WELCOME to the University of Houston Hines College of Architecture & Design

STRATEGIC PLAN FRAMEWORK ALL-COLLEGE OPEN HOUSE 3

Wednesday, September 13, 2023, 5-7pm

PURPOSE OF TODAY'S OPEN HOUSE

• **LEARN** about why the Hines College undertook this strategic planning effort, our process, and how the strategic planning framework will be used.



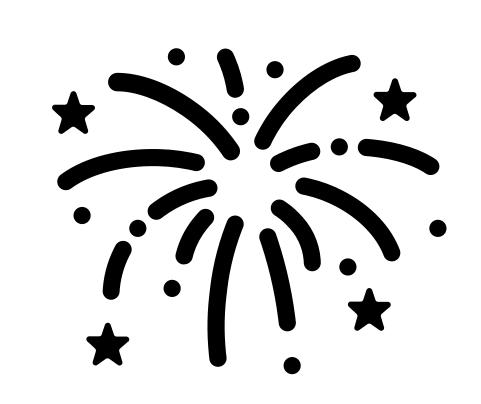
• **REVIEW** the final draft strategic plan framework that has been developed over the last year. If you attended the Open Houses last year, much of what you see today may be familiar. *The 2023-2024 strategic priorities and action plans (sections 5-6 of this Open House) are new today.*



• SHARE your feedback on the final draft framework and Program action plans. Questions are welcome, too!

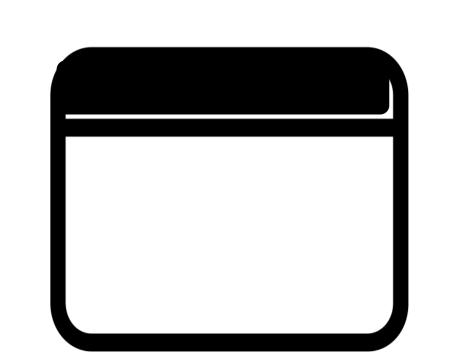


• **CELEBRATE** the culmination of a year of efforts and contributions of many members of the Hines College Community.

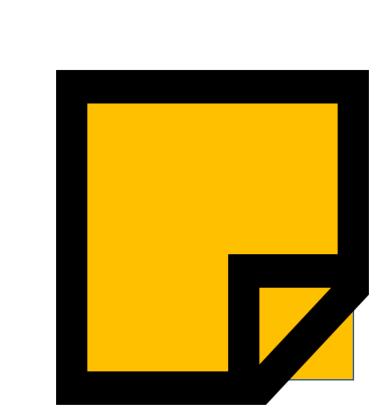


HOW TO PARTICIPATE IN THE OPEN HOUSE

- SIGN IN and FILL OUT A NAMETAG.
- Work your way around to each of the INFO STATIONS set up around the room. Visit them in order to best understand how the framework fits together.



• **ENGAGE & RESPOND** to the emerging framework draft. Write comments on post-it notes and use the dot stickers in section 6.



- SPEAK WITH DIRECTORS about your Program's action plan.
- HELP YOURSELF to refreshments and snacks! Prizes will be raffled off throughout the event!



THANKS FOR BEING A PART OF THIS PROCESS!

