STRATEGIC PLAN: 2016-2021

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UNIVERSITY OF **HOUSTON**
GERALD D. HINES COLLEGE OF ARCHITECTURE AND DESIGN

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Design:

Design reconciles conflicting visions and exploits all available technologies to shape and sustain a better world. Houston's hot, humid environment, low lying Gulf Coast geography, and dispersed pattern of unzoned metropolitan development presents designers with an extraordinary laboratory full of challenges and opportunities. The proposals seeded in the vast urban sprawl of Houston are transmutable to cities around the globe.The Gerald D. Hines College of Architecture offers its students a platform of integrated disciplines—Architecture, Interior Architecture and Industrial Design—from which to negotiate the complexities of contemporary practice in a world that is grappling with diminishing economic and natural resources; the realities of post disaster reconstruction; and at the same time, continued, rapid urbanization.Faculty and students work together in a studio-centric curriculum, supported by a digital fabrication facility. Open studios seamlessly incorporate coursework into project based learning through material investigations and applied research.Making is not simply an action or a craft, but a form of critical thinking, calling forth innovative solutions for contemporary conditions.Our programs foster an environment where ideas find form; where practices are socially equitable and fundamentally ecological establish a model from which to develop Houston's future; and to inform and share design strategies globally.

Our Vision:

We strive to become a premier college of architecture and design and to produce critical thinkers and global citizens who are skilled in their craft, capable of using advanced technology and methods of industrialized production, respect the environment, understand the power of design to shape many lives, and are equipped to take on leadership roles within their chosen professions.

Our Mission:

The Gerald D. Hines College of Architecture and Design at the University of Houston remains focused on design as the fundamental activity of its studies since 1956.

Building on that focus, the College positions itself to :

- explore solutions to societies myriad challenges through reflection and action with the prospect of advancing the human condition
- practice with respect for the environment
- foster innovation through collaboration
- instill a global view of design and the arts and prepare students to serve as cultural leaders of the 21st century.
- advance our professions through scholarship and research
- benefit Houston and the greater urban environment through service to the university, our communities, industry, government and the architecture and design professions.

Goals

ONE – Build a local, national and international value network
To continue to build a national and international network the college will:

- Continue to work on building our scholarly publications and the distribution of our scholarly journals, such as our " **ii: International Journal of Interior Architecture + Spatial Design**, currently in its fourth volume

- Continue to develop its partnerships with the schools that we have initiated exchange programs with. Currently, we have an MOU with Beijing Institute of Technology, Technical University, Graz, University of Buenos Aires, Ecole Nationale Suerieure d'Architeture Versailles, and Universidad del Desarrollo.

- Continue to seek international acclaim at biennali and international exhibition venues.

TWO – Develop our local reputation into a national and global reputation
The college must:

- graduate from local press to national and international coverage.

- continue to garner attention through international exhibitions and symposia

- continue to take leadership positions in significant national and international conferences.

- Re-establish the college's Atrium Press as a significant scholarly press.

- Work to right-size the college's Marketing and Communications office.

We currently have one Director of Communications. Most colleges within the university have three or more staff in their communications divisions. We are in desperate need of a Web Developer, a Graphic Designer, and a Writer/Copy Editor to help build the reputation of the college locally, nationally, and internationally.

THREE – Develop an integrative model for architectural education

In order to support a more integrative model the programs will:

- Integrate technology and the design studio

- Integrate the college "values" into the studio culture: history, theory, criticism, environmental and social responsibility, and understanding of related disciplines within the college

- Take advantage of on-line courses to re-structure the way we deliver required courses

- Take advantage of mini-sessions to construct a more modular curriculum

FOUR – Grow and expand our graduate programs

To diversity the program offerings and expand our demographic base, the college will:

- Develop curriculum for the MS 20th Century Preservation

- Begin approval for our Ph.D. program in Architecture and Industrial Design

- Finalize our certificate program with the College of Engineering in Architectural Engineering

- Expand our research and incubator programs for Industrial Design

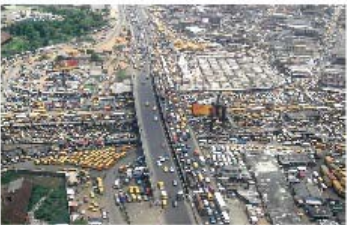- Finalize the curriculum for our MS Urban Systems degree

Patterns of Development

American Suburban Development

Hong Kong, One of the Densest Cities in the World

Traffic in Lagos, Nigeria

Patterns of Development in Las Vegas, USA

The Rapid Expansion of Dubai

WHAT IS URBAN SYSTEMS?

At the beginning of the twenty-first century global cities are defined by massive and traumatic change. In the developing world, urban expansion is so rapid that conventional planning systems cannot keep pace with growth. And in the developed world, existing infrastructure and urbanism is often unable to accomodate shifting realities. Finally, in both of these settings threats of climate change, environmental degradation, charged socio-political conditions, failing infrastructures, and public health issues are challenging the livability of our cities. New models are needed to address these major challenges. We will need to invent new ways of approaching ecology, infratructure, development, policy, and design.

The **URBAN SYSTEMS** program seeks to provide those new models. Its focus is not solely on issues of policy or design or community development, but rather an integrative way of looking at the complexity of the contemporary city. Traditional urban programs have been divided into either Urban Planning (with a policy focus) or Urban Design. The **URBAN SYSTEMS** program seeks to merge planning, design, and ecological thinking, in an acknowledgement that the contemporary city is multivalent, hybrid, and cannot be addressed through policy or design alone. The program will provide students a means to intervene in the city in productive, innovative ways—across disciplines, platforms, and methodologies.

The primary degree offered within **URBAN SYSTEMS** would be a Master of Urban Systems at the end of two years of study. Within that M.U.S. degree, students can choose one of three concentrations:

1/ Design
2/ Policy, Planning, Community Development
3/ Sustainable Urban Environments

These three concentrations could eventually become degree-granting programs in their own right (MCP, MUD, and MLA.)

URBAN SYSTEMS

Design

Policy, Planning, Community Development

Sustainable Urban Environments

FIVE – Attract and retain the best students

To continue to improve our track record for recruitment and retention we will:

- Continue to focus and improve our recruitment strategies

- Expand our Ambassador Program: students return to their high school to recruit (Appendix A.4.1)

- Expand our Summer Discovery program to include Industrial Design and Interior Architecture

- Support students to attend AIAS to recruit for the graduate programs

- Support attendance at IDSA to recruit for Industrial Design

- Support attendance at IIDA and ASID to recruit for Interior Architecture

- Continue to solicit Scholarships, particularly for graduate students

- Increase the number of Community Colleges with which we have reciprocity agreements

- Continue to develop our web presence

- Try to develop a staff position to oversee an internship program

- Continue to expand our Career Fair

SIX – Define media, digital fabrication, and digital vocabularies for the college

To aggressively push to clarify and define the college's position vis-à-vis the digital realm and the potential for research the college will:

- Explore the potential for 3-D printing and robotics within the college

- Expand the tool base for Architecture and Industrial Design

- Build on the Digital Vocabularies seminars already begun

- Raise funds to support the Keeland Design Exploration Center's expansion to

the North Garage

- Explore the capabilities of the college to collaborate with Engineering, Technology, and Business to further our research capabilities in building skins and 3-D printing and mass customization

SEVEN – Develop a robust research agenda for the college

To further develop our research agenda the college will:

- Develop a Ph.D. program

- Expand our graduate programs to include research interests.

- To focus our efforts on the Industrial Design ID+ Incubator program

- To continue to develop CeSAR and its partnerships

- To seek final approvals on our Urban Systems degree options

- To continue to encourage interdisciplinary collaborations

Initiatives:

Human Resources:

The GDH College of Architecture and Design significantly understaffed relative to other colleges in the University. This has been true for some time and was probably not as critical when the college was operating as a single discipline. However, the college has not grown since it began to add disciplines over the last ten years. At this point in time, as it continues to grow its graduate programs and continues to move into the international spotlight, this lack of human resources is beginning to impact the ability of the college to meet its university obligations. It is harder and harder to meet the performance measurements that we are being held to without the appropriate human resources to take on the responsibilities for those measurements.

Below is the summary of human resources for the colleges nearest to our college in enrollment for comparison. There is a complete profile of the colleges of comparable enrollment in the Appendix of this report. (Appendix: A.1.1)

COLLEGE	STUDENTS	FACULTY	STAFF	RATIO*
Architecture and Design	689	23 + 51	18	38.3/4.1
Hilton College	647	33	73	8.9/.45
Social Work	405	26	42	9.6/.62
Optometry	436	70	37	9.6/1.9
Pharmacy	552	57	46	12.0/1.2
Law Center	1,040	61	86	12.1/.71

- Ratio of students to staff/ration of faculty to staff

Positions Urgently Needed:

Administrative Asst. Dean's Office	$ 55,000
Administrative Asst. Graduate Studies	55,000
Graphic Designer	48,000
Web Developer	55,000
Staff Writer	55,000
Recruitment Officer	50,000
Associate Dean for Research	120,000
Director of Undergraduate Studies	130,000
	$568,000
with Fringe	$170,000
Total	$738,000

The College will begin adding positions this fall, using our initiatives monies to fund an Administrative Assistant position to serve the Associate Dean, the Development Director, and the Graduate Program Directors. We would like to realize the rest of the positions by 2021.

