

UNIVERSITY OF HOUSTON
GERALD D. HINES COLLEGE OF ARCHITECTURE & DESIGN

STRATEGIC PLANNING

PROJECT SUMMARY



SEPTEMBER 2023

Gensler

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PROJECT OVERVIEW

Strategic Planning Overview

GROWTH & ALIGNMENT BY DESIGN

The Gerald D. Hines College for Architecture and Design engaged in a year-long strategic planning effort over the course of the 2022-2023 academic year. The process was designed to include the whole of the Hines College community, including students, faculty, staff, and alumni.

Strategic planning is an opportunity for organizations to come together to align priorities and resources to establish a set of goals for a specific period of time. 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.

Through this process, a Strategic Plan Framework has been developed that articulates the purpose, vision, and strategic goals that will guide the Hines College into the future.

OUR FRAMEWORK

PURPOSE	VISION	VALUES	WE BELIEVES	GOALS	STRATEGIES	ACTION PLANS
why we exist and what we do	the future we aspire to achieve	our cultural DNA that defines who we are	statements of what we believe to be true	outcomes we are striving to achieve, supporting our vision	our approach and priorities as we pursue our goals	detailed action steps, schedules, and resources needed to pursue a strategy

UNIVERSITY OF HOUSTON HINES COLLEGE OF ARCHITECTURE AND DESIGN
STRATEGIC PLAN FRAMEWORK

PURPOSE

The Hines College of Architecture and Design challenges students to cultivate knowledge, creativity, critical thinking, and empathy to be effective practitioners and design collaborators. We catalyze student potential and utilize design to strengthen our communities and address contemporary issues with action-oriented, innovative solutions to make the Earth a better place to live.

VISION

The Hines College is a leader in holistic, interdisciplinary design education that empowers students to proactively create more sustainable built environments, systems, and objects and to shape the evolving role of the architect/designer. The College develops critical pedagogies, research, and practice to tangibly improve equity, resilience, and other shared challenges through the power of design.

VISION ELEMENTS

As designers and change agents of the future, our students will continue to address climate crisis and its disproportionate impact on marginalized peoples. We cultivate our students' awareness, sensitivity, and curiosity about the communities and cultures they design with and their sense of responsibility for how their work contributes to equity and sustainability.

Cross-pollination between programs emulates the interdisciplinary collaboration that characterizes real-world practice and enables students to succeed as well-rounded critical thinkers and designers, who can implement innovative solutions, evolve the role of the designer, and influence emergent practices.

We engage with design, design media, history/theory/criticism, and technology as they evolve. We leverage emerging tools and concepts for practice and research and equip our students with the skills and critical lens that will allow them to thrive in a rapidly changing environment.

VALUES

Life-Long Learning Responsibility Empowerment
 Collaboration Stewardship Universal Respect

WE BELIEVE STATEMENTS

We believe design is a key part of shaping a changed, better world.
 We believe... design has exponential value and our work creates ripples far beyond our sphere. We must consider the needs of future generations in addition to our own.

We believe... design is a public good and all communities should have access to it. It must be inclusive and participatory.
 Designers have a responsibility to respond to our climate crisis; we must consider our impact on people and our planet in every aspect of our work.

We believe... technology is a powerful tool and a force for good in design when we engage with it in a thoughtful, nuanced manner.

We believe the Hines College should be a key to student success—students are our College's greatest investment and asset.
 We believe... education should empower students with the tools to pursue self-directed learning and continual self-improvement over the course of their whole lives.

We believe... a Hines College education prepares our students to understand history and context, a well-rounded course of study, and disciplinary proficiency set the foundation for strong professional outcomes and good design.

We believe... integrating expansive, critical thinking, creative making skills, and a collaborative, interdisciplinary approach is essential to problem-solving in design and beyond.

We believe education is a shared endeavor that impacts everyone and fundamentally requires collaboration.
 We believe... in shared educational responsibility and ownership—students and instructors are partners in learning.

We believe... students should have choice and the ability to pursue their design interests in their educational paths.
 We believe... mentorship plays a crucial guiding role for the learning and development of students, faculty, and staff.

We believe... we grow as practitioners and instructors through continued education across and beyond the field as well as through engagement and mastery of new technologies.

We believe we are people first and a culture of care and wellbeing helps everyone in our College flourish.
 We believe... in embracing and celebrating difference in its many forms.

We believe... we must create equitable learning opportunities for all students and nurture each one's unique abilities to become our society's future leaders, innovators, and implementers.
 We believe... our faculty is our greatest resource and supporting their research and professional aspirations furthers the long-term success of the Hines College.

We believe... everyone in the College benefits when we act with care for one another and for our shared spaces. Responsibility for the environment of the College starts with our students, faculty, and staff.

RESEARCH
 support faculty research and provide greater access to students. Become a hub for research and the advancement of interdisciplinary work.

PREPARATION & DEVELOPMENT
 Success of all members of the Hines College teaching, skill building, robust connectors to practice, and networking.

FOR BOTH STUDENTS AND INSTRUCTORS with particular knowledge, guidance and advising to students (course of study, and career paths).

Engagement and training for faculty and students in teaching and research outcomes.

Foundation of skills and a framework of software, applications, and tools used in design firms (preferably more between digital and analog).

and design practitioners continue to ground the real-world demands of the design professions, to engage with courses, and to expose students to careers over the course of their study.

as a hub for continued learning, professional development for our alumni, in addition to our faculty, staff.