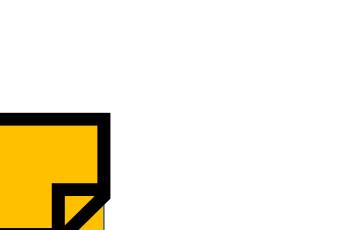
ALL-COLLEGE OPEN HOUSE OVERVIEW

CONTENTS OF THIS OPEN HOUSE

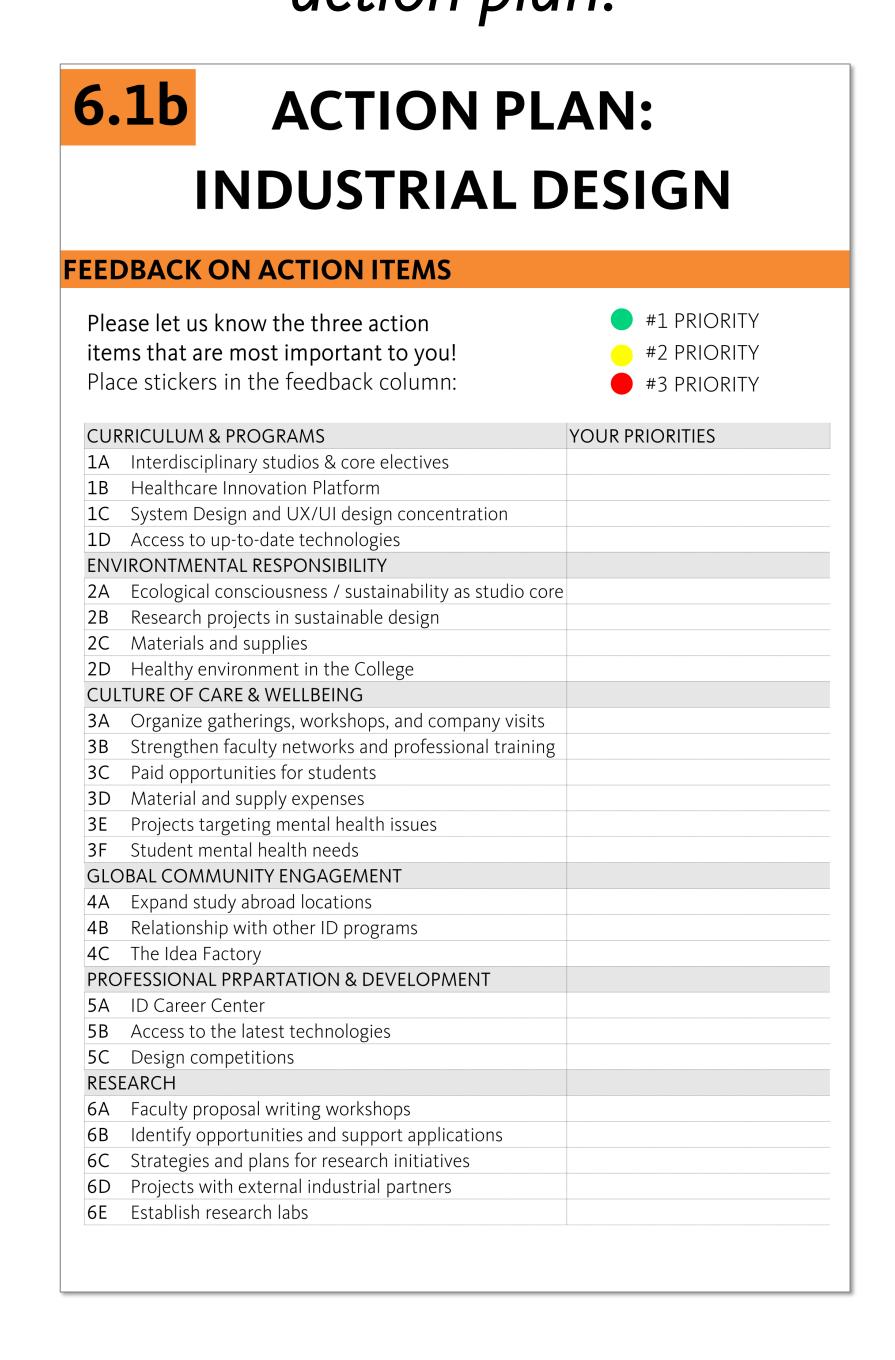
Join the discussion!



- 1.1 Welcome: Purpose of the Open House & How To Participate
- All College Open House Overview: Contents
- Strategic Planning Overview: Why Strategic Planning?
- Strategic Plan Overview: Framework Elements
- Our Process: Hines College Process Diagram
- Our Process: Process Elements & Outcomes
- Our Process: Working Group & Faculty Advance
- Our Process: All-College Open House 1
- Final Draft Framework Ethos: Purpose, Vision, We Believes 4.1
- Final Draft Framework Goals & Strategies 4.2
- 2023-2024 Strategic Priorities **5.0**
- 2023-2024 Action Plans 6.0
- Action Plan: Industrial Design
- Action Plan: Interior Architecture
- Action Plan: Undergraduate Architecture
- Action Plan: Graduate Studies 6.4
- Thank You!
- F.A.Q.s & Other Comments



Respond to your Program's action plan!