Human Resourses: Faculty

Over the next five years, the faculty will grow to accommodate the growth in the programs. Currently, the faculty composition is:

Assistant Professors	5
Associate Professors	8
Professors	10
	23

Fall, 2016 + 2 Assistant Prof.

	7
	8
	10
	25

Fall, 2017 +1 Assistant

+1 Assistant	8
+ 2 Associates	10
+ 1 Professor	11
	29

Fall, 2018 + 2 Assistants

+ 2 Assistants	10
+ 1 Associate	11
	11
	32

Fall, 2019 + 1 Assistant

+ 1 Assistant	11
	11
	11
	33

Fall, 2020 + 1 Assistant

+ 1 Assistant	12
+ 1 Associate	12
	11
	35

Fall, 2021 + 1 Associate

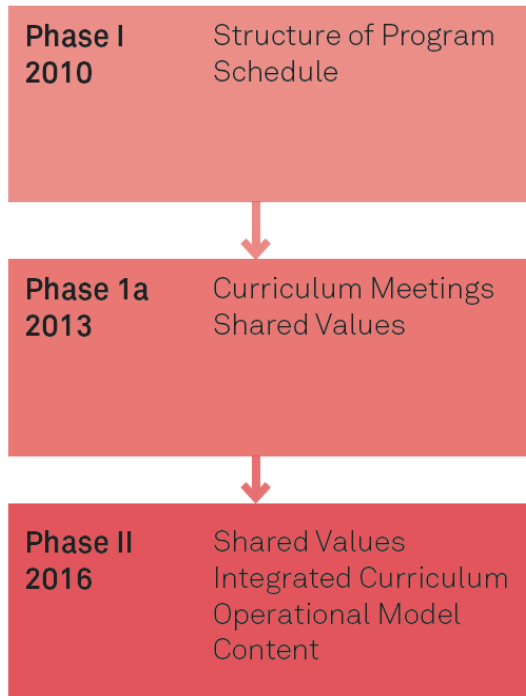|	
+ 1 Associate	12
	13
	11
	36

Student Enrollment

As the programs grow, research expands, and new degree programs are added, the college anticipates student growth in equal measure. Growth in the programs is anticipated to look like this:

	FALL 15	rate	FALL 16	FALL 17	FALL 18	FALL 19	FALL 20	FALL 21
MARCH	65	0.09	71	77	84	92	100	109
MSARCH	6	0.1	7	7	8	9	10	11
MA MS-	2	0.05	2	2	2	2	3	3
ID MS-	9	0.14	10	12	13	15	17	20
URB MS-	0	0.15	0	5	7	8	9	11
PRES	0	0.1	0	5	6	7	7	8
MS-IA?	0	0.15	0	0	5	7	8	9
BARCH	427	0.06	453	480	509	539	571	606
ENV DES	7	0.05	7	8	8	9	9	9
BS-ID	103	0.1	113	125	137	151	166	182
BS-IA	62	0.14	71	81	92	105	119	136
	681		734	801	871	943	1020	1104

Academic Programs

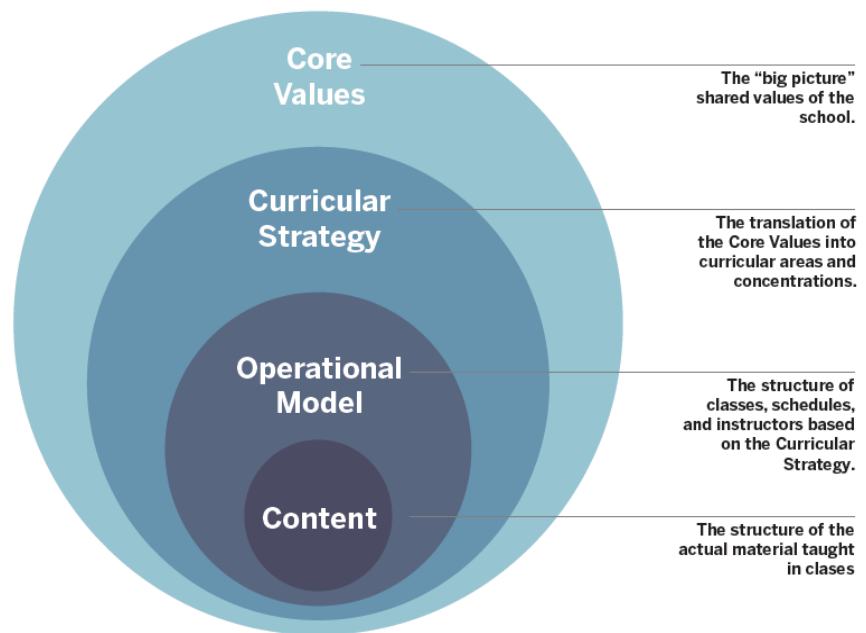|	
Phase I **2010**	Structure of Program Schedule
Phase 1a **2013**	Curriculum Meetings Shared Values
Phase II **2016**	Shared Values Integrated Curriculum Operational Model Content

The College last investigated its architecture curriculum in a comprehensive way in 2010. Many of the results of those findings have been realized effectively, from the structure of the semester to the class-week, from the integration of tech to the expanding notion of studio. This latest study is an attempt to build on the 2010 work, and to evolve some of the good ideas that came out of the 2013 curriculum discussions. Our intention is to work from a set of shared values toward an integrated curricular strategy that incorporates
new or perhaps undervalued areas of thought, realized through an clearly-structured
operational model for the curriculum.

The Goal of this Proposal:
To Align our Practices with
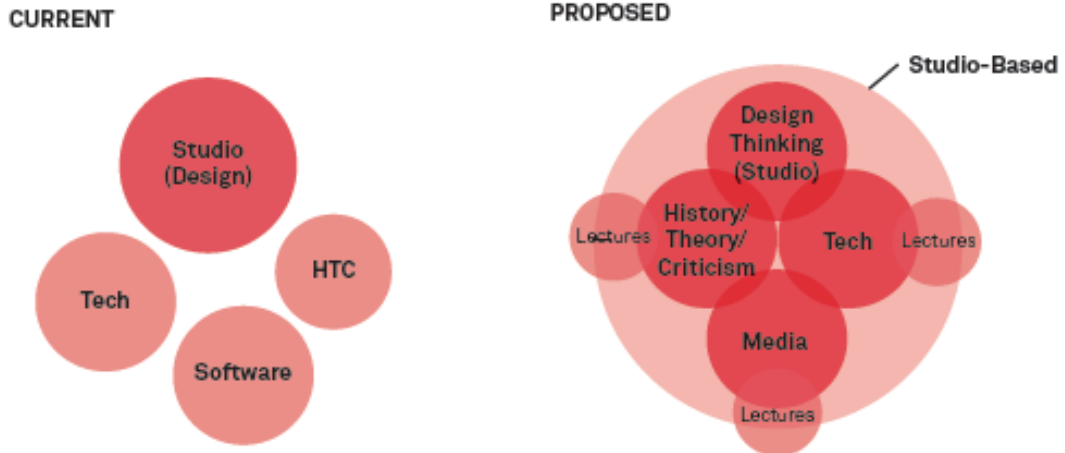# Our Stated Core Values

Become who you are! Nietzsche

Core Values — The "big picture" shared values of the school.

Curricular Strategy — The translation of the Core Values into curricular areas and concentrations.

Operational Model — The structure of classes, schedules, and instructors based on the Curricular Strategy.

