented at the second Working Group meeting. Notes/feedback from that meeting are included.

5.0b

TOPIC TEAM WORK

CULTURE OF CARING

One topic team envisioned a “**Culture of Caring**” as a strategic direction for the College. This idea extends across several emerging goal areas (*boards 6.0-6.7*): Diversity, Equity, and Inclusion; Sustainability; Faculty Advancement; and Student Success.

With an **emphasis on well-being**, Culture of Caring deeply considers **how students and faculty experience their study/work culture and environments**.

This process included **research into best practices** across and beyond the University and examined various **tactics to improve the human experience** of the College community.

RESEARCH SUBJECTS:

- *Bettering community spaces, surveying student-focused spaces in other Colleges/programs*
- *Improving furniture for comfort and ergonomics*
- *Enhancing lighting quality*
- *Improving HVAC performance and indoor air quality*
- *Expanding healthy food options – vending machine stock and access to other alternatives*
- *Printing practices across the University and cost-saving possibilities*
- *Material use and waste – University recycling process and current efforts to improve the Material Resource Library*

Strategies that came out of the work on Culture of Caring are included in the strategic planning framework. The totality, including the research and associated tactics, will be captured as an addendum.

5.1

TOPIC MAPPING Curriculum & Programs

Goal Area: **CURRICULUM**

Emphasis on new topics and interdisciplinary approach

Strategies:

Responding to Climate Change and Population growth:

All courses must prioritize an ecological consciousness in a comprehensive manner: course content and deliverables, studio topics, Tech, HTC, Media, materials and materiality, etc.

Technologically Engaged Curriculum

Required Design Media Curriculum in the Undergraduate Program
Expand course offerings for specialization/concentrations in technology related subjects – XR (AR/VR), Gaming, Parametric/Computational Design, Digital Fabrication, Robotics, etc. Baseline DM skills will facilitate specialization.

Curricular Flexibility & Diversity

Develop a flexible (less linear) and diverse curriculum that gives students the agency to "customize" their education in order to achieve their own goals and interests
Offering faculty more flexible and diverse teaching opportunities.
Make it easier for students to take a semester off or repeat studios if necessary.

Socially Engaged Curriculum

Program & Curricular Structures
Reconsider the prerequisites that currently require a linear studio sequence
Interdisciplinary studios/courses (Interdisciplinary Education Topic Team)
Disciplinary concentrations/specializations
Trimesters
1+2 hour electives

Consider new programs: Landscape Architecture??? PHDs???

LANDSCAPE ARCHITECT ✓

Don't limit to courses—
The college must prioritize and demonstrate support an ecological consciousness

NOT JUST COURSES
HOW DO WE SUPPORT
- BUILDING
- COLLEGE
- COMMUNITY?

Tech/Media Engaged Curric
This is a good phrase

STRONG OUTCOMES OF COURSEWORK
PLEASANTLY SURPRISE JUMPERS IN.

Curricular Customization would be great!

WHAT WOULD THE RESULT?

ARE THERE INTERDISCIPLINARY OUTCOMES FOR A SOCIALLY ENGAGED CURRICULUM?

What about more students - better end.

Population Growth?
In many countries and communities the problem is an aging population + population.

THE KIND OF PROJECTS THAT ARE ASSIGNED

This is important
The current stigma of failing a studio leads to upper level students who are underprepared.

Healthcare Architecture
(Why should UH not offer this as ARM?)

Is there a constant demand for these programs? How Space? Do we even have the necessary space for these things?

What are the roles of who informs our decisions to pursue new programs?

Goal Area:

DEI

Diversity, equity, inclusion

Goal Statement Feedback:

The UH CoAD faculty must reflect the diversity of our student body and the world in which we practice. It is important for students to see themselves represented by their educators and mentors. their educators and mentors. While the CoAD has a diverse student body, we can do a better job recruiting and retaining students from underrepresented communities.

Strategies:

- Continue to hire diverse faculty at all levels
- Scholarships supporting underrepresented communities
- Student recruitment in underrepresented communities
- Needs-based support for studio costs – plotting/printing, tools, supplies, materials, etc.

Definitely! Prohibition is seen as an inaccessible major because of how much it costs.

THIS!
+ you learn more from diverse faculty + students.

Goal Area:

STRATEGIC PARTNERSHIPS

Across UH, other higher learning institutions, professional & civic partners

Goal Statement Feedback:

Community Outreach – continue to build upon and expand the work of the CDRC, Design/Build, etc. while finding new ways to engage communities both near and far.

SUPPORT & ASSIST TO DEVELOP SPONSORS

OTHER

Strategies:

- Add Internship Program
- Design/Build: Keeland Lab Director, expansion to UG and multi-semester projects
- Pursue STEM designation for our design programs
- Interdisciplinary research grants
- Challenge the Design Profession & Disciplinary Silos

FULL TIME LONG TERM SPONSOR NETWORKING FOR PERSONAL

yes! Students want more opportunity to work with their majors beyond just research. We have to design/develop regions!

Students want to engage with their skills up with Keeland building.

5.2

TOPIC MAPPING Technology

preparation for profession for students being taught the software they will use in their profession beyond school!

what connects to existing here

Goal Area: CURRICULUM

Emphasis on new topics and interdisciplinary approach

Goal Statement Feedback:
Develop a curriculum that creates a strong foundation in design media and technology that will support life-time learning and growth.

Strategies:

- Create required design media classes for undergraduate students. We have robust core sequences of courses in HTC and Technology but not in Design Media. We must change the degree plan for INAR and ARCH to support Design Media skills.

- DM/Tech foundation should start with a shared language of tools and technologies that will support peer-to-peer learning.
- Stress the value of learning through making throughout the curriculum so that students feel comfortable moving between digital and analog workflows.

The Design Media and Technology curriculum need to provide a strong base level of skill and technique competency.

- Building on a strong base, the DM/Tech curriculum should offer opportunities for intermediate and advanced levels that explore the future of technology.

→
AR (product design)
publications
exhibitions?
fabrications?

HAVE IN GRAD (A course sequence) SHOULD MATCH AT UH

EMPHASIZE BOTH ANALOG & DIGITAL APPLICATION

Can DM/Tech be more closely coordinated w/ studio projects?

Goal Area: FACULTY ADVANCEMENT

Supporting research, professional practice, technology skilling

Goal Statement Feedback:
Faculty Research is empowered through expanded funding and access to equipment and training.

Strategies:

- Faculty workshops for training in contemporary design, fabrication, and analysis to support better teaching and research outcomes.
- Establishment and upgrading of facilities to support faculty research.
- Development of faculty research initiatives that are applied for and awarded each year for exhibitions, lectures, etc.

Goal Area: STRATEGIC PARTNERSHIPS

Across UH, other higher learning institutions, professional & civic partners

Goal Statement Feedback:
The College is a hub for innovative and interdisciplinary advances in design and technology both on-campus and off.

Strategies:

- Expand support and infrastructure for courses co-taught by interdisciplinary faculty in different areas within/between college(s) and industry.
- Use Labs (CRAFT, Environmental Sensing Lab, Keeland, etc.) and Centers (CDRC) as hubs for partnerships and advanced research studios.
- Develop annual or multi-year themes for multiple studios across the programs to focus on a specific topic with community and industry partners.

How will we be preparing these spaces for the courses?

Goal Area: STUDENT SUCCESS

Academic support, preparation for professions, support outside the classroom/"culture of care"

Goal Statement Feedback:
Develop facilities, staffing, and support structures that will support students in learning and making.

Strategies:

- Creation and maintenance of online video and file archive of software tutorials accessible to every student.
- Development of work-study software "coaches": students with expertise who can be paid for helping other students related to learning software or hardware skills.
- Upgrades to computer lab, studios, and Keeland Lab to support expanded hours of access, new equipment, and basic needs (outlets in studio).
- Development of specializations in different research areas so that students can focus their course work on achieving a specialization in addition to their degree (e.g. "B.Arch with a specialization in Sustainable Performance")

Facility Upgrade VR, AR, XR

Goal Area: DEI Diversity, equity, inclusion

Goal Statement Feedback:
Develop an equitable access to technology at all levels of the curriculum

Strategies:

- Student/Faculty technology grants to make sure everyone has access to the technology they need to succeed.
- Development of expedited degree structure that reduces the time spent in school and gets students working (or in grad programs) faster.