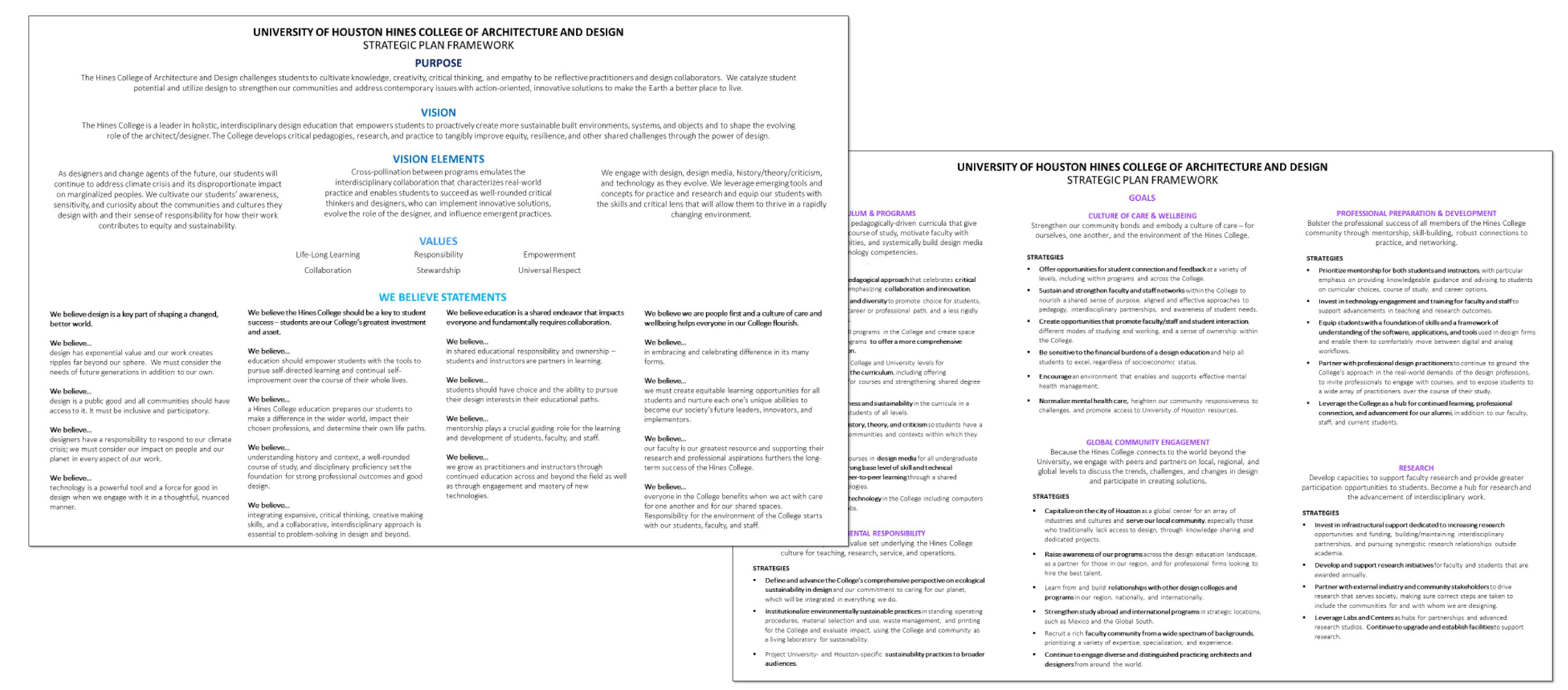
STRATEGIC PLANNING OVERVIEW

WHY STRATEGIC PLANNING?