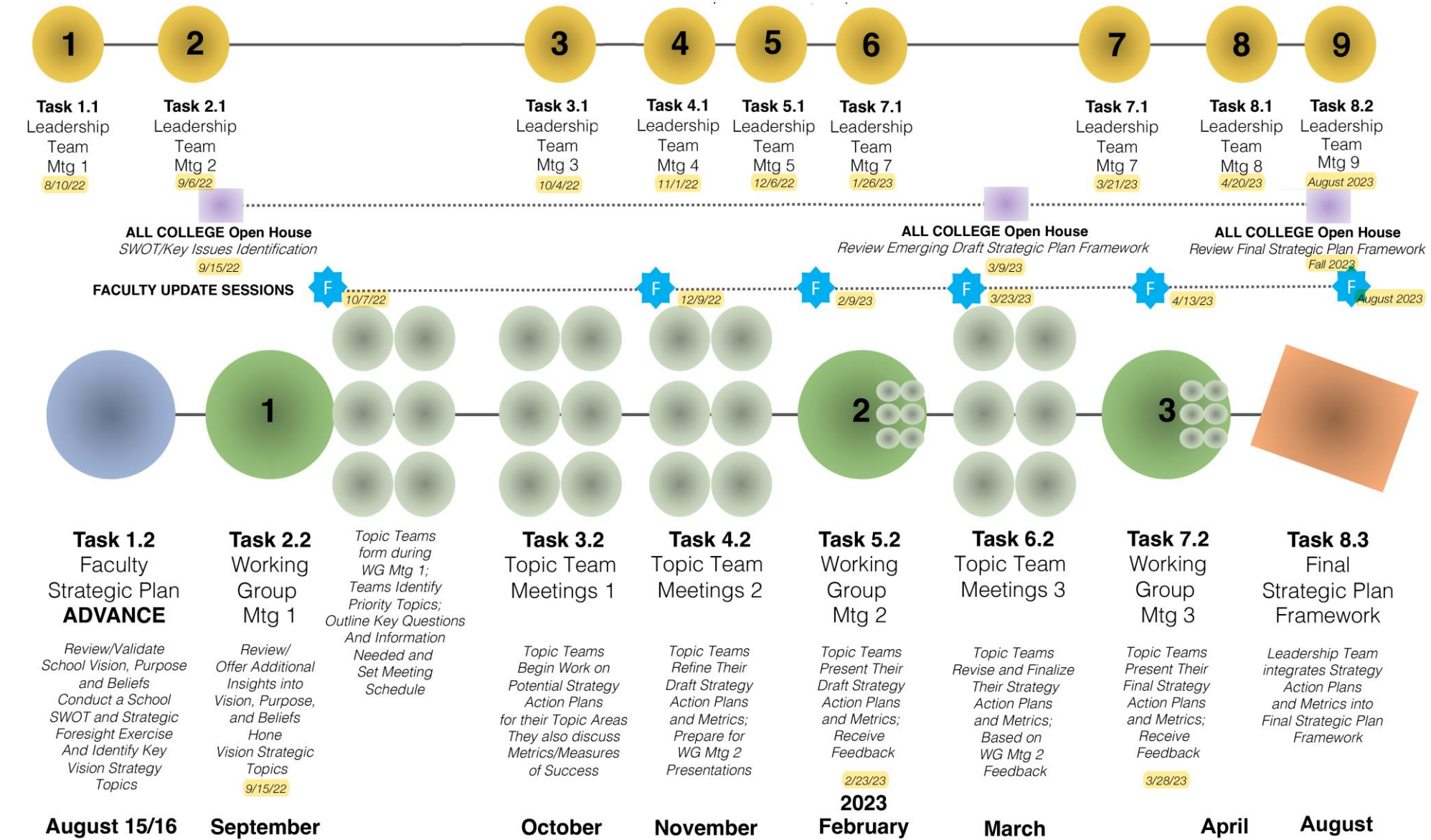
STRATEGIES

- Capitalize on the city of Houston as a global center for an array of industries and cultures and serve our local community, especially those who traditionally lack access to design, through knowledge sharing and dedicated projects.
- Raise awareness of our programs across the design education landscape, as a partner for those in our region, and for professional firms looking to hire the best talent.
- Learn from and build relationships with other design colleges and programs in our region, nationally, and internationally.
- Strengthen study abroad and international programs in strategic locations, such as Mexico and the Global South.
- Recruit a critical faculty community from a wide spectrum of backgrounds, prioritizing a variety of expertise, specialization, and experience.
- Continue to engage diverse and rising urban practicing architects and designers from around the world.

STRATEGIES

- Invest in infrastructural support dedicated to increasing research opportunities and funding, including maintaining interdisciplinary partnerships, and pursuing synergistic research relationships outside students.
- Develop and support research initiatives for faculty and students that are awarded annually.
- Partner with external industry and community stakeholders to drive research that serves society, making sure correct steps are taken to include the communities for and with whom we are designing.
- Lower entry lab and contract fees for pre-merit and advanced research studios. Continue to upgrade and establish facilities to support research.

Project Timeline



Next Steps

SUMMER 2023

TACTICAL PLANNING

The Dean and program directors have highlighted interdisciplinary education, globalization, and professional development as this year's key priorities.

Each program has put together an action plan for the 2023-2024 academic year informed by the goals and strategies in the Strategic Plan Framework, as well as this year's strategic priorities. These tactical plans were socialized at Open House 3.

New action plans will be established on an annual basis.

ACADEMIC YEARS 2023-2024 – 2027-2028

IMPLEMENTATION PERIOD

The Strategic Plan Framework will serve as a guide and north star for the Hines College over the next five years.

Because we live in a rapidly changing world, responsible and responsive strategic planning should happen regularly.

We will implement the current strategic plan through annual action plans, evolving the framework as necessary.

STRATEGIC PLANNING PROCESS

Faculty Advance



AUGUST 2022

At the beginning of the 2022-2023 academic year, the faculty met for a Strategic Planning Advance (Retreat).

We engaged in **strategic exercises** designed to scan the position of the Hines College today, look at industry drivers of change, map our cultural DNA, and identify emerging strategic priority topic areas.

The Faculty Advance provided **important context and foundational content for the framework**. The We Believes in the framework draw strongly on this engagement.

WORKSHOP PHOTOS



Faculty Work Sessions

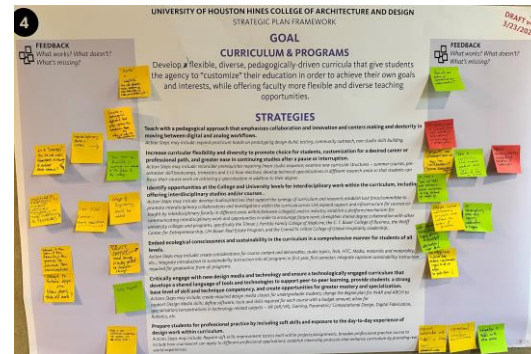
Faculty were invited to participate in a series of work sessions over the Spring semester to give feedback on draft iterations of the Strategic Plan Framework. Faculty feedback provided essential validation, recalibration, and refinement of the draft.

The first two work sessions focused on ethos and goals, respectively. The final work session reviewed a full draft of the framework. Following the second work session, all Faculty received a survey to provide asynchronous responses and comments.



SESSION 1 FEBRUARY 2023

Review draft of Ethos and give feedback on Purpose, Vision, and Values / We Believe



SESSION 2 MARCH 2023

Share the process for developing Goals and Strategies and review Framework draft, focusing on Goals and Strategies

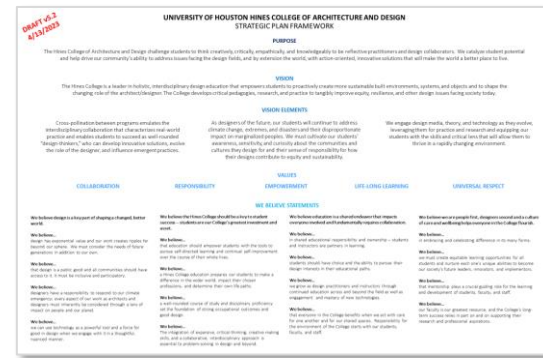
UH CoAD: Strategic Planning Framework Faculty Draft Review

At our CoAD Faculty Work Session 2 (March 23, 2023), the faculty expressed the desire to review the framework draft in more detail for three key reasons:

- The work session participants largely reflected those who are already engaged in the process through the Working Group.
- Not all faculty schedules permit attendance of the work sessions.
- Faculty would like to have time to reflect on the framework and give thoughtful feedback.

Use this form! As we move forward in this iterative process, our big questions are about balance, getting the strategies right, and making sure the terms we use are clear. We urge you to look at the draft and give us substantive feedback on these issues and anything else you find critically important.