Connect with professional partners to help with the program

AR-VR-AI & sustainable practices to reduce carbon footprint

5.3

TOPIC MAPPING Sustainability

SUSTAINABILITY SEQUENCE

Goal Area: CURRICULUM

Emphasis on new topics and interdisciplinary approach

Address UH's role in understanding how to integrate their academic programs / sustainability across their entire campus and how to support the interdisciplinary nature of the work.

Strategies:

- Integrate introduction to sustainability instruction into all programs in first year, first semester.
- Integrate capstone sustainability instruction required for graduation from all programs.

What about the years in between?

CARE OF PEOPLE + CARE OF ENVIRONMENT ARE INTERRELATED

Goal Area: STUDENT SUCCESS

Academic support, preparation for professions, support outside the classroom/"culture of care"

How can we use individual design needs? They often create conflict and if possible, allow students to work around them.

Strategies:

- Subsidize and/or reduce studio and printing costs for students.
- Access to shared College resources – technology equipment, labs and software; material resource library; work/study space.
- Develop Culture of Care approach to student wellbeing.

COMFORT OF USERS - A/C, furniture, food, mental health

STUDENT FOCUSED COMMON SPACE - improve

OWNERSHIP - care safety

Culture of care, respect, and responsibility

Goal Area: FACULTY ADVANCEMENT

Supporting research, professional practice, technology skilling

This is VAGUE what is culture of care?

Strategies:

- Culture of care?

What is the proposed support structure for faculty advancement?

is what says on a culture of care support faculty advancement?

STEMS LIKE FACULTY ADVANCEMENT CAN/SHOULD BE 2.24.23-24

Goal Area: SUSTAINABILITY

Layering through all parts of the College, sustainable practices, engaged with evolving effective practices

Goal Statement Feedback:

- Make sustainability a default value set underlying the college culture for teaching, research, service, and operations.
- Project UH- and Houston-specific sustainability practices to broader audiences.
- Institutionalize sustainability practices in standing operating procedures.

All 3 points here are strong!

Strategies:

- Appoint a sustainability point person to curate, vet and coordinate sustainability course list, sustainability reading list, and sustainability statement in College Culture Statement
- Create Users Guide for Sustainability in CoAD that includes key definitions, reading list, history of successes, and ongoing initiatives to demonstrate momentum to all.
- Create a culture of personal caretaking of our spaces and building.

Revisiting?

Consider an articulation of "sustainability" is this a term or definition we all want/need? This can help drive decisions + directions

"Culture of care" is about how we support our people - sustainability is how we support our people - sustainability is how we support our people

5.4

TOPIC MAPPING Interdisciplinary Education

KNOW YOUR DISCIPLINE FIRST

Goal Area: CURRICULUM

Emphasis on new topics and interdisciplinary approach

Goal Statement Feedback:

Curriculum assessment for integration and offering of interdisciplinary opportunities at multiple levels across the College's programs

Strategies:

- Establish task force/committee to promote interdisciplinary collaborations and investigations within the curriculum within the College
- Identify opportunities at the College and University levels for interdisciplinary work within the curriculum
- Develop studios/electives that support the synergy of curriculum and research

Goal Area: FACULTY ADVANCEMENT

Supporting research, professional practice, technology skilling

Strategies:

- Should any research strategies live under the goal of faculty advancement?

MORZ Faculty Group Activities

Goal Area: STRATEGIC PARTNERSHIPS

Across UH, other higher learning institutions, professional & civic partners

Goal Statement Feedback:

Collaboration across UH. Find outside funding and partners in interdisciplinary research.

Strategies:

- Identify opportunities at the College and University levels for interdisciplinary work within the curriculum
- Establish task force/committee to promote interdisciplinary collaborations and investigations within the curriculum across the University
- Establish a platform/mechanism for communicating interdisciplinary work and opportunities in order to encourage future work – capture learnings and ideas and build relationships/provide pathways for future work of this kind,
- Increase and define research ventures, building external partnerships to expand interdisciplinary research opportunities in industry and the community at large
- Promote research engagement and partnerships through networking and events with other College and University departments
- Seek out small grants specifically to develop interdisciplinary courses incorporating research

How about a Research Incubator?

Create opportunities to connect / network with engineering students/professionals in other fields as well consult with in the business

Create opportunities to connect with the college of fine arts/ art schools

+ Advocate for the benefits of design thinking to those we hope to partner w/ outside the CoAD

How do students receive the benefit of interdisciplinary courses? How can students benefit from interdisciplinary work in the more complex world?

Goal Area: OTHER: RESEARCH

Goal Statement Feedback:

Increase and define research ventures, fund research, execute activities promoting the realization of this work.

Strategies:

- Hire an Associate Dean of Research dedicated to the synergy of curriculum and research, and overall interdisciplinary work; this staff member should be a researcher, but not necessarily someone in architecture and design
- Identify opportunities at the College and University levels for interdisciplinary research (mapping)
- Pursue funding for interdisciplinary grants internally through the University of Houston
- Establish a platform/mechanism for communicating interdisciplinary research and visualization of research areas to create a hub that promotes collaboration between faculty members and awareness/recognition outside the College and
- Produce printed or digital collateral documenting interdisciplinary work resulting from grant awards and other initiatives to build portfolios and make research available
- Execute exhibitions of interdisciplinary work in an effort to establish a visible culture of such work

WOULD BE GOOD TO HAVE MORE RESEARCH FUNDING STREAM OF RESEARCH + FUNDING TO BE IT.

Important - how will we support as far as staffing resources? - beyond Assoc. Dean.

Create more opportunities for large scale funded student exhibitions students can benefit by seeing faculty work

5.5

TOPIC MAPPING CoAD's Global Reach

Goal Area:
CURRICULUM
Emphasis on new topics and interdisciplinary approach

Strategies:

- Ensure students gain experience with a variety of collaborative work
- Provide high-quality programs that value innovation and experimentation
- Establish internship protocols that enhance curriculum by providing real world experiences

With a focus here on International Programs

Goal Area:
STUDENT SUCCESS
Academic support, preparation for professions, support outside the classroom/"culture of care"

Strategies:

- Emphasize professional development programs that prepare students for career fairs

Student Success requires more than preparing for CAREER FAIRS...

How do we define "success"? Experience? Reputation? Persistence?

Can CoAD help them establish connections to offices across the globe?

Improvement of abroad programs. Quality in quantity.

Faculty Diversity (this exposes students to broader cultures)

Goal Area:
STRATEGIC PARTNERSHIPS
Across UH, other higher learning institutions, professional & civic partners

Strategies:

- Incentivize alumni participation for improved professional development
- Strengthen international programs in strategic locations—such as Mexico
- Strengthen shared degree collaboration with other university colleges and programs, specifically the Tilman J. Fertitta Family College of Medicine, the C. T. Bauer College of Business, the Wolff Center for Entrepreneurship, UH Bauer Real Estate Program, and the Conrad N. Hilton College of Global Hospitality Leadership
- Invite distinguished practicing architects and designers from around the world

I agree with trying to expand partnerships but without us should focus on a more local strategy that can impact the Houston community first

Goal Area:
OTHER: PROGRAM AWARENESS /RECOGNITION

Promote /Support the work being done at the National + International Levels

Strategies:

- Aggressively market the college for the quality of students and the work they produce
- Establish global presence to attract an international range of students and faculty
- Attract students with broad exposures, and with the tools and confidence to join the profession

++ YES

From "What do we want to preserve?":

- Collective works
- Summer abroad programs
- Collaborations with medical institutions
- Engagement in community projects

Scrub out best practices for CW/Proposals. Include opportunity for faculty to write about the work.