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

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

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



STRATEGIC PLANNING

STRATEGIC PLANNING FRAMEWORK ELEMENTS



PURPOSE

WHY WE EXIST AND WHAT WE DO



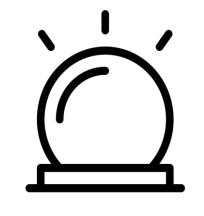
VALUES

OUR CULTURAL DNA – IT DEFINES WHO WE ARE



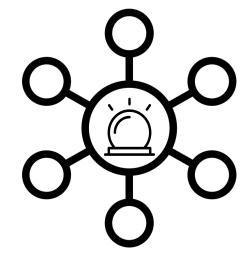
WE BELIEVES

BELIEF STATEMENTS – WHAT WE BELIEVE TO BE TRUE



VISION

THE FUTURE WE ASPIRE TO ACHIEVE



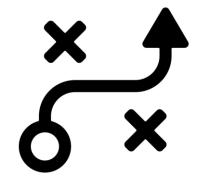
VISION ELEMENTS

KEY COMPONENTS OF THE VISION, LEGS TO THE VISION STOOL



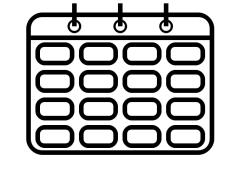
GOALS

OUTCOMES WE ARE STRIVING TO ACHIEVE FOR EACH OF THE ELEMENTS



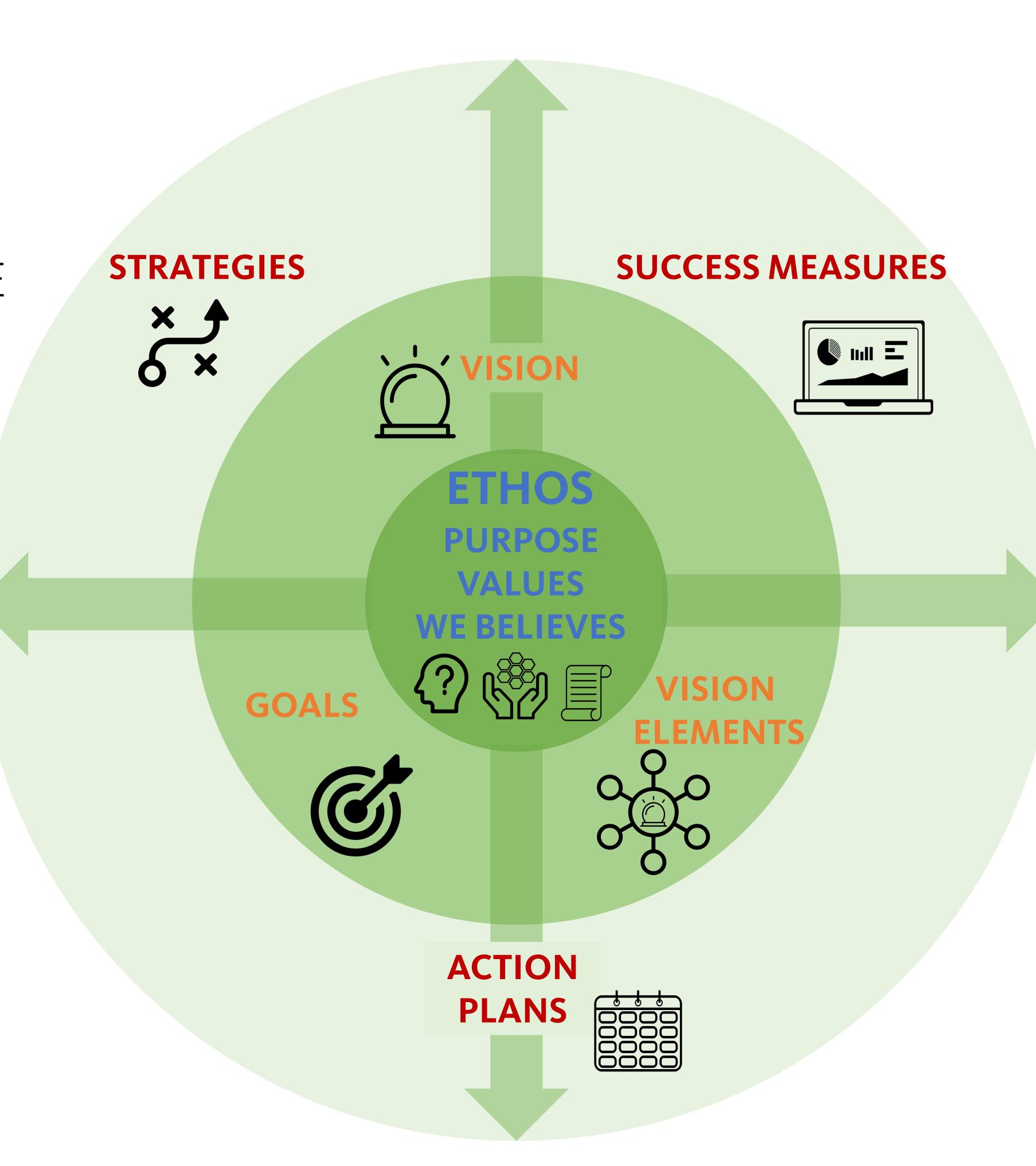
STRATEGIES & MEASURES OF SUCCESS

STRATEGIC DIRECTIONS TO ACHIEVE OUR GOALS AND EVIDENCE OF SUCCESS



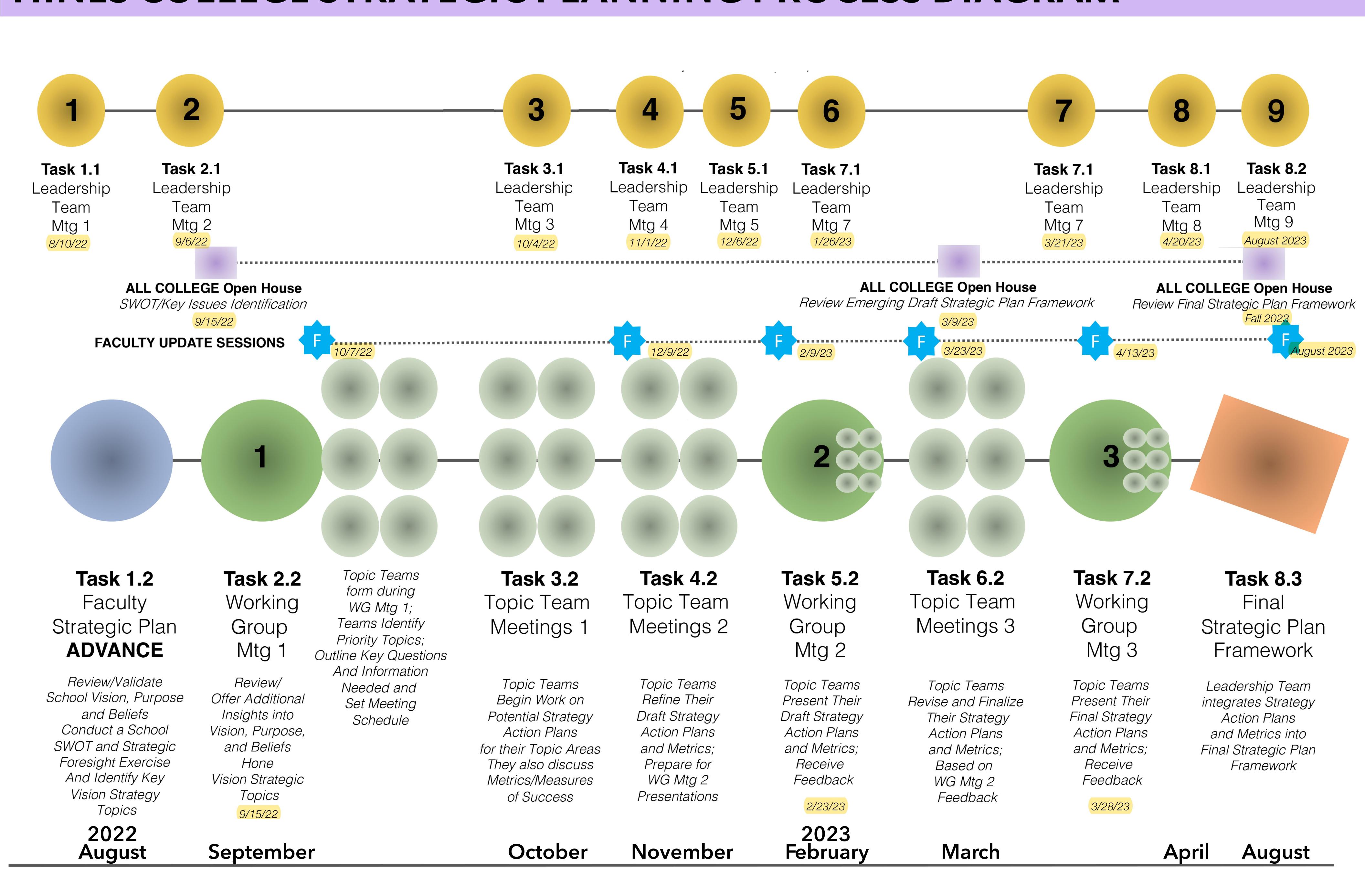
ACTION PLANS

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