SURVEY



SESSION 3 APRIL 2023

Review draft version 5.2 of the Strategic Plan Framework

Open House 1

SEPTEMBER 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 TAKEAWAYS

UH HINES COLLEGE OF ARCHITECTURE & DESIGN
STRATEGIC PLANNING | OPEN HOUSE 1

MAJOR THEMES

EMPOWERED STUDENTS

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

A SUPPORTIVE COMMUNITY


- Strengthen faculty and student communities
- Scholarly interests, research well supported
- Clear and transparent communication that builds unity and trust

ENGAGED WITH THE WORLD

- Connected to industry and impacting the profession
- Deal with issues of urgency to the profession / world
- 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



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Open House 2



MARCH 2023

Students, staff, faculty, and alumni **responded to our emerging Strategic Plan Framework**, including a draft of the ethos. The Open House invited participants to enter into the process of translating topic maps created by the Working Group into the framework for Goals & Strategies.

KEY TAKEAWAYS

UH HINES COLLEGE OF ARCHITECTURE & DESIGN
STRATEGIC PLANNING | OPEN HOUSE 2

MAJOR THEMES

HOW WE DO THINGS

1. CoAD must **live out the values** we espouse in the ethos of our Strategic Plan Framework
2. Share **clear action plans** with the College and communicate progress made
3. Find meaningful ways for **student government to contribute** to achieving strategic goals

THINGS WE PLAN TO DO

1. The **Keeland is a strong priority** for students – it should be staffed, increase hours it's open to students, receive updates, and provide access to design softwares
2. The importance of helping students reach **proficiency in design software** before Intro / Foundation
3. Support for **building interdisciplinary partnerships** with UH programs outside of CoAD

Open House 3

SEPTEMBER 2023

The Hines College community came together to celebrate the culmination of the strategic planning process. Participants were invited to review the final draft framework and react to the 2023-2024 strategic priorities and annual program action plans. Directors, faculty, students, and alumni engaged in robust discussion of these tactical plans.

KEY TAKEAWAYS

UH HINES COLLEGE OF ARCHITECTURE & DESIGN
STRATEGIC PLANNING | OPEN HOUSE 3

MAJOR THEMES

STRATEGIC PLAN FRAMEWORK: FEEDBACK THEMES

- Comprehensive **instruction and access to technology and design software** at all levels
- Positive response to **consideration of student financial burden** – materials, printing, software, etc.
- **Student storage** in the Hines College – larger secure lockers

ACTION PLANS: RESPONDANT PRIORITIES

Industrial Design 1. Material & supply expenses 2. Paid opportunities for students 3. ID Career Center	Interior Architecture 1. Internship opportunities for all third-year students 2. Recruitment 3. Expand fourth-year interdisciplinary studio	Undergraduate Architecture 1. Faculty Lounge / Student Lounge 2. Studio furniture & equipment 3. Build Preceptorship / Internship Curriculum	Graduate Studies 1. Non-linear coursework 2. Expand availability of advising 3. Develop funded studios
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Working Group



The working group consisted of Hines College design directors, coordinators, faculty, students, and alumni. The group was divided into topic teams that developed the goals and strategies of the framework. Meetings focused on bringing together the work of the topic teams and reviewing framework draft iterations.

MEETING 1
 SEPTEMBER 2022

Kick-Off: defining Goal topics and forming topic teams

MEETING 2
 FEBRUARY 2023

Ethos review, topic mapping, and feedback on emerging goals

MEETING 1
 MARCH 2023

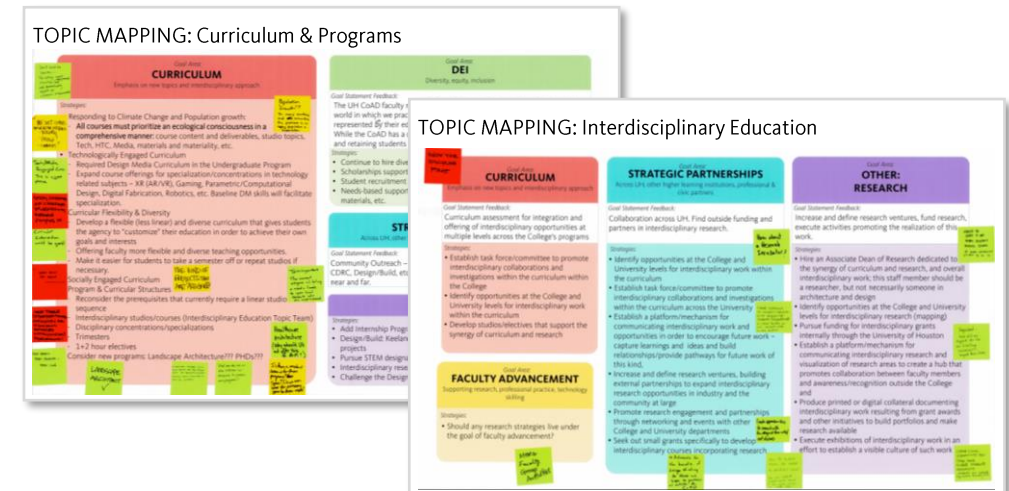
Review draft version 4.1 of the Strategic Plan Framework

TOPIC TEAMS

The teams met independently between working group meetings to develop goals and strategies for the College related to their topic. Some of the topics overlapped and supported one another, which is reflected in the final goals in the Strategic Plan Framework.