5.6

TOPIC MAPPING CoAD + the Professions

Goal Area:
CURRICULUM
Emphasis on new topics and interdisciplinary approach

Goal Statement Feedback:
Prepare students for the profession through curriculum – breadth/options, network + skills

- Strategies:*
- Build strategic plan's topics/strategies/goals into curriculum while leaving space for Professors to innovate
 - Give students flexibility in choosing curriculum to connect to desired career/professional path.
 - Broaden professional practice course to include similar topics/information.
 - Integrate internships for all majors, minimum one semester.
 - Require soft skills improvement tactics built within projects/assignments to prepare students to enter professional environments.
 - Set requirements for guest alumni to participate in studio/classes.

Add/teach tools they will need in the real world → Revit/ software Codes/Research.

Increase collaborative projects that better reflect reality of the profession

Early exposure to prof jobs like AA, TB&E

Goal Area:
STUDENT SUCCESS
Academic support, preparation for professions, support outside the classroom/"culture of care"

Goal Statement Feedback:
Give students a clear understanding of the professions + the skills to succeed

- Strategies:*
- Provide knowledgeable advisors to guide student curricular choices + career path. More 1:1 or small group. Also probably need more advisors needed. Advisors need to know available courses and guide on what path students should take based on who they are and what they are interested in.
 - Create a mentorship program (professional to small group/studio) Plan professional development events leading up to and prepping for career fair

We have to also ensure students are well informed (career, BSA, etc. Advisor) if students think they want to be an architect they can come to our program where they can.

Very important! if not advisors possibly mentorship or other means of guidance

Very important! It is important that we would be willing to substitute another student and always being in university spirit at the end which the college

Possibly, but also enough curriculum to challenge the profession

What do the student bring that's fresh & new

Hesitant about enabling hiring professionals to dictate curriculum decisions.

Goal Area:
STRATEGIC PARTNERSHIPS
Across UH, other higher learning institutions, professional & civic partners

Goal Statement Feedback:
Strengthen internal network between staff, students, and alumni; Build strong relationships between CoAD and professionals

- Strategies:*
- Strengthening our internal network between staff, students, and alumni
 - Incentive alumni participation in professional development for students, track down all alumni and create database Host consistent, informative, and diverse panel series focused on the profession, by alumni with informal meet and greet opportunities between all parties
 - Create a task force of faculty for making connections / speaking to students
 - Provide regular firm tours / open house events with practicing offices
 - GATE is reviewed by professionals to ensure relevancy and quality of work
 - Create an annual feedback program to understand what the local firms are looking for from graduating students, regularly modify curriculum accordingly
 - Create optimal 'graduate profile' for all students graduating out of CoAD (update annually based off feedback)

MUCH NEEDED! Many students have searched or asked for a database. could be helpful to students - allowing unique paths!

I AGREE! provide students with the tools local firms look for & need.

MOST STUDENTS SELECT A MAJOR IN ARCHITECTURE TO BECOME ARCHITECTS. THIS SHOULD BE AN OBVIOUS GOAL

OTHER

- Strategies:*
- Should there be a goal that is explicitly about professional development?
 - Does the alumni networking piece fit in the strategic partnership goal area?

GOALS FRAMEWORK

GOALS COMPONENTS

The second half of the framework will consist of Goals, Strategies, and Metrics. Like the Ethos, these elements are strategic and high-level, rather than tactical and granular.

- **GOALS:** *outcomes we are striving to achieve*
- **STRATEGIES:** *strategic directions to achieve our goals*
- **METRICS:** *measurable evidence of success*

Each step of the framework is informed by and build on the steps that come before:

OUR CORE PURPOSE → WHO WE WANT TO BECOME → HOW WE GET THERE

GRAPHICS FROM WORKING GROUP MEETING 2

For our second Working Group meeting, we needed to **see how the topic teams' work fit together**, because at the end of our process, we need just one, unified goals framework.

Looking at the progress being made across all teams, we were able to pull universal themes. We asked the teams to sort their work by these **proposed goal areas: Curriculum & Programs; Student Success; Faculty Advancement; Sustainability; Diversity, Equity & Inclusion; and Strategic Partnerships**. Two new goals emerged from this topic mapping exercise: **Program Identify & Awareness; and Research**. *(These are the Topic Maps in Section 5.)*

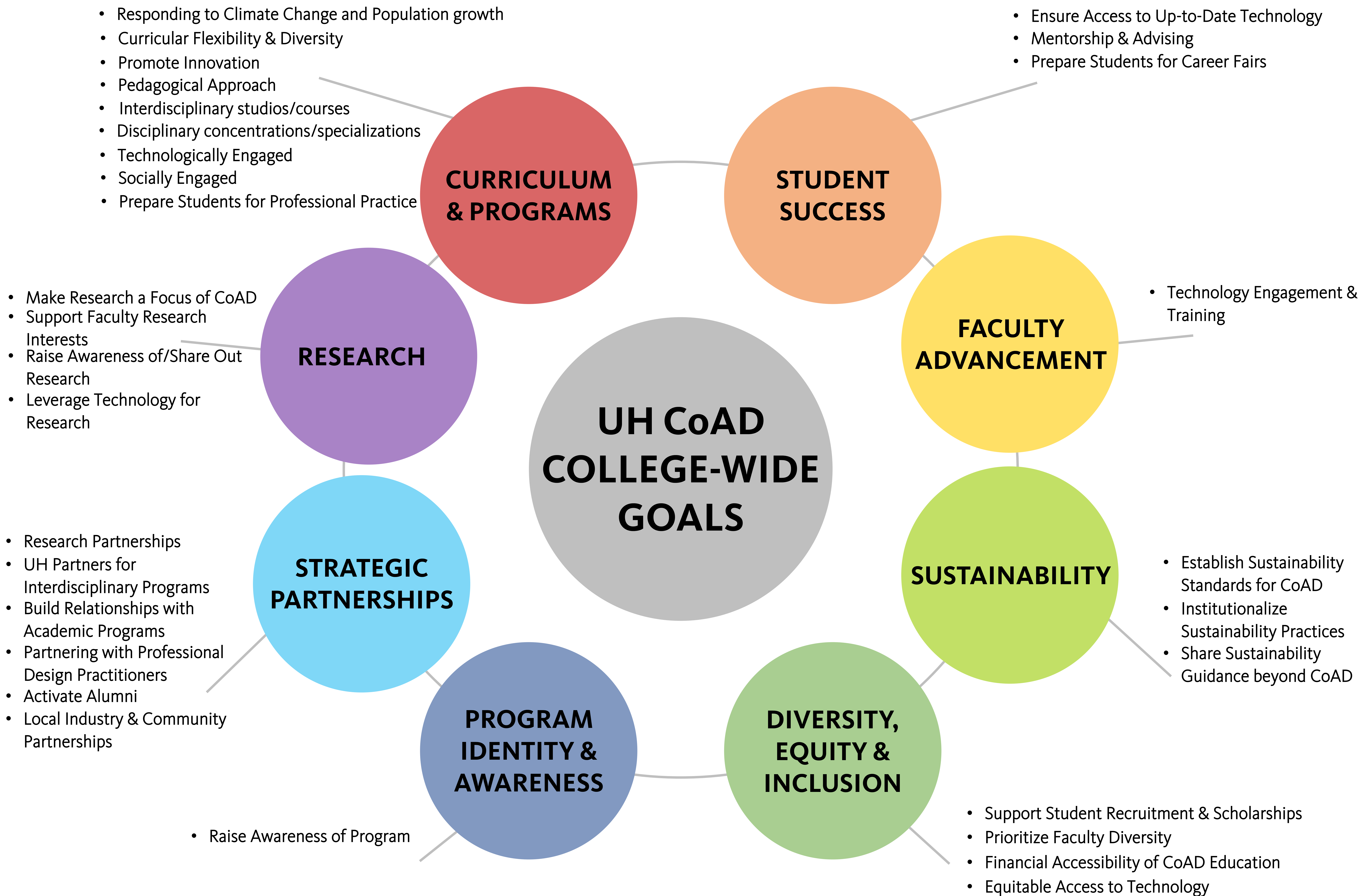
The graphics in this section **blend the strategies** from all six topic teams. This allowed us to see where there are overlaps and gaps.