Content — The structure of the actual material taught in clases

1 Studio-Based Learning

> **GOAL**: Increase Hands-On and Experiential Student Engagement

2 Clear Integration of Content

GOAL: Greater Consistency and Oversight of Class Content

CURRENT

PROPOSED

Studio-Based

Studio (Design)

Tech

HTC

Software

Design Thinking (Studio)

History/ Theory/ Criticism

Lectures

Tech

Lectures

Media

Lectures

3 Iterative & Sequential Learning

GOAL: Increasingly Complex Engagement With the Disciplines
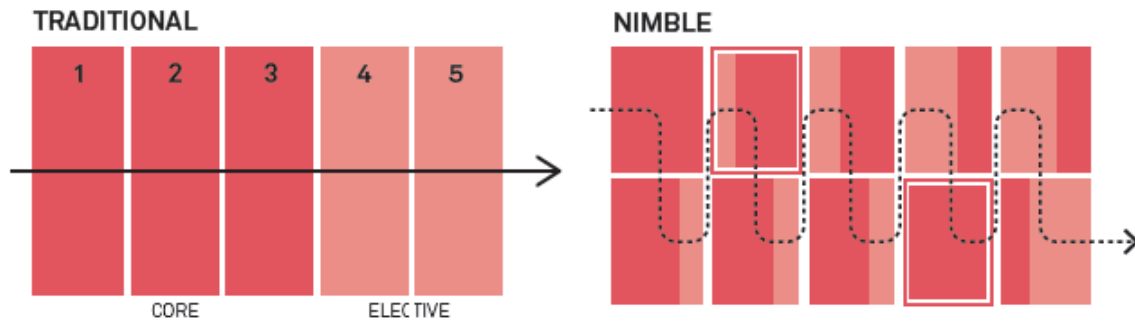

Sequential

Iterative
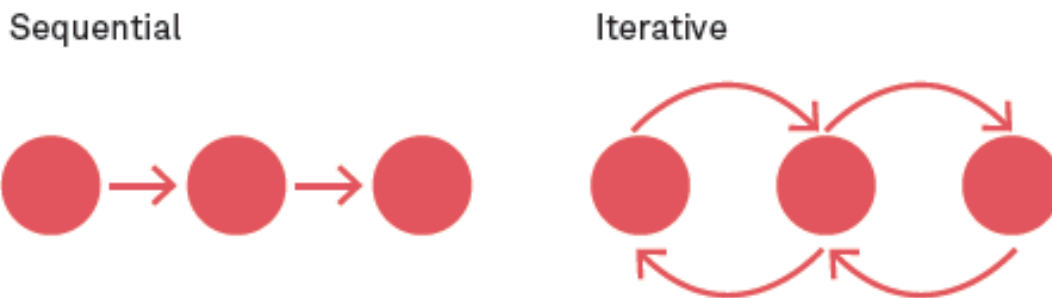
4 New Areas and New Designations

GOAL: Clearer Articulation of Values and Disciplines, Alignment with NAAB 2014

5 Nimble Curriculum

GOAL: Greater Exploration and Building Intellectual Confidence

TRADITIONAL

| 1 | 2 | 3 | 4 | 5 |

CORE   ELECTIVE

NIMBLE

6 Modules and Mini-Sessions

GOAL: More Diversity of Class Types, Fast and Slow Thinking

FULL TERM COURSE

15 Weeks

MODULES

7 Weeks   7 Weeks

7 Overlaps and Super Blocks

GOAL: Better Integration and Collaboration Between Classes

OVERLAP
4 Credits +
3 Credits =
2 Credit Overlap

Classes that overlap in terms of content, faculty, units, and proximity

DESIGN STUDIO
5 Credits

(2 Credit Overlap)

SYSTEMS
3 Credits

SUPERBLOCK
5 Credits +
3 Credits +
2 Credits =
10 Credit Superblock

Two or three classes together addressing a common problem, with shared faculty

DESIGN STUDIO
5 Credits

SYSTEMS
3 Credits

HISTORY/ THEORY
2 Credits

8 "Focus" Electives

GOAL: More Consistency and Depth in Elective Options

9 MW or MWF Studios

GOAL: Create Stronger Sense of Studio Culture Throughout the College
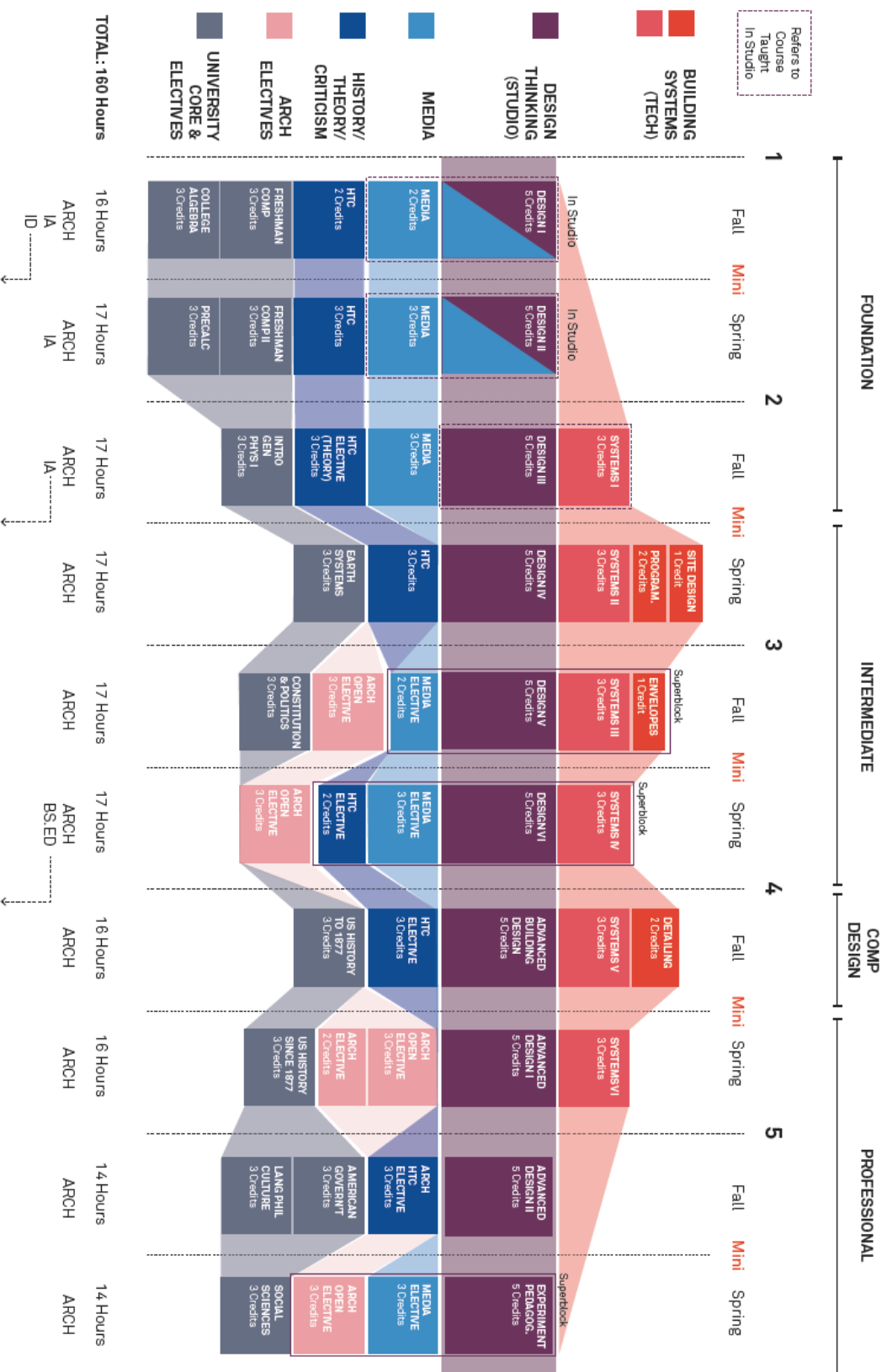
10 Rovers