TOPICS

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

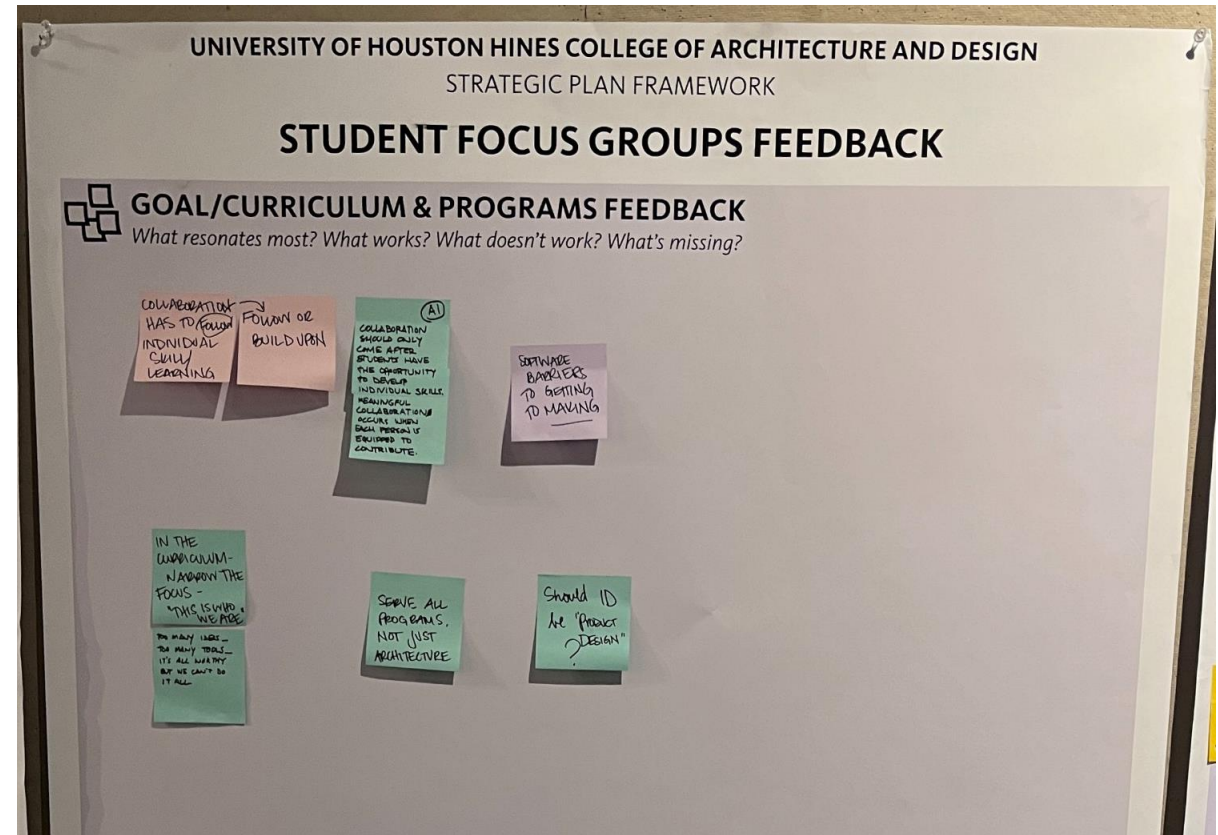


Student Focus Groups

APRIL 2023

Two open student focus group meetings were held late in the Spring semester when the draft Framework was coming together. These meetings were designed to give students the opportunity to participate in the strategic planning process in a smaller, more hands-on setting than the all-college open houses.

The focus groups closely followed the model for working group meetings and faculty work sessions: sharing a full draft of the Framework for participants to respond to and engaging in group conversation about the draft.

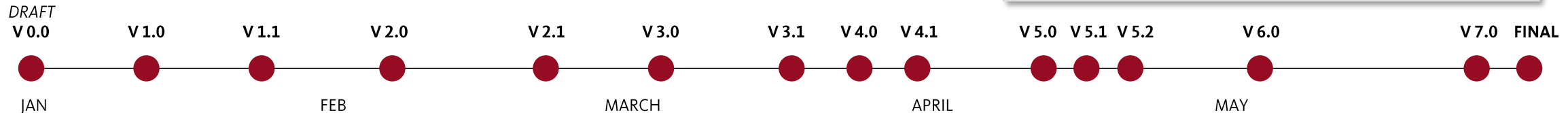
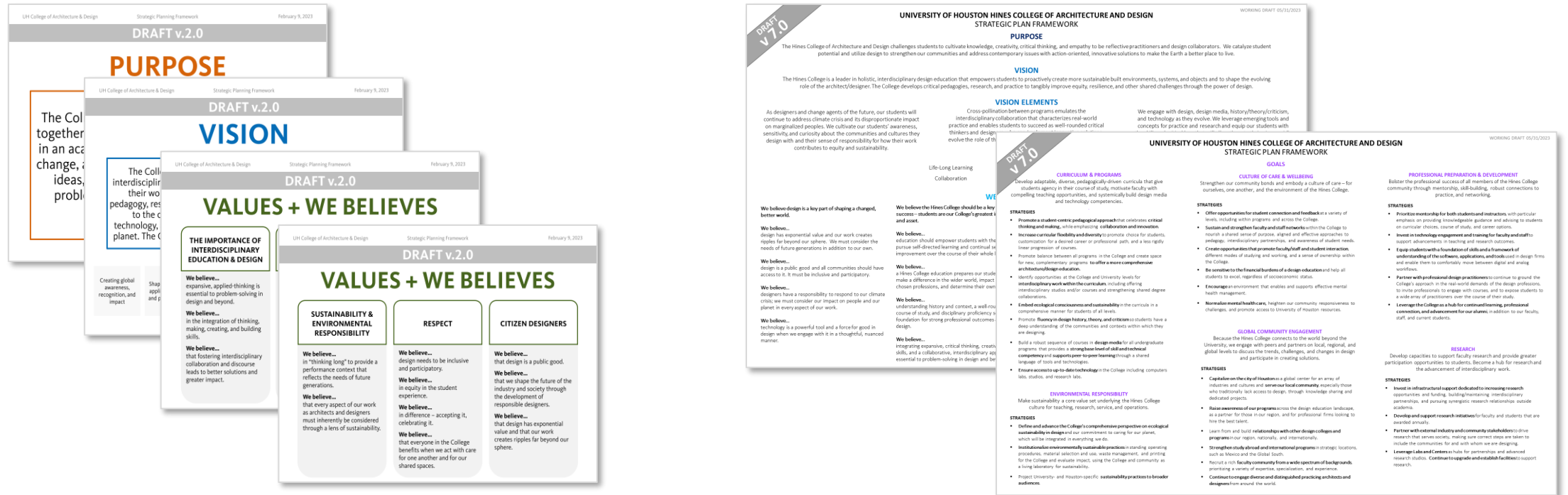


FINAL DRAFT

STRATEGIC PLAN FRAMEWORK

Strategic Plan Framework

The final draft Strategic Plan Framework sourced insights from the strategic planning process and the Spring 2022 Charette: Studio of the Future and the process engaged Hines College directors, faculty, students, and strategic planning working group to co-create and review draft iterations. The result is a final draft the College can use to guide priorities and decision-making for the next five years.



ETHOS

PURPOSE

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ETHOS

VALUES

Life-Long Learning

Collaboration

Responsibility

Stewardship

Empowerment

Universal Respect

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GOALS

CURRICULUM & PROGRAMS

Develop adaptable, diverse, pedagogically-driven curricula that give students agency in their course of study, motivate faculty with compelling teaching opportunities, and systemically build design media and technology competencies.

STRATEGIES

- **Promote a student-centric pedagogical approach** that celebrates **critical thinking and making**, while emphasizing **collaboration and innovation**.
- **Increase curricular flexibility and diversity** to promote choice for students, customization for a desired career or professional path, and a less rigidly linear progression of courses.
- Promote balance between all programs in the College and create space for new, complementary programs **to offer a more comprehensive architecture/design education**.
- Identify opportunities at the College and University levels for **interdisciplinary work within the curriculum**, including offering interdisciplinary studios and/or courses and strengthening shared degree collaborations.
- **Embed ecological consciousness and sustainability** in the curricula in a comprehensive manner for students of all levels.
- Promote **fluency in design history, theory, and criticism** so students have a deep understanding of the communities and contexts within which they are designing.
- Build a robust sequence of courses in **design media** for all undergraduate programs that provides a **strong base level of skill and technical competency** and **supports peer-to-peer learning** through a shared language of tools and technologies.
- **Ensure access to up-to-date technology** in the College including computers labs, studios, and research labs.

CULTURE OF CARE & WELLBEING

Strengthen our community bonds and embody a culture of care – for ourselves, one another, and the environment of the Hines College.