The **post-it note comments** on these graphics are from the second Working Group Meeting on February 23.



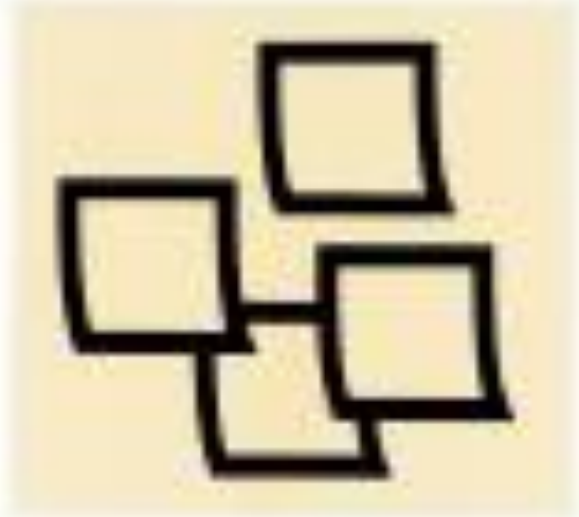
6.0b

COLLEGE-WIDE GOALS – DRAFT FRAMEWORK

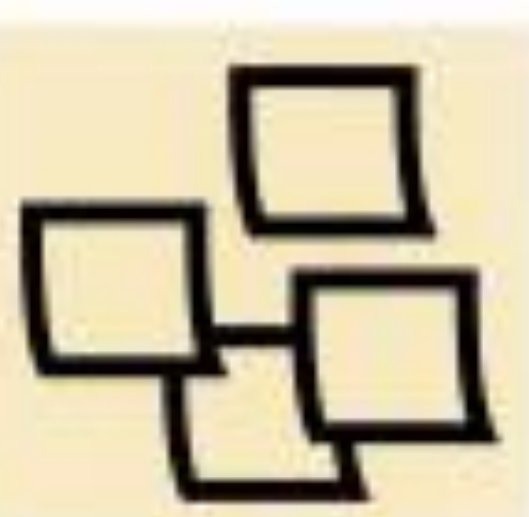


6.1a

COLLEGE-WIDE GOALS – DRAFT FRAMEWORK



FEEDBACK
What resonates?/
What doesn't
resonate? And why?



FEEDBACK
What are we
missing?
What doesn't fit?

CURRICULUM & PROGRAMS

Develop a flexible and diverse curriculum that gives students the agency to “customize” their education in order to achieve their own goals and interests, while offering faculty more flexible and diverse teaching opportunities.

Curricular Flexibility & Diversity

Reconsider the prerequisites that currently require a linear studio sequence

Give students flexibility in choosing curriculum to connect to desired career/professional path.

Examine curricular structure to consider alternatives, including trimesters and 1+2 hour electives

USE SUMMERS FOR GREATER FLEXIBILITY + BUILDING USE

Promote Innovation

Build strategic plan's topics/strategies/goals into curriculum while leaving space for Professors to innovate.

Provide high-quality programs that value innovation and experimentation

It would be important that creativity/innovation is also included.

Pedagogical Approach

Ensure students gain experience with a variety of collaborative work.

Stress the value of learning through making throughout the curriculum so that students feel comfortable moving between digital and analog workflows.

Practicum - expand hands-on prototyping design-build, testing, community outreach, non-studio skills building

Interdisciplinary studios/courses

Identify opportunities at the College and University levels for interdisciplinary work within the curriculum

Establish task force/committee to promote interdisciplinary collaborations and investigations within the curriculum within the College

Develop studios/electives that support the synergy of curriculum and research

Not one more committee! Interdisciplinarity is a great goal but it will come through faculty research support.

Disciplinary concentrations/specializations

Consider new programs:
- Landscape Architecture??/Landscape Urbanism
- PhDs???

Are these programs we want to focus? If part of student plan + we don't implement this it doesn't matter?

100% support 100% implementation of a landscape program to sustain our region. So many landscape projects in landscape. We + environment. Primarily research design.

Development of technical specializations in different research areas so that students can focus their course work on achieving a specialization in addition to their degree (e.g. "B.Arch with a specialization in Sustainable Performance")

Technical specializations can be very useful and that requires to have expert in each field.

Design/Build – Keeland Lab Director, expansion to UG and multi-semester projects

Keeland Lab Director expansion to UG and multi-semester projects

Require a design team in coordination with local community nonprofits

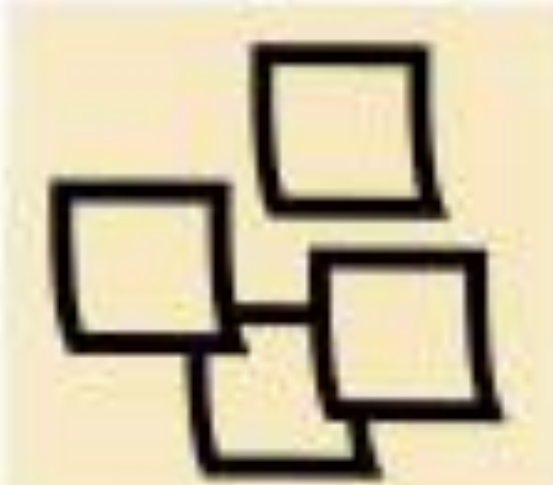
MORE STUDENTS ARE PROFESSIONAL PREPARATION FOR PRACTICE + LICENSING WHILE PROVIDING SPECIALIZED LIKE "PERFORMANCE, MODELING, ETC"

TOPIC TEAM COLOR KEY

- Curriculum & Programs
- Technology
- Sustainability
- Interdisciplinary Education
- CoAD's Global Reach
- CoAD + the Professions

6.2a

COLLEGE-WIDE GOALS – DRAFT FRAMEWORK



FEEDBACK
What resonates?/
What doesn't
resonate? And why?



FEEDBACK
What are we
missing?
What doesn't fit?

CURRICULUM & PROGRAMS

Develop a flexible and diverse curriculum that gives students the agency to “customize” their education in order to achieve their own goals and interests, while offering faculty more flexible and diverse teaching opportunities.

Responding to Climate Change and Population growth:

All courses must prioritize an ecological consciousness in a comprehensive manner: course content and deliverables, studio topics, Tech, HTC, Media, materials and materiality, etc.

Yes, absolutely!
Sustainability-focused projects are great but students should be asked to consider sustainability in all projects

Integrate introduction to sustainability instruction into all programs in first year, first semester.

Integrate capstone sustainability instruction required for graduation from all programs.

TECHNOLOGY IS THE FUTURE
INTEGRATION IS IMPORTANT BUT NEED TO EXPAND PLEASE AS IT GROWS

Technologically Engaged Curriculum

Create required design media classes for undergraduate students. Change the degree plan for INAR and ARCH to support Design Media skills.

Yes! →

DM/Tech foundation should start with a shared language of tools and technologies that will support peer-to-peer learning.

The Design Media and Technology curriculum need to provide a strong base level of skill and technique competency.

Building on a strong base, the DM/Tech curriculum should offer opportunities for intermediate and advanced levels that explore the future of technology.

Expand course offerings for specialization/concentrations in technology related subjects – XR (AR/VR), Gaming, Parametric/ Computational Design, Digital Fabrication, Robotics, etc.

INSTITUTE SUMMER MAKING COURSES MINI-DEVELOPMENT

More closely coordinated studio/DM/Tech projects

IMPLEMENTATION OF TECH-STUDIOS

NOT A BAD IDEA BUT ARE WE GOING TO HAVE NEED TO EXPAND TO CURRENT PRISON

Prepare Students for Professional Practice through Curriculum

Require soft skills improvement tactics built within projects/assignments to prepare students to enter professional environments.