GOAL: Complimentary Roving Instruction to Complement Studio

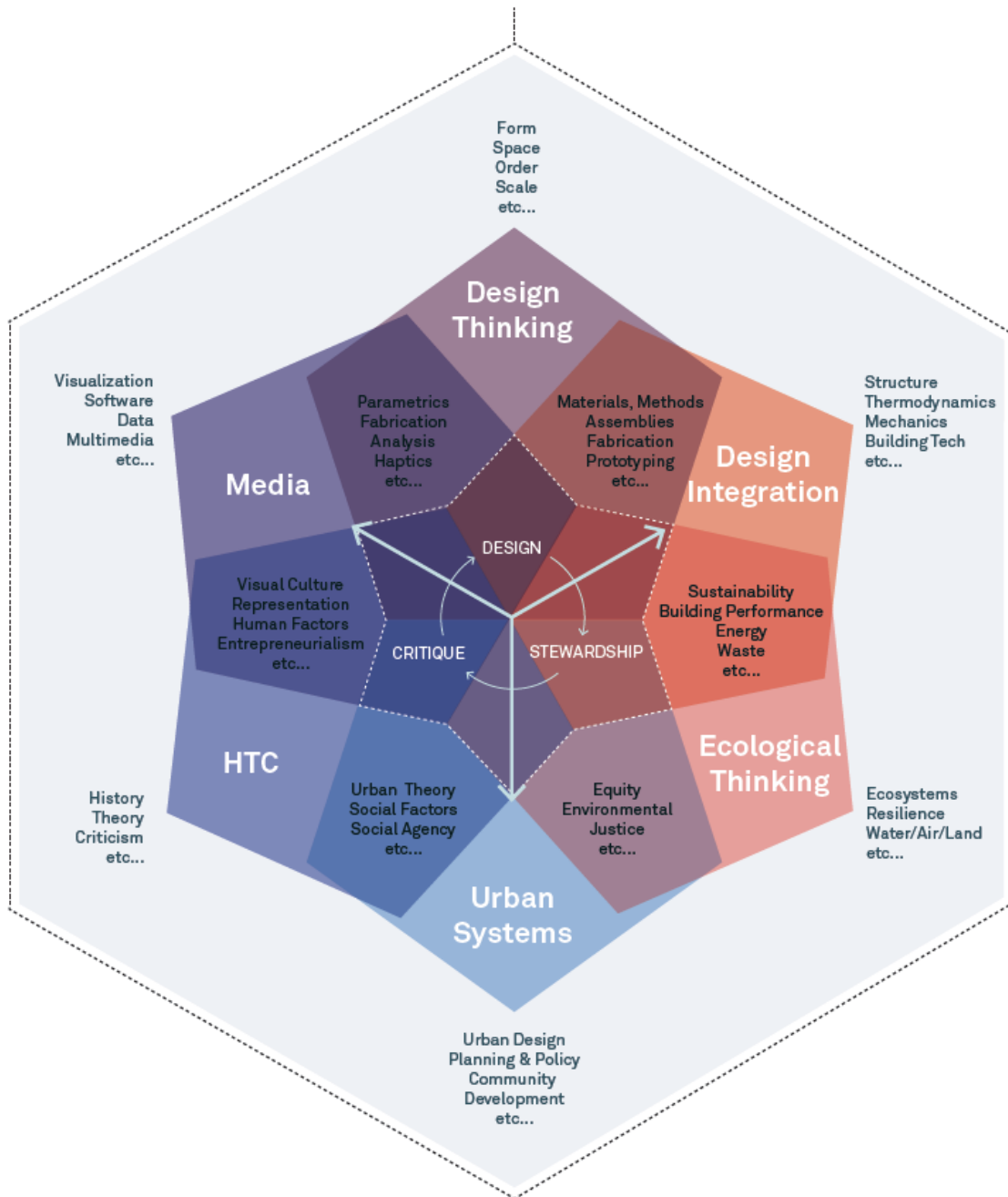**11** Experimental Pedagogies

GOAL: Testing Ground/Laboratory for New Pedgogical Ideas and Models

5 Year B.Arch—Sample Degree Plan
Design+Building Systems+Media+HTC+Core and Electives

Refers to Course Taught In Studio

BUILDING SYSTEMS (TECH)

DESIGN THINKING (STUDIO)

MEDIA

HISTORY/ THEORY/ CRITICISM

ARCH ELECTIVES

UNIVERSITY CORE & ELECTIVES

TOTAL: 160 Hours

1 — FOUNDATION

Fall
- DESIGN I — 5 Credits (In Studio)
- MEDIA — 2 Credits
- HTC — 2 Credits
- FRESHMAN COMP I — 3 Credits
- COLLEGE ALGEBRA — 3 Credits
- 16 Hours
- ARCH / IA / ID

Mini

Spring
- DESIGN II — 5 Credits (In Studio)
- MEDIA — 3 Credits
- HTC — 3 Credits
- FRESHMAN COMP II — 3 Credits
- PRECALC — 3 Credits
- 17 Hours
- ARCH / IA

2 — INTERMEDIATE

Fall
- DESIGN III — 5 Credits
- SYSTEMS I — 3 Credits
- MEDIA — 3 Credits
- HTC ELECTIVE (THEORY) — 3 Credits
- INTRO GEN PHYS I — 3 Credits
- 17 Hours
- ARCH / IA

Mini
- SITE DESIGN — 1 Credit
- PROGRAM. — 2 Credits

Spring
- DESIGN IV — 5 Credits
- SYSTEMS II — 3 Credits
- MEDIA — 3 Credits
- HTC — 3 Credits
- EARTH SYSTEMS — 3 Credits
- 17 Hours
- ARCH

3

Fall
- DESIGN V — 5 Credits
- SYSTEMS III — 3 Credits — ENVELOPES — 1 Credit (Superblock)
- MEDIA ELECTIVE — 2 Credits
- ARCH OPEN ELECTIVE — 3 Credits
- CONSTITUTION & POLITICS — 3 Credits
- 17 Hours
- ARCH

Mini

Spring
- DESIGN VI — 5 Credits
- SYSTEMS IV — 3 Credits (Superblock)
- MEDIA ELECTIVE — 3 Credits
- HTC ELECTIVE — 2 Credits
- ARCH OPEN ELECTIVE — 3 Credits
- 17 Hours
- ARCH / BS.ED

4 — COMP DESIGN

Fall
- ADVANCED BUILDING DESIGN — 5 Credits
- SYSTEMS V — 3 Credits — DETAILING — 2 Credits
- HTC ELECTIVE — 3 Credits
- US HISTORY TO 1877 — 3 Credits
- 16 Hours
- ARCH

Mini

Spring
- ADVANCED DESIGN I — 5 Credits
- SYSTEMS VI — 3 Credits
- ARCH OPEN ELECTIVE — 3 Credits
- ARCH OPEN ELECTIVE — 2 Credits
- US HISTORY SINCE 1877 — 3 Credits
- 16 Hours
- ARCH

5 — PROFESSIONAL

Fall
- ADVANCED DESIGN II — 5 Credits
- ARCH HTC ELECTIVE — 3 Credits
- AMERICAN GOVERNT — 3 Credits
- LANG.PHIL. CULTURE — 3 Credits
- 14 Hours
- ARCH

Mini

Spring
- EXPERIMENT PEDAGOG. — 5 Credits (Superblock)
- MEDIA ELECTIVE — 3 Credits
- ARCH OPEN ELECTIVE — 3 Credits
- SOCIAL SCIENCES — 3 Credits
- 14 Hours
- ARCH

18

DESIGN

Form
Space
Order
Scale
etc...

Visualization
Software
Data
Multimedia
etc...

Structure
Thermodynamics
Mechanics
Building Tech
etc...

Design Thinking

Parametrics
Fabrication
Analysis
Haptics
etc...

Materials, Methods
Assemblies
Fabrication
Prototyping
etc...

Design Integration

Media

DESIGN

Visual Culture
Representation
Human Factors
Entrepreneurialism
etc...

CRITIQUE

STEWARDSHIP

Sustainability
Building Performance
Energy
Waste
etc...

History
Theory
Criticism
etc...

HTC

Urban Theory
Social Factors
Social Agency
etc...

Equity
Environmental
Justice
etc...

Ecological Thinking

Ecosystems
Resilience
Water/Air/Land
etc...

Urban Systems

Urban Design
Planning & Policy
Community
Development
etc...

19

Research

Growth in the Graduate Programs will provide new platforms for research. The graduate program in Industrial Design will engage in research in areas of health and new incubator programs for ID+. Architecture will engage in research in History, Theory, and Criticism, Urban Systems, 20th Century Historic Preservation, Structural Engineering, Exterior Cladding, and 3-D Printing and Robotics. We are working to start a Ph.D. program to facilitate our research directions. Interior Architecture will focus on Advance Spatial Design. We will also pursue research in Digital Vocabularies.

Research Values:

Intellectual Impact and Innovation: Pursue of excellence based on academic and professional peer review processes.

Engagement: Involve students, faculty, university partners, and community partners as integral part of research initiatives.

Interdisciplinary: Create synergies between CoAD programs and other university departments to nurture and promote innovation.

Dissemination of Knowledge: Synthesize knowledge through academic and non-academic publications and events.

Build: Pursue applied result and theoretical research that influences the built environment.

The CoAD has seven centers/research programs and will be staffing a university research center. Each of these centers is an interdisciplinary intersection for research, funding, and publishing.

1. The Community Design Resource Center (CDRC) provides a platform for community engagement and urban-system scale research.

2. The Graduate Design-Build studios allow students to realize concepts by implementing full-scale design and technology solutions for Houston[1]s civic and climate context.

3. designLAB uses the UH system campuses as demonstration projects

for interdisciplinary and joint-development research as high quality learning and living environments.

4. The Center for Sustainability and Resilience (CeSAR) attracts other disciplines as partners to research how Houston can adapt and prosper

5. The Materials Research Collaborative promotes investigation and application of new materials. It also engages in pre- and post-occupancy evaluation for energy efficient buildings.

6. ID+ is the Industrial Design Incubator program to encourage the foundation of design practice in Houston.

7. Advanced Spatial Design provides opportunities for sponsorship in the Interior Architecture program.

The plan is to use these centers as catalysts for our research agenda while concurrently building our graduate programs to feed the centers.

2014 Venice International Biennale of Architecture

Facilities

The college will have to accommodate projected growth. Our first area of expansion will be the "barnacle" on the new North Parking Garage. This raw space will address the needs of the three programs by adding fabrication space for digital vocabularies, robotics, and 3-D printing. It will allow for work with composites, casting and additional spray booths for Industrial Design. As the College of the Arts gets established, we anticipate a new facility for them and we would place ourselves in line to take over any vacated space in the adjacent Arts Building.

Corporate and Institutional Partnerships

As a continuation of our global studies, we will continue to develop international exchange programs and collaborative studios to ensure the global citizenship of our students.

Industrial Design needs to continue to develop strong industrial and corporate partners through sponsored studios and incubator investors.