STRATEGIES

- **Offer opportunities for student connection and feedback** at a variety of levels, including within programs and across the College.
- **Sustain and strengthen faculty and staff networks** within the College to nourish a shared sense of purpose, aligned and effective approaches to pedagogy, interdisciplinary partnerships, and awareness of student needs.
- **Create opportunities that promote faculty/staff and student interaction**, different modes of studying and working, and a sense of ownership within the College.
- **Be sensitive to the financial burdens of a design education** and help all students to excel, regardless of socioeconomic status.
- **Encourage** an environment that enables and supports effective mental health management.
- **Normalize mental health care**, heighten our community responsiveness to challenges, and promote access to University of Houston resources.

PROFESSIONAL PREPARATION & DEVELOPMENT

Bolster the professional success of all members of the Hines College community through mentorship, skill-building, robust connections to practice, and networking.

STRATEGIES

- **Prioritize mentorship for both students and instructors**, with particular emphasis on providing knowledgeable guidance and advising to students on curricular choices, course of study, and career options.
- **Invest in technology engagement and training for faculty and staff** to support advancements in teaching and research outcomes.
- **Equip students with a foundation of skills and a framework of understanding of the software, applications, and tools** used in design firms and enable them to comfortably move between digital and analog workflows.
- **Partner with professional design practitioners** to continue to ground the College's approach in the real-world demands of the design professions, to invite professionals to engage with courses, and to expose students to a wide array of practitioners over the course of their study.
- **Leverage the College as a hub for continued learning, professional connection, and advancement for our alumni**, in addition to our faculty, staff, and current students.

GOALS

ENVIRONMENTAL RESPONSIBILITY

Make sustainability a core value set underlying the Hines College culture for teaching, research, service, and operations.

STRATEGIES

- **Define and advance the College's comprehensive perspective on ecological sustainability in design** and our commitment to caring for our planet, which will be integrated in everything we do.
- **Institutionalize environmentally sustainable practices** in standing operating procedures, material selection and use, waste management, and printing for the College and evaluate impact, using the College and community as a living laboratory for sustainability.
- **Project University- and Houston-specific sustainability practices to broader audiences.**

GLOBAL COMMUNITY ENGAGEMENT

Because the Hines College connects to the world beyond the University, we engage with peers and partners on local, regional, and global levels to discuss the trends, challenges, and changes in design and participate in creating solutions.

STRATEGIES

- **Capitalize on the city of Houston** as a global center for an array of industries and cultures and **serve our local community**, especially those who traditionally lack access to design, through knowledge sharing and dedicated projects.
- **Raise awareness of our programs** across the design education landscape, as a partner for those in our region, and for professional firms looking to hire the best talent.
- Learn from and build **relationships with other design colleges and programs** in our region, nationally, and internationally.
- **Strengthen study abroad and international programs** in strategic locations, such as Mexico and the Global South.
- Recruit a rich **faculty community from a wide spectrum of backgrounds**, prioritizing a variety of expertise, specialization, and experience.
- **Continue to engage diverse and distinguished practicing architects and designers** from around the world.

RESEARCH

Develop capacities to support faculty research and provide greater participation opportunities to students. Become a hub for research and the advancement of interdisciplinary work.

STRATEGIES

- **Invest in infrastructural support dedicated to increasing research** opportunities and funding, building/maintaining interdisciplinary partnerships, and pursuing synergistic research relationships outside academia.
- **Develop and support research initiatives** for faculty and students that are awarded annually.
- **Partner with external industry and community stakeholders** to drive research that serves society, making sure correct steps are taken to include the communities for and with whom we are designing.
- **Leverage Labs and Centers** as hubs for partnerships and advanced research studios. **Continue to upgrade and establish facilities** to support research.

GLOSSARY

CRITICAL THINKING

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (*University of Louisville/Michael Scriven and Richard Paul, 2003*)

CLIMATE CHANGE

A change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcings, or to persistent anthropogenic changes in the composition of the atmosphere or in land use. (*IPCC*)

DESIGN MEDIA

Tools, techniques, and theories of media and visualization across the design disciplines. Methods of design drawings, ways of making, analog and digital media, and other forms of design communication that have been crucial to design processes across scales.

HTC

The History, Theory, and Criticism (HTC) curriculum emphasizes an understanding of architecture as a field of cultural production in which social, cultural, economic, and political forces, as well as professional practices, discourses, and modes of representation, have been crucial to the agency and disciplinary definition of the design fields. (*UH CoAD*)

INTERDISCIPLINARY DESIGN

Interdisciplinary Design explores the central principle of human-centered experiences, and how people — users, customers, markets, audiences — are at the core of all creative activities and endeavors. Interdisciplinary Design dives deeply into the fundamental concepts that explain creative processes, from collaboration to iteration to implementation. (*Iowa State University*)

RESEARCH

Architectural research is original investigation undertaken in order to generate knowledge, insights and understanding based on competencies, methods and tools proper to the discipline of architecture. It has its own particular knowledge base, mode, scope, tactics and strategies. In academia and practice, architectural research supports education both directly, through research training of future architects, and indirectly, by providing for the continual advancement of the discipline. (*EAAE*)

RESILIENCE

The ability of a system and its component parts to anticipate, absorb, accommodate, or recover from the effects of a hazardous event in a timely and efficient manner, including through ensuring the preservation, restoration, or improvement of its essential basic structures and functions. (*AIA/IPCC*)

SUSTAINABILITY

Design that seeks to avoid depletion of energy, water, and raw material resources; prevent environmental degradation caused by facility and infrastructure development over its life cycle; and create environments that are livable, comfortable, and safe and that promote productivity. (*AIA/Architect's Handbook of Professional Practice*)

TECHNOLOGY (SEQUENCE)

The Technology Sequence is designed to develop understanding of the broad nature of architectural design and the role and importance of material applications in both structural and architectural functions, sustainability, building systems, and human factors. Upon completion of the sequence, students will have developed the capacity to assign life-cycle value to integrated design decisions and identify simple systems solutions to complex issues in innovative ways. (*UH CoAD*)

APPENDIX

WORKING GROUP & TOPIC TEAM SUMMARIES
2023-2024 PROGRAM ACTION PLANS

Working Group Members

FACULTY & STAFF

Rafael Beneytez-Duran*, Director of Undergraduate Architecture
Gail Borden*, Director of Graduate Studies
Jeff Feng*, Co-Director of Industrial Design
Mark Kimbrough*, Co-Director of Industrial Design
Sheryl Tucker de Vazquez*, Interim Director of Interior Architecture

Tom Diehl, Undergraduate Architecture Technology Co-coordinator
Matt Johnson, Graduate Module III Coordinator
Michael Kubo, Coordinator of History and Theory of Architecture and Design
Andrew Kudless, Coordinator of Design Media
Jason Logan, Coordinator of Undergraduate Architecture Foundation
Patrick Peters, Coordinator of Undergraduate Integrated Architectural Solutions, Coordinator of Graduate Design Build