Agree!
Soft skills in students are lacking esp when it comes to presenting; should be tracking how much & why it is important

Broaden professional practice course to include similar topics/information.

Set requirements for guest alumni to participate in studio/classes.

Establish internship protocols that enhance curriculum by providing real world experiences.

Agree

Integrate internships for all majors, minimum one semester.

Add Internship Program.

Implement systems to help all majors get internships

Tenure-track or other development programs to be encouraged

* Key

Socially Engaged Curriculum

Internship programs are VERY difficult to coordinate + manage. Would require more staff

MAKE SURE - HOLDEN RESEARCH FOUNDATION FOR MY RESEARCHERS REVIEW

WE ARE SOLVING PROBLEMS IN BARRIERS IMPROVING QUALITY (NO SUSTAINABLE FOR GATE STUDENTS WHO ARE MAKING POSITIVE CONTRIBUTIONS AS LEADERSHIP FROM TO THESE DEGREE IN FUTURE)

RECOMMEND THE BOUTCHUP MAKING PLACE AND A WORK FOCUS UP TIME FOR THINGS WE NEED MORE THAN A "KITCHEN"

Internship as elective

ID as a model?

Define software, tools and skills required for each course w/ a budget amount

TOPIC TEAM COLOR KEY

Curriculum & Programs	Technology	Sustainability	Interdisciplinary Education	CoAD's Global Reach	CoAD + the Professions
-----------------------	------------	----------------	-----------------------------	---------------------	------------------------

6.1-2b

WHAT DO YOU THINK?

What **resonates**? What doesn't resonate? And *why*?

What are we **missing**? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

agree on GREEN, disagree on RED, and other comments on BLUE.

Write legibly and post your comments below.

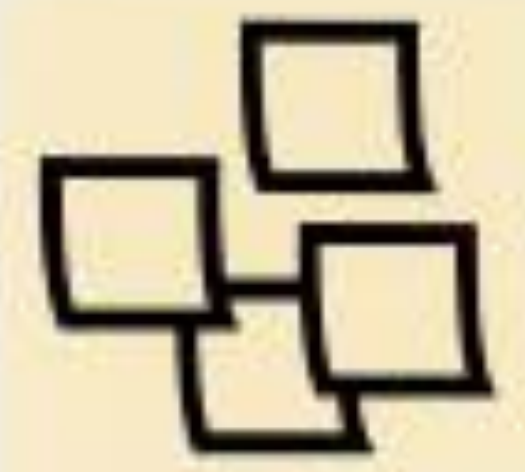


CURRICULUM & PROGRAMS

A large, empty light-orange rectangular area intended for participants to write their comments and feedback.

6.3a

COLLEGE-WIDE GOALS – DRAFT FRAMEWORK



STUDENT SUCCESS

Provide academic guidance, balanced learning environment, and professional preparation to help students flourish long term.

FEEDBACK
What resonates?/
What doesn't
resonate? And why?

Ensure Access to Up-to-Date Technology

Upgrades to computer lab, studios, and Keeland Lab to support expanded hours of access, new equipment, and basic needs (outlets in studio).

Strongly Support!

CULTURE THAT MAKES MENTORSHIP POSSIBLE

EMPOWER STUDENTS TO LEVERAGE MENTORSHIPS

OUTLETS PLEASE! YES →

MORE POWER!
PLAN TO EQUIP STUDIOS WITH LARGE MONITORS

Mentorship & Advising

Provide knowledgeable advisors to guide student curricular choices + career path. More 1:1 or small group. Are more advisors needed? Advisors need to know available courses and guide on what path students should take based on who they are and what they are interested in.

Provide professional career advisor as well

We need more advisors to work more closely w/ students, grad + undergrad.

Create a mentorship program (professional to small group/studio).

Creation and maintenance of online video and file archive of software tutorials accessible to every student.

Support archive of software if we are not providing what required software. Students with learn software for the real world as well.

TOO EXPERT, NOT TRUSTING US TO LEARN FROM TO PROVIDE THIS.

Love video, could be better on back of windows

Development of work-study software "coaches": students with expertise who can be paid for helping other students related to learning software or hardware skills.

EXPERT! EVERYONE WINS

Low this! A lot of students complain about feeling under-payed to work with certain software.

Mentoring new faculty

Prepare Students for Career Fairs

Plan professional development events leading up to and prepping for career fair.

TIERED PUMP
SUMMER
1 2 3 4/5
CF

Emphasize professional development programs that prepare students for career fairs.

IS IMPORTANT
PROF INTERVIEW, RELEVANT EMPLOYER...

Career Fair - expand and refine successes

Expense to prop organization like AIA, TAC, etc only in the program to establish an experienced portfolio

CREATE A COLLEGE SOCIAL HUB

TO CONNECT US
STUDENTS
FACULTY

SOCIAL SETTINGS FOR CONNECTION + COMMUNITY

Food & coffee?

Bring college lounge as example

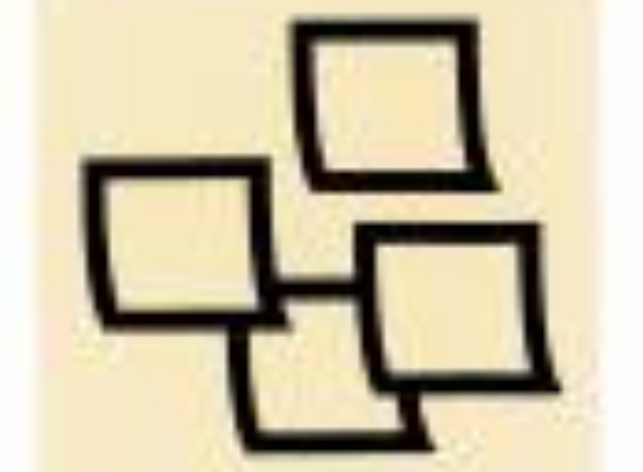
Place out recognition opportunities for faculty + staff

How do we strengthen high level of organization? (specimens in areas of advancement + resource development?)

FACULTY DEVELOP. TOOLS LIKE VIDEO TRAINING, SHORT WORKSHOPS + RESEARCH GRANT WORKSHOPS

+ NETWORKING SITUATIONS

How do we address funding for the advancement?



FACULTY ADVANCEMENT

Support faculty development as instructors, researchers, and professional design practitioners.

FEEDBACK
What are we missing?
What doesn't fit?

Technology Engagement & Training

Faculty workshops for training in contemporary design, fabrication, and analysis to support better teaching and research outcomes.

TOPIC TEAM COLOR KEY

Curriculum & Programs

WORK SPACES

FOOD, SPACE, CONVENIENCE

Sustainability

Interdisciplinary Education

CoAD's Global Reach

CoAD + the Professions

6.3b

WHAT DO YOU THINK?

What **resonates**? What doesn't resonate? And *why*?

What are we **missing**? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

agree on GREEN, disagree on RED, and other comments on BLUE.

Write legibly and post your comments below.



STUDENT SUCCESS

FACULTY ADVANCEMENT

6.4b

WHAT DO YOU THINK?

What **resonates**? What doesn't resonate? And *why*?

What are we **missing**? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

agree on GREEN, disagree on RED, and other comments on BLUE.

Write legibly and post your comments below.