Sponsored studios are also viable for Architecture and Interior Architecture.
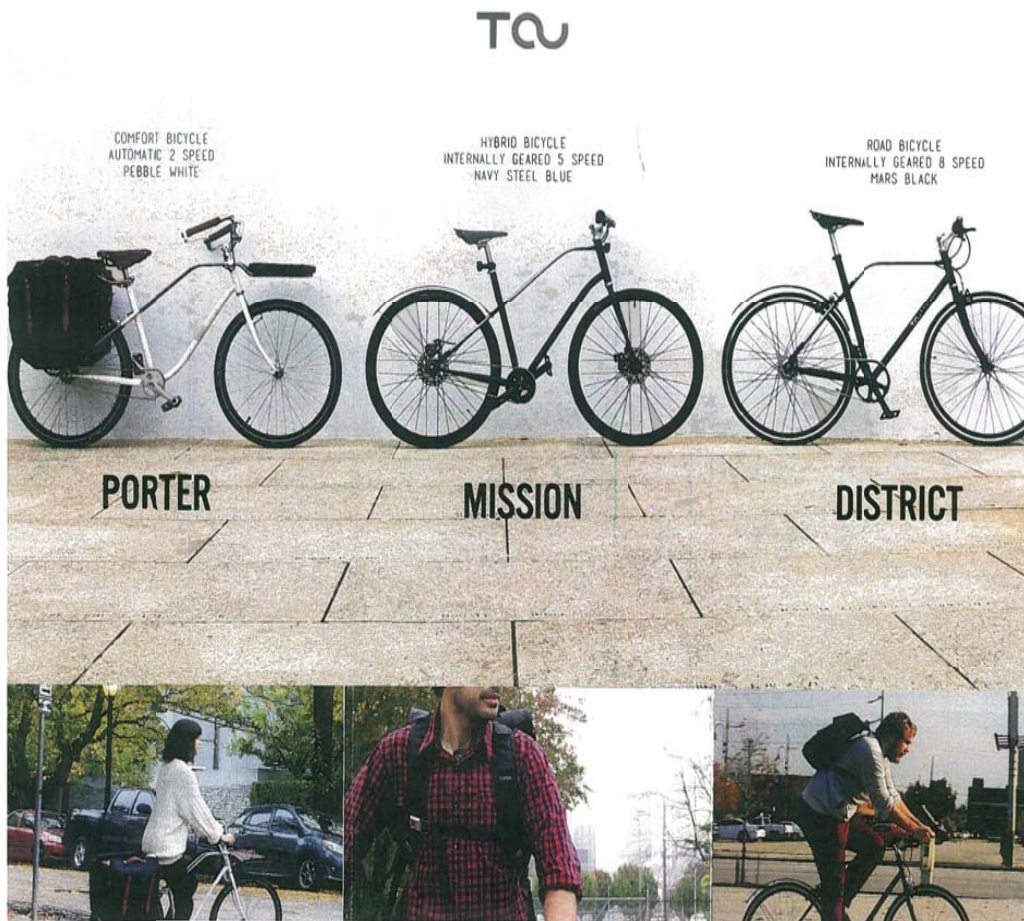
Advancement

1. We must develop **endowed professorships** so that we can hire and retain the brightest minds in architecture and design.

2. We also need to bring **endowed graduate fellowships and scholarships** to the graduate programs, and scholarships to the undergraduate programs, to be competitive with other programs around the country.

The impact of these two initiatives is:

- Thought Leadership
- Disciplinary Depth
- World Class Scholars
- Putting the Right People on the Bus

The results of these initiatives:

- Attract Star Faculty
- Retain Current Talent
- Advance Research
- Recognition for the College and the University

3. We will continue to **expand our global partnerships.** We need to develop Global Partnership Endowments for annual studios that allow our students to participate in international programs and exchange opportunities to:

- Increase competitive positioning for the best talent
- Position students for global leadership and practice
- Expand our research agenda
- Strengthen the international focus of our programs

4. The creation of a **Fabrication Zone,** potentially shard with Engineering and the Arts, and the development of **Advanced Digital Technologies** such as 3-D printing an robotics will allow:

- A multidisciplinary fabrication zone dedicated to research and the craft of making
- Incorporating robotics and enhanced 3-D capabilities in materials research

- New technologies such as kinetic assemblies, sound and mind-activated assemblies

Since I arrived in 2010, I have raised $5,363,659 in cash gifts, averaging nearly $900/year. This has been a challenge considering I have had a functioning development officer only half of that time. With the hiring of a new development officer, we hope to make progress on the goals listed above.

STRATEGIC PLANNING TASK FORCE

MATTHEW JOHNSON, ASSOCIATE PROFESSOR, ARCHITECTURE
RONNIE SELF, ASSOCIATE PROFESSOR, ARCHITCTURE
SUSAN ROGERS, ASSOCIATE PROFESSOR, ARCHITECTURE
WILLIAM TRUITT, ASSOCIATE PROFESSOR ARCHITECTURE
DIETMAR FROEHLICH, CO-DIRECTOR GRADUATE STUDIES, ASSOC.
    PROFESSOR
EUNSOOK KWON, DIRECTOR INDUSTRIAL DESIGN, PROFESSOR
ZIAD QURESHI, ASSISTANT PROFESSOR, INTERIOR ARCHITECTURE

THE STRATEGIC PLANNING PROCESS:

The College has been working toward this strategic plan for two-three years. We engaged in faculty workshops and discussion sessions in Fall of 2013 (Appendix A.2.2). We acted on some of the points that were raised in those workshops. We followed up the workshops with retreats in 2014 and 2015 (Appendix A.2.1) The Strategic Planning Task Force conducted faculty and student surveys in Fall, 2015. The "cloud" shorthand for those results are shown in Appendix A.3.1. During the strategic planning process, the faculty got side-tracked by curriculum issues and ended up producing an entire new curriculum structure now being considered by the faculty. It will be the subject of our retreat in August, 2016. The strategic plan is a living document. It will be revised each year.

APPENDIX

APPENDIX A.1.1:

HUMAN RESOURCES COMPARISON WITH COMPARABLE COLLEGES

ARCHITECTURE AND DESIGN   **689** STUDENTS

  5 ASST. PROF.
11 ADJ. ASST. PROF.
  7 ASSOC. PROF.
  2 ADJ. ASSOC. PROF.
10 PROFESSORS
  1 ASSOC. INSTR. PROF.
  1 VISITING PROF.
36 FACULTY
41 PART TIME FACULTY
77 FACULTY

DEAN
ASSOCIATE DEAN
ASSISTANT DEAN
ADMINISTRATIVE ASSISTANT
OFFICE ASSISTANT
BUSINESS MANAGER (4)
ACADEMIC ADVISING (2)
DEVELOPMENT DIRECTOR
DIRECTOR MARKETING AND COMMUNICATIONS
IT (2)
SHOP COORDINATOR (2)
MEDIA SERVICES   **18** STAFF

1 STAFF PER 38 STUDENTS
1 STAFF PER 4.3 FACULTY

HOTEL AND RESTAURANT MANAGEMENT   **647** STUDENTS

  9 ASST. PROF.
  1 CLINICAL ASST. PROF.
  5 ASSOC. PROF.
12 LECTURERS
  6 PROF.
  1 RESEARCHER

DEAN
ADMINISTRATIVE ASSISTANT (2)
EXECUTIVE SECRETARY (3)
ASST. DEAN
ASSOCIATE DEAN OF ACAD. AFFAIRS
DIRECTOR STUDENT AFFAIRS
ASSOCIATE DEAN FOR RESEARCH & GRADUATE STUDIES
DIRECTOR, COLL. ED. TECH.
DIRECTOR OF UNDERGRADUATE STUDIES
DIRECTOR OF INTERNTATIONAL PROGRAMS
DIRECTOR OF COMMUNICATIONS
DIRECTOR OF HOTEL OPERATIONS
GRADUATE PROGRAMS MANAGER
ACADEMIC ADVISOR (2)
DIRECTOR, W & SMI
DIRECTOR OF SALES
MANAGER SALES & SERVICE HRM
SUGAR LAND PROGRAM DIRECTOR AND RECRUITER
DIRECTOR OF CAREER DEVELOPMENT AND PLACEMENT
DIRECTOR OF BEVERAGE MANAGEMENT PROGRAM
DIRECTOR AH & LA INFORMATION CENTER
EXECUTIVE DIRECTOR OF GOURMET NIGHT
FUTURE COUGER RELATIONSHIP MANAGER
MANAGER CONFERENCE SALES
MANAGER USER SERVICES
MANAGER COFFEE HOUSE
MANAGER FRONT DESK
SUPERVISOR FRONT DESK
GENERAL MANAGER HRM
NIGHT MANAGER
PROGRAM MANAGER (3)
DEPARTMENT CHAIR (3)
DIRECTOR, BUSINESS OPERATIONS
BUSINESS ADMINISTRATOR
FINANCE STAFF (5)
PROGRAM DIRECTORS (4)
DEVELOPMENT DIRECTOR (2)
MARKETING COORDINATOR
GRAPHIC DESIGNER
AUDIO VISUAL SPEC.
CLERICAL (3)
USER SERVICES SPECIALIST
MANAGER BUILDING MAINTENANCE
CUSTODIAN (5)
HVAC MECH.
MAINTENANCE MECHANICS (4)
LABORER
LEAD FACILITIES SERVICE   **73** STAFF

1 STAFF PER 9 STUDENTS
1 STAFF PER .45 FACULTY

GRADUATE SCHOOL OF SOCIAL WORK

405 STUDENTS

6 ASST. PROF.
4 CL. ASST. PROF.
5 ASSOC. PROF.
5 PROF.
1 LECTURER
2 RESEARCH ASSOC.
2 RESEARCH PROF.
4 RESEARCHERS
1 SR. RESEARCHER
3 VISITING PROF.