Min Kang, Assistant Professor of Industrial Design
Mili Kyropoulou, Assistant Professor of Architecture
Ophelia Mantz, Assistant Professor Interior of Architecture
Ross Wienert, Adjunct Faculty, Architecture

Avani Dave, Director of Business Operations
Stephen Schad, Executive Director of Communications

STUDENTS

Mary Garcia Aguilera, AIAS Houston
Aya Daouk, UHNOMAS
Michala Daniels, UG IA
Ashton Ezell, FWIA
Raymond Fernandez, UG ARCH
Kadmiel Konan, STUCO, ID
Marina Latto, SIDSA
Estelle Lee, Makers and Doers Club
Tamyria Levy, UG ARCH
Regyna Palacios, IASA
Amber Quinn, Alpha Rho Chi (APX)
Umaymah Sigbathulla, GR ARCH
Christopher Torres, UHNOMAS

ALUMNI

Margaret Wallace Brown ('83)
Andrew Gressett ('16)
Eric Hudson ('08)
Jennifer Murray ('22)
Ledia Osmani Valdez ('06)

*Project Leadership Team included program directors, Dean Patricia B. Oliver, Associate Dean Dietmar Froehlich, and Associate Dean Trang Phan.

Curriculum & Programs

TOPIC TEAM

Capturing tactics developed by the topic teams for consideration in future action plans.

PROPOSED TACTICS

- Expand course offerings for specialization/concentrations in technology related subjects – XR (AR/VR), Gaming, Parametric/Computational Design, Digital Fabrication, Robotics, etc. ***It'll be increasingly possible for our students to engage in these specializations if they have a required baseline of Design Media skills.
- Consider new curricular structures, such as
 - Trimesters
 - 1 & 2 hour electives
- Consider new programs:
 - Landscape Architecture
 - PHDs
- Add Internship Program
- Design/Build – Keeland Lab Director, expansion to UG and multi-semester projects
- Pursue STEM designation for our design programs

TEAM MEMBERS

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Aya Daouk
Matt Johnson
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Tamyria Levy
Jason Logan
Trang Phan
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Technology

TOPIC TEAM

Capturing tactics developed by the topic teams for consideration in future action plans.

PROPOSED TACTICS

- 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).
- Faculty workshops for training in contemporary design, fabrication, and analysis to support better teaching and research outcomes.
- Develop annual or multi-year themes for multiple studios across the programs to focus on a specific topic with community and industry partners.
- Development of expedited degree structure that reduces the time spent in school and gets students working (or in grad programs) faster.

TEAM MEMBERS

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Andrew Kudless

Sustainability

TOPIC TEAM

Capturing tactics developed by the topic teams for consideration in future action plans.

PROPOSED TACTICS

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

The Sustainability topic team pursued a line of research related to “Culture of Care.” See following pages for report. This research also included:

- Making printing more affordable for students
- Material library / sharing / re-use
- Trash and recycling practices
- Affordable, healthy food options for the CoAD

TEAM MEMBERS

Avani Dave
Jeff Feng
Raymond Fernandez
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Amber Quinn

Sustainability: Culture of Care Report (1/2)

TOPIC TEAM

Sustainability in the Curriculum at the UH GDH CoAD

Sustainability-focused courses, per online course catalog:

ARCH3368	Sustainable Development
ARCH3371	Landscape, Ecology, Urbanism
ARCH4367	Case Studies: Sustainable Architecture Tech 7 RTaylor

Sustainable affiliated courses, per self-identification by instructor:

ARCH4397 /6397	Environmental Analysis 1 + 2 (fall/spring) Tech 7 BRace
ARCH5508 /7600	QUAD Zero Studio Brace
Urban Ecologies	M Kyropoulou
Technology I + II	M Kyropoulou
Seminar, studio	Dalia
Elective	Min and George

specializing in reducing living waste through sustainable design

The latter list seems more complete but is not currently vetted or coordinated to verify that all students get an essential grounding in the principles and practices of sustainability at the beginning of their degrees plans nor that they all reach a capstone level of competency or commitment by the point of graduation.

Questions:

- How do we know if we are addressing sustainability in the curriculum?
- How do we measure our efforts and effectiveness?
- What benchmarks should we set as immediate and 5 year targets?

Faculty Research Resources

(with measurable outcomes, research funding, professional validation):

- Bruce Race, PhD, Director of Center for Sustainability and Resilience (CeSAR)
 - Conducts research (NSF grant on ev charging infrastructure)
 - Teaches sustainability-based studio
- Rives Taylor, FAIA, FLEED, Principal and Firmwide Director of Sustainability
 - Co-coordinates the technology sequence for undergraduate architects
 - Teaches a sustainability seminar (Technology 6 selective)
- Susan Rogers, Director of Community Design Resource Center (CDRC)
 - Conducts research (NEA grants and other on community planning)
- Peter Zweig, Matthew Johnson, Patricia Oliver, Three Continents Studio
 - Exhibited work at Venice Biennale and those in Argentina and Holland

In addition to the above, Faculty Teaching Resources include:

- Jeff Feng, IDSA, teaches ID studios with sustainability focus
- Matthew Johnson, RA, teaches studios with sustainability focus
 - Teaches seminar on landscape urbanism
- Patrick Peters, RA, teaches studios with sustainability focus: 6601,6602, 4510

Suggestions:

1. A specific sustainability introduction that all students take in year 1
2. A specific sustainability outcome for fourth year architects and senior ID , IA
3. A research community that formally links work by CoAD faculty

Common College-wide Reading List on Sustainability:

Fisher, Thomas. "The Needs of Sustainability", *ACSA News*, September 2000, pp 6, 16.
McDonough, William and Braungart, Michael. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2022.
Tanzer, Longoria. *The Green Braid*

TEAM MEMBERS

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Sustainability: Culture of Care Report (2/2)

TOPIC TEAM

FACULTY SUCCESS

Caring for Our Earth

1. Climate Change: current increase in global temp 1.2° C thus far 2-3 ° C is current projection of global temp increase by century's end (efforts' influence)

What are we going to do differently?

Teaching - Implement exceptions as commonplace

- a. energy modeling/building performance modeling in studio (MK)
- b. quad zero studio (BR)
- c. neighborhood stabilization (SR/CDRC)
- d. non-material prototyping and presentation (JS/TD)
- e. reuse material research and production (ID precious plastics)

Daily Actions – Design work lives/academic lives to achieve net zero

- a. rethink transportation
- b. eliminate single use everything
- c. manage power/resource usage to reduce waste while elevating lifestyle

Caring for Each Other

2. Foster Diversity of Ideas/Faculty/Project Sites
 - a. elevate diversity of search pool/finalists
 - b. select projects beyond Houston/Texas
 - c. select disenfranchised communities as clients groups
3. Human Comfort Studying/Working
 - a. improve furniture
 - b. expand healthy food options
 - c. enhance lighting quality
 - d. improve HVAC performance and indoor air quality

STUDENT SUCCESS

4. Financial Support
 - a. expand amount and impact of scholarship dollars
 - b. leverage university printing account to better support CoAD students
 - c. organize and optimize materials use and sharing in coordination w/ assignments
5. Tools for Success
 - a. define software, tools and skills required for each course w a budget amount
 - b. ensure a ramp to success that includes all learning types
 - c. curate a CoAD reading list and link it to curriculum levels
6. Professional Preparation for All
 - a. Career Fair - expand and refine successes
 - b. Practicum - expand hands-on prototyping
 - c. Design-build, testing, community outreach, non-studio skills building

To be done:

- Need measures of success
 - Need measures of happiness
 - Need measures of hirability
 - Need measures of being school of choice
 - Need measures of transparency
-
- Take Self-conscious measures to be inclusive of all views and voices
 - Take self-conscious measures to build trust that one is being heard
 - Build confidence that what one is expected and being equipped for will yield rewards

TEAM MEMBERS

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CoAD's Global Reach

TOPIC TEAM

Capturing tactics developed by the topic teams for consideration in future action plans.