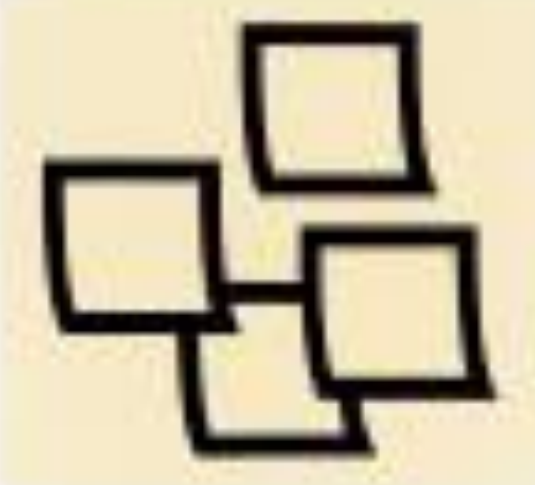


DIVERSITY, EQUITY & INCLUSION

SUSTAINABILITY

6.5a

COLLEGE-WIDE GOALS – DRAFT FRAMEWORK



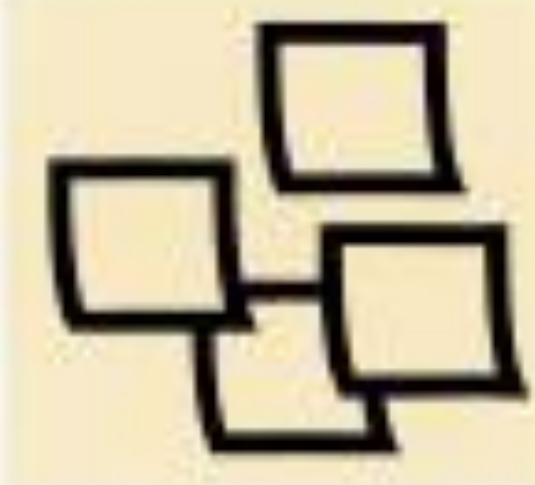
FEEDBACK
What resonates?/
What doesn't
resonate? And why?

STRATEGIC PARTNERSHIPS

The College is a hub for innovation and interdisciplinary advances, research, and dialog that activates design professions and engages regional design trends and challenges.

CREATE & MAINTAIN
A LIST OF OUR
PROFESSIONAL
PARTNERS

Yes!



FEEDBACK
What are we
missing?
What doesn't fit?

University Partners for Interdisciplinary Programs

- Establish task force/committee to promote interdisciplinary collaborations and investigations within the curriculum across UH
- Identify opportunities at the College and University levels for interdisciplinary work within the curriculum.
- Expand support and infrastructure for courses co-taught by interdisciplinary faculty in different areas within/between college(s) and industry.
- Strengthen shared degree collaboration with other university colleges and programs, specifically the Tilman J. Fertitta Family College of Medicine, the C. T. Bauer College of Business, the Wolff Center for Entrepreneurship, UH Bauer Real Estate Program, and the Conrad N. Hilton College of Global Hospitality Leadership.
- Establish a platform/mechanism for communicating interdisciplinary work and opportunities in order to encourage future work

Research Partnerships

- Increase and define research ventures, building external partnerships to expand interdisciplinary research opportunities in industry and the community at large.
- Seek out small grants specifically to develop interdisciplinary courses incorporating research.
- Promote research engagement and partnerships through networking and events with other College and University departments.
- Use Labs (CRAFT, Environmental Sensing Lab, Keeland, etc.) and Centers (CDRC) as hubs for partnerships and advanced research studios.

Build Relationships with Other Design Colleges/Programs

- Strengthen international programs in strategic locations—i.e. Mexico

Partnering with Professional Design Practitioners

- Create a task force of faculty for making professional connections/ speaking to students
- Provide regular firm tours / open house events with practicing offices
- Create an annual feedback program to understand what the local firms are looking for from graduating students, regularly modify curriculum accordingly
- Create optimal 'graduate profile' for all students graduating out of CoAD (update annually based off feedback)
- GATE is reviewed by professionals to ensure relevancy and quality of work
- Invite distinguished practicing architects and designers from around the world.

Activate Alumni

- Incentive alumni participation in professional development for students, track down all alumni and create database
- Strengthening our internal network between staff, students, and alumni
- Incentivize alumni participation for improved professional development
- Host consistent, informative, and diverse panel series focused on the profession, by alumni with informal meet and greet opportunities for all

Local Industry & Community Partnerships

- Develop annual or multi-year themes for multiple studios across the programs to focus on a specific topic with community and industry partners.

+ NAT. +
INT'L.
FIRMS

USE EXTERNAL PARTNERS
FOR OUR KAPAS-PCAD
ASSESSMENTS

Yes!
will get them
more engaged /
knowledgeable
about research

WE LOVE
THIS
RE: TECHS AND
VARIOUS TECH

What about the
local research groups?
HOW CAN WE COLLABORATE

TOPIC TEAM COLOR KEY

Curriculum & Programs

Technology

Sustainability

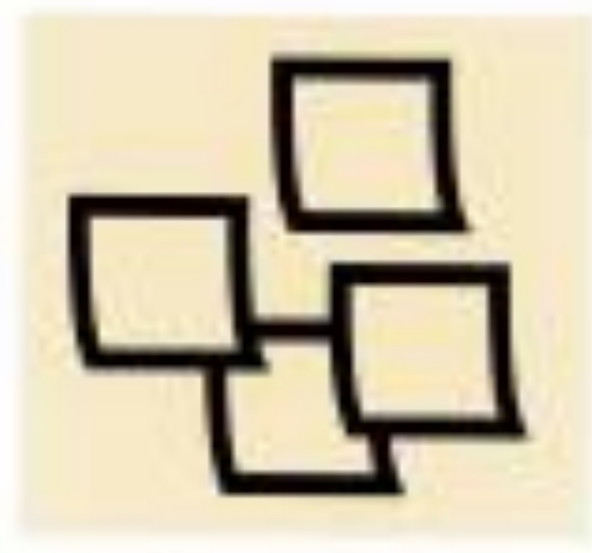
Interdisciplinary Education

CoAD's Global Reach

CoAD + the Professions

6.5a

COLLEGE-WIDE GOALS – DRAFT FRAMEWORK



FEEDBACK
What resonates?/
What doesn't
resonate? And why?

Need to have staff to maintain consistency of efforts. Ad-hoc is not effective

PUSH BACK! AGAINST GOV. ASBOS

YES! (Despite our Ca. students' WOUNDED HEARTS & VIOLENCE)

Support sustainable policy/practices that doesn't decrease student experience

LOVE THIS No student should have to choose b/w groceries + buying materials

YES! Some STRONGER NOTED Laptop Grants

DEI

Create a culture in the CoAD that meets community members where they are, supports them, and empowers them.

Support Student Recruitment & Scholarships
Scholarships supporting underrepresented communities
Student recruitment in underrepresented communities

Scholarships that can be applicable for students in design

Prioritize Faculty Diversity
Continue to hire diverse faculty at all levels.

SCHOLARSHIPS IN GENERAL

How can we help diverse faculty succeed in our work?

Consider Qualitative or Quantitative Admissions Criteria

YES!

Financial Accessibility of CoAD Education
Needs-based support for studio costs – plotting/printing, tools, supplies, materials, etc.
Development of expedited degree structure that reduces the time spent in school and gets students working (or in grad programs) faster.

Expand amount and impact of scholarship dollars
Leverage university printing account to better support CoAD students

Equitable Access to Technology at All Levels of the Curriculum
Student/Faculty technology grants to make sure everyone has access to the technology they need to succeed.

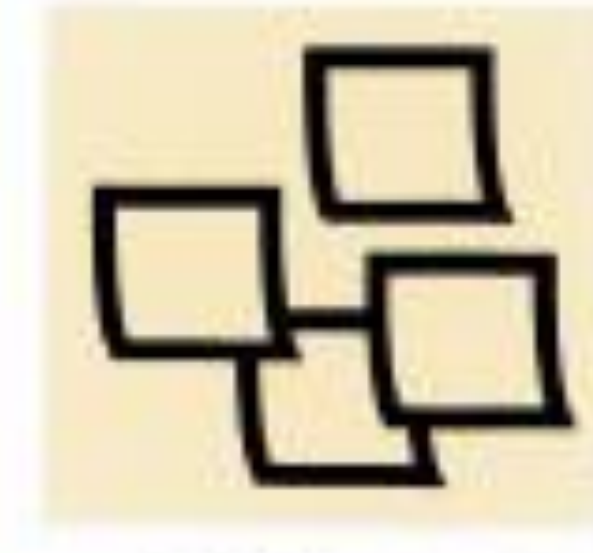
FACULTY NEED COMPUTER REVENUE PERIODICALLY AND TRANSPARENTLY

Are we teaching "EQUITABLE DESIGN"?