26 FACULTY

DEAN
ADMINISTRATIVE ASSISTANT (2)
EXECUTIVE SECRETARY
SECRETARY (2)
CONTRACT ADMINISTRATOR
COMMUNICATIONS MANAGER
GRAPHIC DESIGNER
BUSINESS ADMINISTRATOR (2)
STUDENT AFFAIRS (3)
PH.D. OFFICE DIRECTOR
DEVELOPMENT DIRECTOR
ASSOCIATE DEAN FOR RESEARCH
RESEARCH ADMIN. (2)
SPEC. CAREER DEVELOPMENT
CONSTITUENT EVENTS COORDINATOR
ACADEMIC ADVISING (3)
ASSISTANT, ADVISING (1)
DIRECTOR OF FIELD EDUCATION
DIRECTOR OF ADMISSIONS
COLLEGE RECRUITMENT MANAGER
INFORMATION TECHNOLOGY (2)
PROGRAM DIRECTOR/MANAGER (5)
PROGRAM COORDINATOR (2)
FINANCIAL COORDINATOR
USER SERVICES SPEC.
FIELD SUPERVISOR
DIRECTOR CDSPR

DIRECTOR CHILD WELFARE   **42** STAFF

1 STAFF PER 10 STUDENTS
1 STAFF PER .62 FACULTY

OPTOMETRY   **436** STUDENTS

  5 ASST. PROF.
  2 ASST. RES. PROF.
  5 VISITING ASST. PROF.
12 CLIN. ASST. PROF.
10 ASSOC. PROF.
12 CLIN. ASSOC. PROF.
15 PROFESSOR
  1 RESEARCH SCIENTIST
  1 CLINICAL FACULTY
  4 CLIN. PROF.
  1 SR. RES. PROF.
  1 ADJUNCT FACULTY
  1 ADJ. ASSOC. PROF.

70 FACULTY (PER WEB)

DEAN
ASSOCIATE DEAN, FINANCE & ADMINISTRATION
ASSOCIATE DEAN, GRADUATE STUDIES AND RESEARCH
ASSOCIATE DEAN, PROFESSIONAL ADVANCEMENT
ASSOCIATE DEAN, CLINICAL EDUCATION
ASSOCIATE DEAN, PROFESSIONAL STUDIES
ASSISTANT DEAN, PROFESSIONAL STUDIES
CHAIR (2)
DIRECTOR, CENTER FOR SIGHT ENHANCEMENT
DIRECTOR, COMMUNITY EYE CLINIC
DIRECTOR, PEDIATRIC & BINOCULAR VISION
DIRECTOR, TERTC
DIRECTOR, EXTERNSHIPS AND VISION SCREENINGS
EXECUTIVE DIRECTOR OPTOMETRY RELATIONS
DIRECTOR, OPTOMETRY RELATIONS
ADMIN. ASST.
FINANCIAL AID
ASSOCIATE DIRECTOR TERTC
PROGRAM COORDINATOR
PROGRAM COORDINATOR CONTINUING EDUCATION (3)
PUBLISHING MANAGING EDITOR

TECHNICAL SUPPORT (2)
APPLICATION DEVELOPER, VISUAL OPTICS INST.
ADMINISTRATIVE HEAD TOSI
RESEARCH ASSOCIATE
BUSINESS
ADMISSIONS AND STUDENT SERVICES
ADMISSIONS AND COUNSELING
CURRENT STUDENT SERVICES
AUDIO VISUAL MANAGER
GRAPHIC DESIGNER
GRAPHICS AND VISUAL ARTS SERVICES
IT
WEB SERVICES
DIRECTOR, DEVELOPMENT
DEVELOPMENT AND SPECIAL EVENTS

37 STAFF

1 STAFF PER 12 STUDENTS
1 STAFF PER 1.9 FACULTY

PHARMACY   **552** STUDENTS

8 ASST. PROF.
1 INSTR. ASST. PROF.
13 ASSOC. PROF.
1 INSTR. ASSOC. PROF.
8 CLIN. ASSOC. PROF.
9 CLIN. ASST. PROF.
1 CLIN. PROF.
19 POST DOC. FELLOWS
12 PROFESSORS
3 RES. ASST. PROF.
1 RES. ASSOC. PROF.

57 FACULTY

DEAN
EXECUTIVE ASSOCIATE DEAN
ASST. DEAN
ADMINISTRATIVE ASST.
SECRETARY (3)
EXECUTIVE ADMINISTRATIVE ASST.

DIRECTOR, BUSINESS OPERATIONS
BUSINESS ADMINISTRATOR
BUSINESS SERVICES ASST.
ACADEMIC ADVISOR (4)
FINANCIAL ANALYST
FINANCIAL COORDINATOR (3)
ASST. EVENTS
COLLEGE RESEARCH ADMINISTRATOR
ASSESSMENT COORDINATOR
DEVELOPMENT COORDINATOR
PROGRAM COORDINATOR (4)
PROGRAM DIRECTOR
PROGRAM MANAGER (3)
DIRECTOR, ASSESSMENT & ACCREDITATION SERVICES
INSTRUCTIONAL DESIGNER
MANAGER, INFORMATION SERVICES
MANAGER, COMMUNICATIONS
MANAGER, INSTRUCTIONAL LAB
MULTI-MEDIA SPECIALIST
USER SERVICES SPECIALIST (3)
RESEARCH LAB MANAGER (2)
RESEARCH TECH.
RESEARCH LAB SUPERVISOR
PHARMACY RESIDENTS (2)

46 STAFF

1 STAFF PER 12 STUDENTS
1 STAFF PER 1.24 FACULTY

LAW CENTER   **1,040** STUDENTS

7 ASST. PROF.
7 ASSOC. PROF.
3 ASSOC. CLIN. PROF.
8 ASST. CLIN. PROF.
4 LECTURERS
25 PROFESSORS
3 RES. ASST. PROF.
2 VIS. ASST. PROF.
2 VISITING PROF.

61 FACULTY

DEAN

ASST. TO THE DEAN
ASSOCIATE DEAN
ASST. DEAN, (2)
ADMIN. ASST. (2)
LEGAL SECRETARY
SECRETARY
EXECUTIVE SECRETARY (9)
FINANCIAL COORDINATOR
ACCOUNTANT
DIRECTOR, BUSINESS OPERATIONS
ASST. BUSINESS ADMINISTRATOR
BUSINESS ADMINISTRATOR (6)
ADVISOR, FINANCIAL AID
ASSOC. DIRECTOR CAREER COUNSELING (2)
SR. CAREER DEVELOPMENT SPECIALIST (3)
ASSOC. DIRECTOR, LAW ADMISSIONS (2)
LAW ADMISSIONS COUNSELOR
ASST. DIRECTOR, LAW FOUNDATION
ASST. MAILROOM
ASST. REG. AND ACAD. RECORDS
COORD. ACADEMIC RECORDS
ADMINISTRATIVE COORDINATOR
DEVELOPMENT COORDINATOR
DIRECTOR, ADVANCEMENT (2)
OFFICE COORDINATOR (2)
PROGRAM COORDINATOR (2)
PROGRAM DIRECTOR (4)
PROGRAM MANAGER (11)
SENIOR PROJECT MANAGER
WEB DEVELOPER (2)
DIRECTOR, BLAKELY ADVOCACY INST.
DIRECTOR, IT
ASST. MANAGER, USER SERVICES SUPPORT
USER SERVICES SPECIALIST (4)
MULTI-MEDIA SPECIALIST
MANAGER, AUDIO VISUAL SERVICES
MANAGER, BUILDING MAINTENANCE
DIRECTOR, CONT. LEGAL EDUCATION
DIRECTOR, STUDENT AFFAIRS
EXECUTIVE DIRECTOR OF COMMUNICATIONS
MANAGER COMMUNICATIONS
SUPERVISOR, LEGAL CLINIC (4)
WRITER/EDITOR   **86** STAFF

1 STAFF PER 12 STUDENTS

APPENDIX A.2.1

Gerald D. Hines College of Architecture
Faculty Retreat
August 19, 2015

Attendees:
Vera Adams, Larry Bell, Jorge Camba, Joe Colaco, Cynthia Dehlavi, Tom Diehl, Natalya Egon, Jeff Feng, Sofia Fonseca, Dietmar Froehlich, Michael Gonzales, Jesse Hager, Jack Hanna, Donna Kacmar, Mark Kimbrough, Lannis Kirkland, Nora Laos, Jason Logan, Rafael Longoria, Patricia B. Oliver, Roya Plauché, Ziad Qureshi, Bruce Race, Shafik Rifaat, Marta Rodriguez, Susan Rogers, Ronnie Self, Megan Streete, Rives Taylor, James Thomas, Drexel Turner, Bruce Webb, Adam Wells, Steve Wilkerson, Peter Zweig

Dean Oliver welcomed everyone and announced new faculty: Bruce Race, Vera Adams, Jorge Camba, Ziad Qureshi, Jesse Hager, Natalya Egon. Each spoke and gave a brief introduction.