PROPOSED TACTICS

- Establish internship protocols that enhance curriculum by providing real world experiences
- 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
- Collective works
- Summer abroad programs
- Collaborations with medical institutions
- Engagement in community projects

TEAM MEMBERS

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Interdisciplinary Education

TOPIC TEAM

Capturing tactics developed by the topic teams for consideration in future action plans.

PROPOSED TACTICS

- Establish task force/committee to promote interdisciplinary collaborations and investigations within the curriculum within the College
- 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
- Seek out small grants specifically to develop interdisciplinary courses incorporating research
- 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
- 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

TEAM MEMBERS

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CoAD and the Professions

TOPIC TEAM

Capturing tactics developed by the topic teams for consideration in future action plans.

PROPOSED TACTICS

- 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
- 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)

TEAM MEMBERS

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2023-2024 ACTION PLAN

STRATEGIC PRIORITIES THEMES
I: Interdisciplinary Education
G: Globalization
P: Professional Development

INDUSTRIAL DESIGN

CURRICULUM & PROGRAMS

- 1A** Increase curricular flexibility and diversity by committing to interdisciplinary collaboration in studios and core electives. **G, I, P**
- 1B** Expand the Healthcare Innovation Platform for interdisciplinary collaboration within and beyond the College. **I, P**
- 1C** Strengthen the System Design and UX/UI design concentration with a focused faculty search, and will pursue partnerships with other relevant UH programs including but not limited to the interaction design programs in the College of Arts and the College of Engineering. **I, P**
- 1D** Ensure access to up-to-date technologies for ID students including computer labs, studios, and research needs. **I, P**

ENVIRONMENTAL RESPONSIBILITY

- 2A** Establish ecological consciousness and sustainability as the core of the ID studio curriculum by integrating materials and processes that minimize the impact of mass-produced products on the environment. **I, P**
- 2B** Strengthen research investigation in sustainable design and application by developing more funding-supported projects. **I, P**
- 2C** Examine and optimize materials and supplies through all ID courses to minimize the environmental impact. **I**
- 2D** Work collectively with other programs within the College to create and maintain a healthy environment through responsible applications of a human-centered pedagogy. **I**

CULTURE OF CARE & WELLBEING

- 3A** Working closely with ID students' organization SIDSA to organize on-campus and off-campus gatherings, workshops, and company visits. **I, P**
- 3B** Organize group and one-on-one meetings to strengthen faculty networks and professional training. **I, P**
- 3C** Develop and create more financial support for students through research and teaching assistantship opportunities. **I, P**
- 3D** Provide more financial support to cover students' material and supply expenses. **G**
- 3E** Encourage more research and design projects targeting mental health issues as a normal practice. **I, P**
- 3F** All ID faculty members will actively promote and offer support to meet students' mental health needs in and out of the classroom.

GLOBAL COMMUNITY ENGAGEMENT

- 4A** The ID program will continue expanding its study abroad summer programs to different countries. **G, I, P**
- 4B** The ID program will continue to develop a collaborative relationship with competitive ID programs globally and establish student exchange programs in both Europe and Asia. **G, I, P**
- 4C** The Idea Factory summer experience, launching in 2024 will raise awareness of the industrial design program and assist in recruitment. **N**

PROFESSIONAL PREPARATION & DEVELOPMENT

- 5A** Manage the newly launched ID Career Center to help students prepare for their professional development through faculty mentorship. Through a searchable database of industry partners to maximize the internship and job placement opportunities for ID students. **I, P**
- 5B** The ID program is committed to providing access to the latest technologies as a means of preparing students to be competitive for employment upon graduation. **I, P**
- 5C** The ID program will continue to support students to engage with most sought after national and international design competitions to elevate the competitiveness of the program and students. **I, P**

RESEARCH

- 6A** Encourage the ID faculties to participate in proposal writing workshops to improve the quality of proposals. **I, P**
- 6B** Encourage and organize the ID Faculties to identify relevant internal and external grant and funding opportunities, and provide application support. **G, I**
- 6C** Support ID faculties to clarify and strengthen research initiatives, and develop short-term and long-term strategies and plans. **G, I**
- 6D** Strengthen and expand the relationships with external industrial partners with planning for projects and funding sources. **G, I, P**
- 6E** Encourage and support ID faculties to seek funding to establish research labs. **I, P**

2023-2024 ACTION PLAN

STRATEGIC PRIORITIES THEMES
I: Interdisciplinary Education
G: Globalization
P: Professional Development

INTERIOR ARCHITECTURE

CURRICULUM & PROGRAMS

- 1A** Formally partner with HSPVA and other visual arts high schools along with local community colleges to identify and recruit new interior architecture students to UHCoAD to sustain and grow the Interior Architecture program.
- 1B** Expand the 4th Year interdisciplinary studio established between architecture and interior architecture to include an interdisciplinary 3rd Year industrial design/interior architecture studio. **I**
- 1C** Seek trans-disciplinary opportunities to engage with other disciplines both within the College of Architecture and Design and beyond the College, including theatre, hospitality, art, computer science and engineering programs across the University of Houston and with independent partners locally and internationally.
- 1D** Promote the use of the Materials Collaborative throughout the UHCoAD.
- 1E** Move historic preservation/conservancy to Interior Architecture with the goal of developing a two-year graduate degree program.
- 1F** Introduce computational design processes to IA students at the foundation level and integrate those processes into the design studio at the 3rd and 4th year levels further distinguishing the Interior Architecture program from the Architecture program as recommended by NASAD visiting team.
- 1G** Create a separate programming course for Interior Architecture students focusing on issues specifically related to interiority.
- 1H** Offer a theory of interior architecture course to encourage/support independent research among IA students.

ENVIRONMENTAL RESPONSIBILITY

- 2A** Encourage/support IA faculty to build sustainability issues into every design studio program.

CULTURE OF CARE & WELLBEING

- 3A** Engage with Interior Architecture students to develop spaces within the college for informal student gathering and respite.