EQUITABLE DESIGN who are you designing for? FIT ALL

Not "GREAT ARCHITECTURE"

Ensure a ramp to success that includes all learning types



FEEDBACK
What are we missing?
What doesn't fit?

← !!! YES, YES

HOW TO ~~BE~~ INTEGRATE INTO CURRICULUM

ELIMINATE THE USE OF SINGLE USE EVERYTHING!! (pens, coffee cups, paper plates)

Can sustainability also be like less printing (no so wasteful) not just send out that book sure?

INSPIRE TO... (FOR ALL EVENTS)

NEEDS TO BE MORE SPECIFIC AGREED, START W/ AN IMPLEMENTATION OF POSITIVE STRATEGIES

← THROUGH UNIFIED MESSAGING ← OUR VERSION OF UH IS TIER ONE

SUSTAINABILITY

Make sustainability a default value set underlying the college culture for teaching, research, service, and operations.

Establish Sustainability Standards for CoAD
Appoint a sustainability point person to curate, vet and coordinate sustainability course list, sustainability reading list, and sustainability statement in College Culture Statement.

Create Users Guide for Sustainability in CoAD that includes key definitions, reading list, history of successes, and ongoing initiatives to demonstrate momentum to all.

Curate a CoAD reading list and link it to curriculum levels

Institutionalize Sustainability Practices
Institutionalize sustainability practices in standing operating procedures.
Organize and optimize materials use and sharing in coordination w/ assignments

Share Sustainability Guidance beyond CoAD
Project UH- and Houston-specific sustainability practices to broader audiences.

TOPIC TEAM COLOR KEY

Curriculum & Programs	Technology	Sustainability	Interdisciplinary Education	CoAD's Global Reach	CoAD + the Professions
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?
Is there something odd about this graphic?
Yes – at the Working Group Meeting, we accidentally put up two of the same graphic. This combines comments posted on both copies.
Good eye!

6.5b

WHAT DO YOU THINK?

What **resonates**? What doesn't resonate? And *why*?

What are we **missing**? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

agree on GREEN, disagree on RED, and other comments on BLUE.

Write legibly and post your comments below.

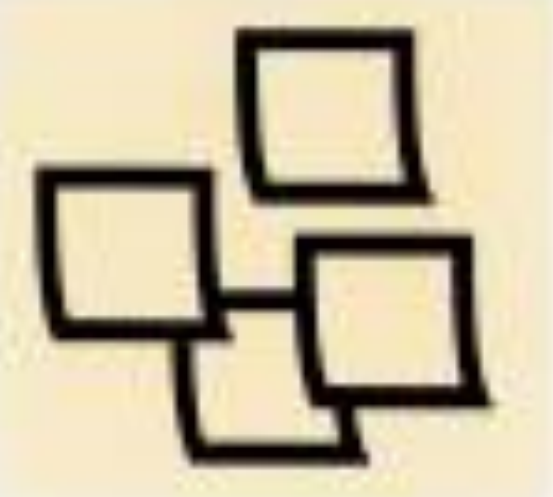


STRATEGIC PARTNERSHIPS

A large, empty light-orange rectangular area intended for participants to write their comments and feedback on the topic of Strategic Partnerships.

6.6a

COLLEGE-WIDE GOALS – DRAFT FRAMEWORK



FEEDBACK
What resonates?/
What doesn't
resonate? And why?

PROGRAM IDENTITY & AWARENESS

Build greater awareness of CoAD across UH, our region, design education institutions, and the professional design world

Raise Awareness of Program

Attract students with broad exposures, and with the tools and confidence to join the profession.

Establish global presence to attract an international range of students and faculty.

Aggressively market the college for the quality of students and the work they produce.

Pursue STEM designation for our design programs.

Do WE ATTRACT OR TEACH THE TOOL AND CONFIDENCE?

Staffing infrastructure needs to expand to support growth.

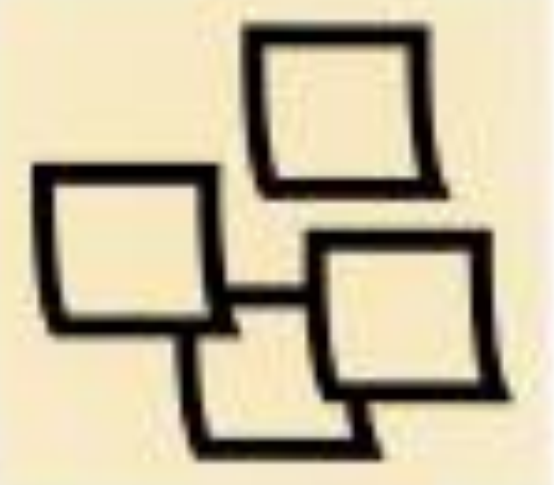
+ FACULTY WORK

YET... Development + fundraising will be critical aspects to supporting student success, research and new programmatic opportunities.

Faculty should be able to pursue work completed through academic projects

HAVE FOR MANY - BUT NEED FOR ALL

Yes they've started out w/ more IG pushing + showing student work was whole to



FEEDBACK
What are we missing?
What doesn't fit?

RESEARCH

Develop research capacities to support faculty goals and provide students with more opportunities for involvement

Make Research a Focus of CoAD

Hire an Associate Dean of Research dedicated to the synergy of curriculum and research, and overall interdisciplinary work; this staff member should be a researcher, but not necessarily someone in architecture and design

Identify opportunities at the College and University levels for interdisciplinary research.

Support Faculty Research Interests

Development of faculty research initiatives that are applied for and awarded each year for exhibitions, lectures, etc.

Pursue funding for interdisciplinary grants internally through the University of Houston.

Pursue interdisciplinary research grants.

Leverage Technology for Research

Establishment and upgrading of facilities to support faculty research.

Raise Awareness of/Share Out Research

Establish a platform/mechanism for communicating interdisciplinary research and visualization of research areas to promote collaboration between faculty members and awareness and outside recognition.

Produce printed or digital collateral documenting interdisciplinary work resulting from grant awards and other initiatives to build portfolios and make research available.

Execute exhibitions of interdisciplinary work in an effort to establish a visible culture of such work.

SHOULD HAVE KNOWLEDGE OF FIELD (ARCH/INT/INT)

NEED TIME + FUNDING TO HELP SPEED

YES!

Facilities TO PROMOTE INTERNAL COLLAB

RESEARCH WORK SHOW CASE IN BUILDING

TOPIC TEAM COLOR KEY

Curriculum & Programs	Technology	Sustainability	Interdisciplinary Education	CoAD's Global Reach	CoAD + the Professions
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6.6b

WHAT DO YOU THINK?

What **resonates**? What doesn't resonate? And *why*?

What are we **missing**? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

agree on GREEN, disagree on RED, and other comments on BLUE.

Write legibly and post your comments below.