Dean Oliver announcements:

Atrium Boards – faculty boards are being updated, new faculty bio and pics are being added.
Donna Kacmar requested they also be placed on the CoA website.
Megan Streete said yes, that is being worked on.

College name change announced, the Gerald D. Hines College of Architecture and Design. It is official and has gone through all the proper channels including the Texas Higher Education Coordinating Board.

New brochures are being produced for the college. A sample was shown of the re-branding with the red dot. Requested that Coordinators provide images from their areas, for the brochures, which will be used for recruitment along with several other purposes. Mock ups will be sent around.

Marketing Announcements:

Megan Streete, Director of Communications

This fall the CoA will have a new website. Requested that when anyone has something you want added to website, generic pictures work better. The news section of the website if the best place to place announcements, updates.

They are working on updating the faculty list and should have that up very soon.

A Summer Discovery video was shown.

Lectures will be placed on the front page. It was requested that the website have an Events Calendar.

Design Intelligence Rankings – fill out surveys, faculty and students.

September 10, 2015 (12:30-1:00pm) new college name will be announced.

Mailers have been sent out on new faculty via mail.

Mentioned popularity of Facebook and Instagram for the college and good way to make announcements.

Graduate video done last year was a success, discussed doing a graduate video every year and use it to get updated/valid contact info from the graduates (alumni purposes).

Dean Oliver mentioned the Inside/Outside house has been a very popular and highly visited exhibition.

Spoke of successful Sir Mark Haukohl event held night before. Sir Mark donated art and architecture library collection to the college. Many of the guests at the event were first time visitors to the college and were very impressed.

Announced September Hines events. Hines Architectural Forum being held on Friday, September 18 from 3-5pm. Announcement was sent out on listserv with link to rsvp.

Hines 90th birthday celebration will be Saturday, September 19 in the college. It will be a 525 seated 5-course meal on the 4th floor.

The impact on the college will be:
　　　Atrium – reception
　　　3rd floor – storage of lockers, furniture pushed back, catering set up (plating)
　　　4th floor – seated dinner

Lannis Kirkland – Wednesday, September 16, by 6pm, complete any self-moving, etc., by this time.

Thursday, the event planners/moving company will start moving furniture, etc. on the 3rd and 4th floor.

Wednesday following event, September 23rd, everything will be back in place that morning.

Dean Oliver recommended not having jury week to make up for lost time. Everyone agreed.

Announced fall lectures, completion of Stern book (Bruce Webb).

Larry Bell mentioned SICSA fundraiser being held on November 20 in the SICSA facility. Large event.

Budget:
UH is changing its budgetary process, in place of going to Provost each year to request funds, new process will be performance-based funding. The college gets to determine priorities.

The first cycle will be implemented October 1, the college will collectively to set targets, make decisions.

Strategic Planning Task Force (Matthew Johnson, EunSook Kwon, Susan Rogers, Ziad Qureshi, Bill Truitt, Ronnie Self, Dietmar Froehlich). The task force has met a couple of times over the summer

The Dean put forward to have the Steering Committee also serve as the Strategic Planning Committee.
Everyone fine with it. Name will still be Steering Committee, role still the same with added tasks.

Dean:
Performance measures – report card

Presentations/Discussions:
Donna Kacmar - NCARB path to licensure presentation (see attached)
Matthew Johnson – Comparable College Programs (see attached)
Dietmar Froehlich – Multiple Degree Studies and Masters in Integration Design (_____)
Mark Kimbrough – Online Education: First Steps (_____)
Bruce Race – Urban Systems – See attached

Committee Elections:
Student Grievance Committee:
Shafik Rifaat

Faculty Grievance Committee:
Donna Kacmar

Steering Committee:
Patrick Peters
Marta Rodriguez

Peer Review Committee:
Matthew Johnson

Next Faculty Meeting will be held on December 8, 2015

Meeting Adjourned

Reception hosted by HOK

APPENDIX A.2.2

FACULTY WORKSHOPS 2013

Gerald D. Hines College of Architecture
Faculty Discussion Meeting Notes
Wednesday, October 2, 2013

Dean Oliver welcomed attendees to the first of several discussions of the College's curriculum and the opportunity for transformation. The traditional 3-credit-unit class structure conflicts with the studio teaching methodology, is restrictive, and can be better integrated to provide a more fluid learning process. The College is not now preparing students adequately to successfully enter the working world.

Can an ideal architecture learning program be designed, and then serve as the model for implementation? University administration now seems receptive to creative thinking in this area.

Three diagrams were presented to illustrate different models of architecture education:

#1:   Modernist (Bauhaus) Model – shows all aspects of aesthetics as its core (still having impact after more than a century);

#2:   Ad Hoc Model – typical model with satellite sub-disciplines appended to modified Bauhaus model (what most of us think now);

#3:   Integrative Model – design is the outlining concept; Technology, Tectonics and Human Factors are main lobes (developed at Rice in the 1970's).

DISCUSSION POINTS:

The issue is achieving synergy of human factors with design.

The medium of how work gets done is an office has changed.

Materials is also a component, but not addressed as much formally.

Bauhaus is too esoteric. Buildings are tools for human use but that is not always acknowledged. Need to achieve balance among the three factors: tectonics, technology and human factors.

How much are we willing to become porous? How to bring different knowledges (sic) together?

This diagram is a value-laden content diagram but since there seems to be largely a consensus of the values, I think we could be talking about the model of delivery.

There is a larger circle outside the diagram, one that is "context".

I propose as an alternative to "integrative" model: a "collaborative" model, which could be allowed by research.

What is missing is economics. We would do well to equip our students with economic know-how during their studies.

At the heart of the diagram should be three elements: ecology, economy, equity.

Integrative diagram is a content model.   How do we implement it?

What is our supply vs. demand educational product that is sought after?

Fewer applications; skepticism about the discipline's relevancy to the real world; the cost of the degree, etc.

Who will supply learning? No perceived value for tenure in connecting with other colleges.

In true collaboration, the architect is the project manager and coordinates input by engineers, structural engineers, etc., not just designers.

Students are largely isolated in their projects; need to collaborate and function as leaders.

Design/academics can assist collaboration among allied disciplines and stakeholders in practice.

We can offer an education in design leadership.

Technology erases physical boundaries.   Are we as faculty enabled and are we enabling our students to compete?

Time and location are no longer barriers to collaboration – only language. We need to understand others and listen.

 New architects don't just get information from the internet; they get it from others – what they've heard. Students/users have lots of resources.

I know an IT corporation that is working to create a software for "engineered architecture" soon that will allow owners to test quickly many iterations with multiple parameters to allow for "do-it-yourself" architecture.

To be responsible to our students, we need to be creating leaders, not merely a workforce.
        Our students go through the five-year curriculum; are they ready to enter the world?

Our models are antiquated; are we doing a good job preparing them … integrating knowledge under our own roof?

Our students need to be able to take a position through their work.

I believe that we need to be fostering entrepreneurs from the day they enter the college.

I think we are doing a good job of creating people who are capable of being entrepreneurs but they aren't made aware of it or don't realize it.

I see our shortcomings lie in that we do not prepare leaders, but rather followers. We are not doing a good job in three areas: digital preparation, integrating disciplines, creating leaders.

What is it about Houston that we can tap into? The Medical Center? The oil industry? The port?

I think we need to explore: 1/ what type of student are we graduating, and 2/ what are the many paths to our students' careers as problem solvers. We are recognized by others as problem solvers but do not ourselves recognize that as an asset.

To become more porous, identify our strengths and how to build on them.

We will have to keep some autonomous discipline areas to allow for content to be taught and then there will need to be places where these can be enmeshed or merged for integration.

The most precious commodity is student time; when overstretched, the first thing to go is creativity.

At the Art Center in Pasadena, they teach every content area through studio-format coursework. I have not seen it anywhere else and it is very successful. It could be one of the models to examine.

Is this problem-based learning which is a very successful model?

No, it is specifically, a studio-based format for all content areas. Also, how can we engage recent alumni and hiring firms; what are the best practices?

We have not analyzed in depth other models or reviewed the best practices. This should be done.

FOR NEXT MEETING: Come with suppositions and proposals to share and discuss.

NEXT MEETING: 22 October 2013

Gerald D. Hines College of Architecture
Faculty Discussion Meeting Notes
Tuesday, October 22, 2013

Dean Oliver welcomed the attendees and noted that the previous faculty discussion meeting had been productive – the latest in a series relating to shifting paradigms in higher education. Some believe that in the future education will be conducted substantially online, with only a few bricks-and-mortar universities left. Students can study anytime – day or night. Movement is happening whether we want it or not, so we must free ourselves from the current educational model. Everything we do now will impact students in the future.