GLOBAL COMMUNITY ENGAGEMENT

- 4A** Market Interior Architecture program globally with prospectus of student and faculty work. **G**

PROFESSIONAL PREPARATION & DEVELOPMENT

- 5A** Expand the INAR Career Fair to provide all Interior Architecture students with internships following their 3rd year.
- 5B** Create global Interior Architecture internship opportunities for all third-year students. **G**
- 5C** Formalize partnership with Houston AIA Interior Architecture Design Committee to continue to support the UHCoAD IA program with workshops and mentoring opportunities

RESEARCH

- 6A** Actively seek partnerships with private institutions to expand research and workshop opportunities for IA faculty and students.
- 6B** Relaunch the International Journal of Interior Architecture and Spatial Design to give both faculty and students an opportunity to publish work. **G**

2023-2024 ACTION PLAN

STRATEGIC PRIORITIES THEMES I: Interdisciplinary Education
G: Globalization
P: Professional Development

UNDERGRADUATE ARCHITECTURE

CURRICULUM & PROGRAMS

- 1A** Departing from UGA Catalog and UGA Prospectus, develop a route map for upgrading curricular content against local, regional, national, and international agendas. **G, I, P.**
- 1B** Consider structure of Architecture in light of the new Bachelor of Science in Environmental Design program. **I.**
- 1C** Upgrade the UGA Studio Curriculum to include a Design Build curricular offer. **I.**
- 1D** Revisit the studio-level sequences to increase flexibility through vertical studios.
- 1E** Upgrade and structure the UGA Curriculum distribution of credit/hours to accommodate a non-dependent studio Design Media curriculum. **I.**

ENVIRONMENTAL RESPONSIBILITY

- 2A** Throughout a series of structured discussions on ecological consciousness led by guests linked to accredited institutions/ leading voices on climate change/pedagogy (i.e., Anthropocene Curriculum of the HKW) revisit the UGA Curriculum to build an ethos of environmental responsibility collectively. **G, I.**

CULTURE OF CARE & WELLBEING

- 3A** Develop a robust interface between UGA students and faculty through the creation of student mentors.
- 3B** Develop a robust interface between UGA faculty and coordinators/director.
- 3C** Develop a communication structure for updating faculty and students on weekly UGA activities and program updates.
- 3D** Develop a project and schedule a plan to upgrade studio furniture and equipment.
- 3E** Define an open Faculty Lounge area and an open Student Lounge area for continuous interaction through random encounters.

GLOBAL COMMUNITY ENGAGEMENT

- 4A** Establish a one-semester curricular study abroad program for the 3rd, 4th, and 5th year students. **G, P.**
- 4B** Build a Preceptorship/Internship international curriculum. **G, P.**
- 4C** Work with the Dean's Office to fundraise a program that expands UGA's local, national, and international visibility through periodical publications and exhibitions. **G, P.**
- 4D** Work with the Dean's Office to fundraise a program for national and international visiting faculty. **G, P.**
- 4E** Consolidate a set of strategic MOUs with international peer institutions for student interchanges. **G, P.**

PROFESSIONAL PREPARATION & DEVELOPMENT

- 5A** Consolidate the UGA portfolio workshops and revisions in conversation with the profession of the multiple types of national and international practice and career paths. **G, P.**
- 5B** Establish a mentorship program for Graduate Architecture students to teach UGA students of first and second years. **I, P.**
- 5C** Build a Preceptorship/Internship local, territorial, national, and international curriculum. **G, P.**
- 5D** Cross agendas with national and international competitions to prepare studio problems for 4th to 5th-year students. **G, P.**
- 5E** Implement the Career Fair with the broader possible palette of architecture career paths. **G, I, P.**

RESEARCH

- 6A** Consolidate the agenda of collaborations between UGA Advanced Level Studios and Academic Areas to provide exploratory opportunities to develop faculty research. **G, I, P.**
- 6B** Consolidate the agenda of collaborations of UGA Advanced Level Studios and elective courses, with peer international institutions to expand the opportunities of faculty and students to engage with multiple research agendas. **G, I, P.**
- 6C** Develop funded studios and elective courses at the UGA Advanced Level in conversation with the profession – Healthcare, Historic Preservation, Landscape Architecture, Urban Design, etc. **G, I, P.**
- 6D** Work with the Dean's Office and UGA faculty fundraising for international symposia on faculty research topics. **G, I, P.**
- 6E** Host an annual ACSA (or international. i.e. - Critic/All.) conference at the Hines College of Architecture and Design. **G, I, P.**

2023-2024 ACTION PLAN

STRATEGIC PRIORITIES THEMES I: Interdisciplinary Education
G: Globalization
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GRADUATE STUDIES

CURRICULUM & PROGRAMS

- 1A** Expansion of design build to BUILD+ for innovative curricular, research and community engagement. |
- 1B** Introduce Non-Linear coursework (eliminate pre and co-requisites) to allow sequential customization.
- 1C** Develop summer semester. G
- 1D** Expand Graduate Programs, (MARCH, MAAS, MSID) to field the expanded BS Environmental Design Graduate.
- 1E** Develop standing vertical topic studios with focus co-curricular innovation. |
- 1F** Foreground Sustainability in core Tech and Studio sequences and integrate LEED certification into core curriculum.
- 1G** Further curate the 1, 2- and 3-unit course offerings to expand media and embed visual and material technologies into curriculum.
- 1H** Further the engagement with Keeland and the Craft Lab into the studio sequence.

ENVIRONMENTAL RESPONSIBILITY

- 2A** Expand the analysis of our building as a case study for application.
- 2B** Integrate into all aspects of teaching, living and learning in the College.

CULTURE OF CARE & WELLBEING

- 3A** Expand proactive interfaces and forums with leadership (Coordinators and Directors) with students.
- 3B** Continue and expand meetings with faculty to optimize teaching responsibilities with research and collaborative opportunities.
- 3C** Develop course budgets as a component of the syllabus for transparency of cost.
- 3D** Expand faculty sensitivity to student health and provide infrastructure to support.

GLOBAL COMMUNITY ENGAGEMENT

- 4A** Focused attention on studio projects to engage the city as a critical context.
- 4B** Develop expanded degree offerings to include Urban Design, Construction Management and further connections to Business and Real Estate Development with publicity, web presence and student advising. |
- 4C** Continue to develop, expand and provide identity to visiting faculty, collaborative partnerships, design build efforts and cultural exchanges through topical studio offerings. G, |
- 4D** Expand visiting faculty, (particularly leveraging the Stern Visiting Professorship) to engage global voices with diverse voices and themes. G

PROFESSIONAL PREPARATION & DEVELOPMENT

- 5A** Expand availability of advising with staff, Coordinators and Directors.
- 5B** Provide teaching opportunities to reinforce technological innovation. |
- 5C** Evaluate Core Visual Studies Program to assure baselines while offering advanced and innovative technologies, BIM. |
- 5D** Further engagement with the profession through alumni, professional and AIA networks in the classroom, through juries, reviews and College events.
- 5E** Develop Certificate programs that allow for tooling up expertise (integrated with summer semester to optimize timing and availability). |
- 5F*** Host two annual career fairs - one in the Fall, one in the Spring - to support all

** Added during Strategic Planning Open House 3*

RESEARCH

- 6A** Develop funded studios that engage industry and communities for collaborative research and learning opportunities. |
- 6B** Integrate Topic Studios with Faculty and Center Research to engage both faculty ambitions and student opportunities. |