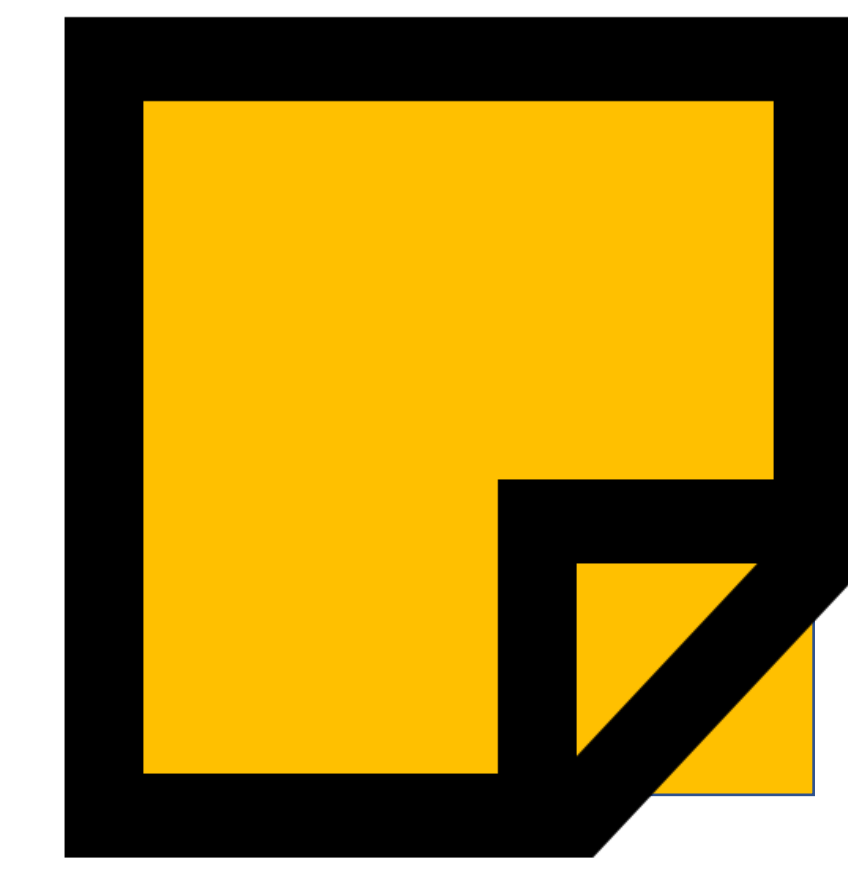


PROGRAM IDENTITY & AWARENESS

RESEARCH

6.7

WHAT DO YOU THINK?



Come back to this when you've looked at the other goals!

What resonates? What doesn't resonate? And *why*?

What are we missing? What doesn't fit?

Share your thoughts, please! Use the provided pens and post-it notes:

agree on GREEN, disagree on RED, and other comments on BLUE.

Write legibly and post your comments below.

COLLEGE-WIDE GOALS DRAFT FRAMEWORK

OTHER GOALS

Have we missed an important goal area? If so, what is it and why is it important?

MORE CONVERSATION
B/W STUDENTS +
FACULTY/ADMIN?

WHAT IS
THE
INFRASTRUCTURE
THAT MAKES
THE GOALS HAPPEN?

AWARENESSE
OF ISSUES
+ AWARENESS
OF V&T RESOURCES

MENTAL
HEALTH OF
STUDENTS NEEDS
TO BE ADDRESSED!
prioritized

Curriculum Programs
Goal to create more
flexibility in taking
semesters off /redoing
is a staff, but we should
cultivate more awareness
On the stress that
students are under + those
affects

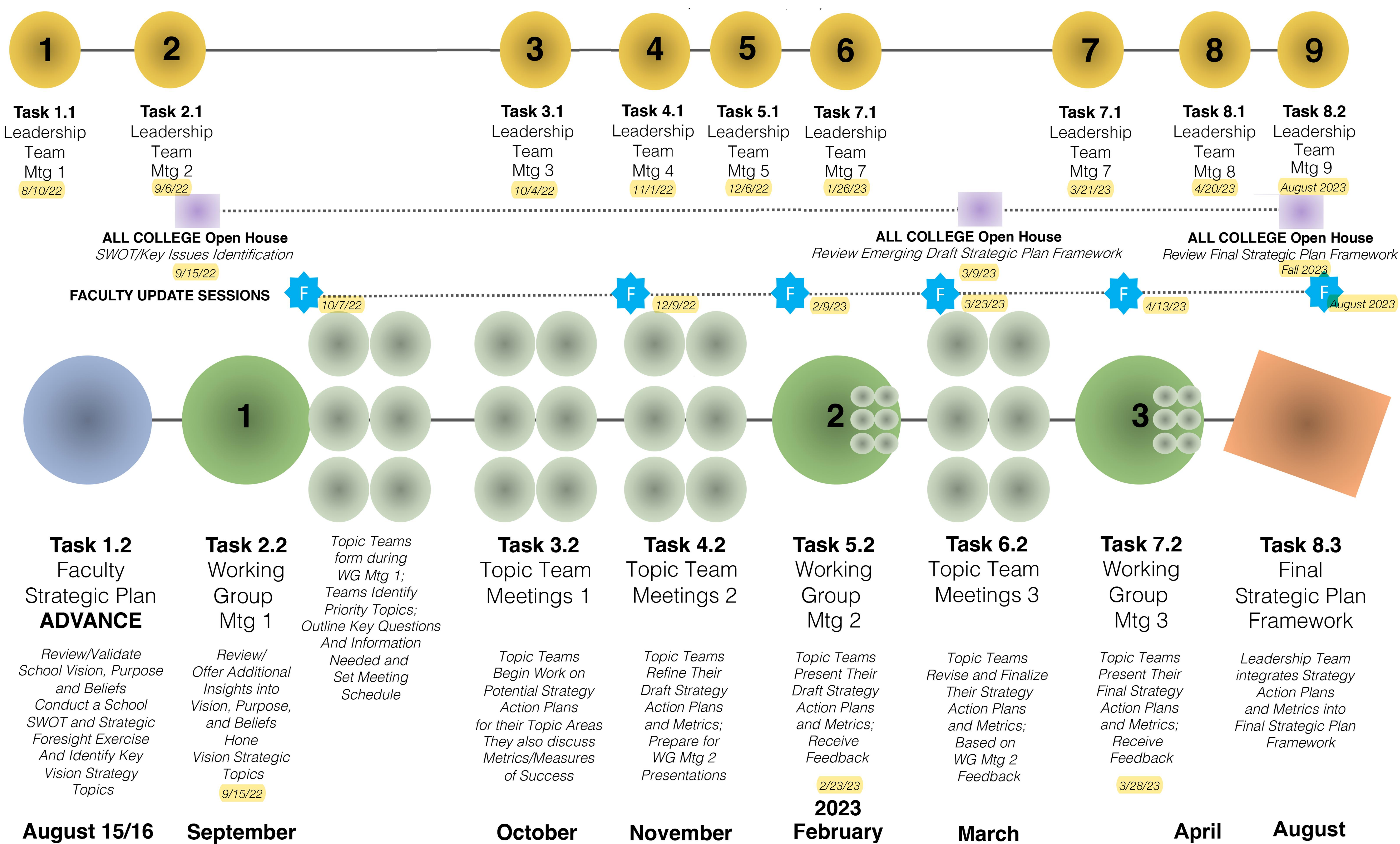
OTHER GOALS/STRATEGIES?

Large empty area for writing other goals and strategies.

7.1

THANK YOU & NEXT STEPS

- **THANK YOU FOR SPENDING THE TIME YOU HAVE WITH US TODAY!** Your insights and involvement are hugely important to this process.
- **FEEDBACK** from today's Open House will be summarized and provided to the Leadership Team and Working Group. **All reports from our process will be posted on the Strategic Planning website.** (uh.edu/architecture/strategic-planning)
- We will continue to drive the framework forward through meetings with the working group, faculty, leadership team/directors, and the Dean. **The Strategic Planning Framework will be completed by the end of this semester.**
- The final Framework will be shared at the **All-College Open House 3** in **Fall 2023.**



F.A.Q.s & OTHER COMMENTS?

Are we really going to focus on ALL these things?

Likely not! This plan is aspirational! We'll prioritize and even pivot as we need to.

How many years are we planning for?

3-5 years, which is the norm, so we can address our quickly changing world.

But what are we actually going to do?

The strategic framework will inform tactical action plans with steps to execute the strategy.

Who is the strat plan for?

While it serves us all, it will be used most by CoAD leadership; it also goes to the Provost.

What about long-term goals?

Strat planning is an on-going process. Long-term priorities will continue to show up in future plans.

How will we hold ourselves accountable?

Our goals & strategies will be supported by metric & measures of success.

When will I see the final product?

The Framework will be completed this spring and shared in the fall.

ANYTHING ELSE?

Write down any additional comments or questions you may have about the Strategic Plan Framework on a post-it note.



Need more space to share your thoughts? Drop us a line by using this QR code.