DISCUSSION POINTS:
CoA has a large undergraduate program ($\pm$ 500 students) but a small graduate program that, while nimble, may be too small. We must be sure that frequent curriculum changes to incorporate new ideas are good decisions. Perhaps a segment of undergraduate students could be used as "guinea pigs" to try new things – a "super studio", starting a new track in the third year. Ideas should come first; then the structure.

The next two or three faculty discussion meetings can be formatted like this one, then working groups could be established to determine and focus on elements of an action plan.

Does the integrative model previously presented illustrate our current value system? If not, how should it be redrawn?

At Stanford, there is a collaborative, interdisciplinary studio conducted on a shared platform in many locations, not just one. This requires communication across disciplines. The four phases of a new initiative:
- The visual kick-off
- The physical kick-off
- Virtual collaboration
- Final presentation.

Prof. Bachman presented a slide that mapped four conceptual frames of knowledge in architectural education. A shared curriculum arises from the interaction of the other three, which is neither linear nor tactical – "a big mess".

What happens or should happen in the first year, second year etc. should be disregarded. How do we learn what we need to learn?

Students need to be able to think on their feet; to think with their clients. Studios consist of one desk and one person, or they can be collaborative with coaches as resources – fifth-year students teaching first-years. What is the studio methodology? If aesthetics is paramount, do we need to evolve in another direction?

Where do students need to be ten years out? We might have to teach different things.

In the foundation students and faculty need to speak the same language. There can be incredible energy and creativity that we don't want to lose in the upper levels.

The graduate program uses different triads of concepts to communicate the vast amount of knowledge within the discipline. It's easier to experiment in the graduate program, since it's smaller, not static, more flexible. But it's a challenge working with students from other schools; we don't know what they did.

We should be able to put up products from different approaches for review, to see what we like and don't like.

Is the problem curricular, or with the UH student profile (e.g., diversity, age, first in family to go to college, etc.).

There should be concern about the number of graduates who don't get licensed. We're not doing a good job turning out professionals who will make an impact. How many faculty talk about the importance of being licensed? How many understand IDP? The IDP process is complicated and the cost has increased significantly.

Internships at firms should help students get through ARE. The firms' recruiters can provide information such as performance-based metrics (e.g. healthcare architecture). Students need to be self-motivated and not wait to be told.

We need to instill in students sufficient confidence to aspire to leadership earlier. The current attitude of only putting in the least amount of effort to get by won't work out in the world.

It's easy to criticize ARE because it's a number; it might be more constructive to list what we are doing well and what not so well. Lannis' lists:

Strengths: Student diversity
               Practicing professionals on the faculty
               Reputation of graduates
               Acceptance to graduate schools

Weaknesses: Undergraduates' verbal and writing skills
               Architecture students' initiative
               Working in section
               Definition/mission of interior architecture program
               Graduate and undergraduate ARE pass rate

FOR NEXT MEETING: Prepare a list of CoA strengths and weaknesses, and proposals for improvement

NEXT MEETING: 12 November 2013
**   Room 143**

Gerald D. Hines College of Architecture
Faculty Discussion Meeting Notes
Tuesday, November 12, 2013

Dean Oliver welcomed the participants and noted that at the last meeting, all were requested to make lists of what they perceived were the college's strengths and weaknesses to assist in self-analysis. She observed that embedded in the college's mission statement was an emphasis on "making" – e.g. grounding or foundation, and asked if this concept has the same meaning now. Four statements were presented for the group's consideration:

- Make and you will understand.
- Creating is learning.
- Do and you will know.
- Influence change.

These statements are intended to illustrate the visceral idea of connecting the physical acts of making and doing, to learning. Is the connection the same in the digital age? Are we doing what is needed to produce the graduates we want? How do we get them to think, throughout the process?

We were trained at a time when things were slower; now everything is instant.

What is needed in our curriculum or in our processes to deliver students who can go out ready to influence change.

Strengths:
- Per Bachman: we are successful in instilling belief that students can make the world better through design.
- Minus 25% lost in first year, CoA reportedly has a higher rate of degree completion than the university as a whole.
- Interactive studio instruction is the way to retain students.
- Students are "empty vessels" to be filled.
- Curriculum has Introduction to Architecture class in the first semester, and Architecture since 1945 in the second.
- International profile of students.
- Good acceptance rates at good graduate schools.
- Strong, diverse faculty.

How do we empower students?
- Don't lecture – empower.
- Peer-to-peer learning.
- Understand that today's students don't build "maps" of information.
- Students need domain knowledge.
- Recognize what is fundamental.
- Understand the relationship between a tool and the knowledge/discipline it is intended to serve.
- Tools must not overwhelm the knowledge.

Weaknesses:
- Per recent UH/Harvard alumnus: he feels very competent in design but not to explain its theoretical basis. This perspective was echoed by Susan Rogers, who indicated that she had the same experience when she graduated and went on to graduate school. This has not changed.
- Students come to our college without basic art history knowledge.
- Graduates don't know what could be expected of them in the world.
- The people who influence change aren't necessarily the most knowledgeable; they are the ones prepared to be influential.

- UH students have to be taught how to be students. The curriculum doesn't immerse them enough from the start in architecture discipline, theory, history.
- Our international, globalized perspective isn't mined as much as it could be.

Suggestions:
- 10-hour "super studio" – to cover theory, structure, etc., offered at an upper level.
- Workshops/boot camps in selected software programs.
- Intercession courses & summer courses – not bound by the semester schedule. Two- to four-day intensive workshops (now being done in ARE).
- In-house preceptorships (like Rice U.)
- Unified message for all students and faculty.

ADDITIONAL DISCUSSION POINTS:

Dean Oliver noted her experience in citing references that students didn't understand – they looked like deer in the headlights. With the internet, a student can be asked to look up an unfamiliar term and report back to the group. The learning experience is more fluid – a continuum of information; all are on the path together. Students no longer memorize/retain ("map") information since they can so readily access it online. But they still need to be able to have a conversation about it.

Peer-to-peer learning is more important for the current generation. Even large classes can be run as seminars.

It's really a time problem – with so many and such fast changes in trends, what knowledge is fundamental?

"Digital fabrication" without the underlying theory can be faddish. It's still new, but pattern-making, surface manipulation, etc. is the future of the construction industry. We don't know yet what digital fabrication can do,

but it's not frivolous to explore. Our degree programs in Industrial Design and Interior Architecture focus on outputs and the manufacturing process.

Is there a relationship between a tool and what it's for; the theory behind how it was developed? The emphasis should be on what the tool does. But tools are like second-order knowledge; what we're using now will soon be obsolete. The tool is not more important than the theory.

How much preparation do students need to go into the workplace without being slaves to the workplace?

Prof. Kwon referred to the Integrative Model presented at the first faculty discussion meeting and presented an Industrial Design Education Model based on Constructivism (2006-7), noting the need to emphasize student engagement. She showed a Pedagogy Model featuring peer education, mentoring, professional internships, authentic project competition, workshops and boot camps. It was observed that her students have strong and proud identification with the ID program, with their own culture and energy – good attributes for the architecture program to emulate..

SPRING 2014 MEETINGS:
There will be a traditional faculty business meeting at the start of the semester, followed by a continuing series of discussion meetings focusing on how to address the identified weaknesses.

APPENDIX A.3.1

STRATEGIC PLANNING PROCESS STUDENT AND FACULTY SURVEY RESULTS

?

1*WHAT DO YOU SEE AS THE CURRENT STRENGTHS AND/OR WEAKNESSES OF THE COLLEGE OF ARCHITECTURE AND DESIGN?*

?

2 *WHAT SHOULD BE THE FUTURE GOALS OF THE COLLEGE? WHERE SHOULD WE BE IN 20 YEARS?*

?

3 *WHAT NEW RESOURCES OR FACILITIES DOES THE COLLEGE NEED? WHAT EXISTING RESOURCES OR FACILITIES COULD BE IMPROVED, AND HOW?*

APPENDIX A.4.1

We are currently seeking applications for the 2016-2017 College of Architecture and Design Ambassador program. The CoAD Ambassadors was created in 2014 to improve the recruitment experiences for prospective students. CoAD Ambassadors provide the student perspective by assisting with information sessions, admission events, and building tours. If you love your major, love your college, and want to share your love with others, you should apply!

Ambassador duties and expectations
• Love your major and your college
• Participate in 1-3 events per month (or more, if you

wish!)

- Attend a mandatory training on August 19 (Friday before the semester starts)

Benefits

- Service to your college and university
- Improve public speaking and interpersonal skills
- Develop leadership skills
- Volunteer hours that can be included on your resume
- Cool t-shirt!

<u>Application Information</u>

- [Online application](#)
- Applications due May 13, 2016
- Selected students will be notified via email this summer
- Questions about the program may be directed to Abby Corcoran

Abby Corcoran
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