OUR PROCESS

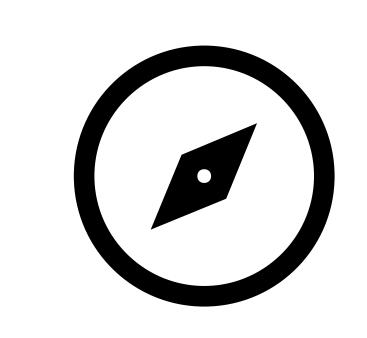
HINES COLLEGE STRATEGIC PLANNING PROCESS DIAGRAM



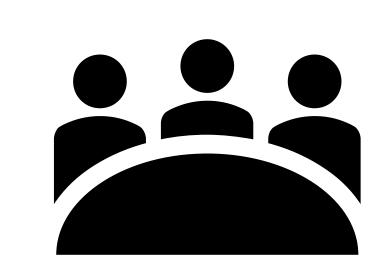
OUR PROCESS

PROCESS ELEMENTS & OUTCOMES

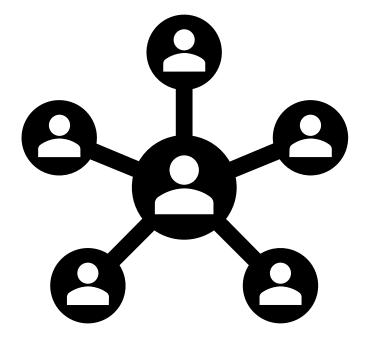
• The **LEADERSHIP TEAM** provided overall guidance to the strategic plan framework development process, overseeing the final draft, setting priorities, and putting together action plans.



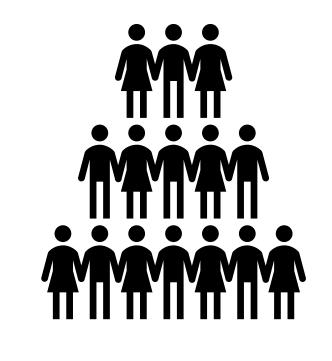
• The WORKING GROUP included Hines College design directors, coordinators, faculty, students, and alumni. They provided insight and feedback on our Ethos and developed strategic topics.



• TOPIC TEAMS, small groups within the Working Group, did deep dives into the strategic topics that inform our Goals & Strategies.



• The **FACULTY** participated in Advances (Retreats) and work sessions to assess the review and contribute to the strategic planning framework as it emerged.



• Three ALL COLLEGE OPEN HOUSES have been held to share our process and gain valuable insights from the wider Hines College community.



• Our process has resulted in a **STRATEGIC PLAN FRAMEWORK**, a high-level roadmap that will inform priority-setting, decision-making, and critical resource allocation.



OUR PROCESS

WORKING GROUP

The working group consisted of Hines College design directors, coordinators, faculty, students, and alumni. Meetings focused on bringing together the work of the topic teams and reviewing Framework draft iterations.

CURRICULUM Tradition of the properties are encoding and projection grants All counters recorded and experience of the project of the projec

TOPIC TEAMS

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

FACULTY ENGAGEMENT

Faculty engaged in strategic exercises designed to evaluate current conditions, look at industry trends and drivers of change, and map our cultural DNA at a Strategic Advance (Retreat) in August 2022.



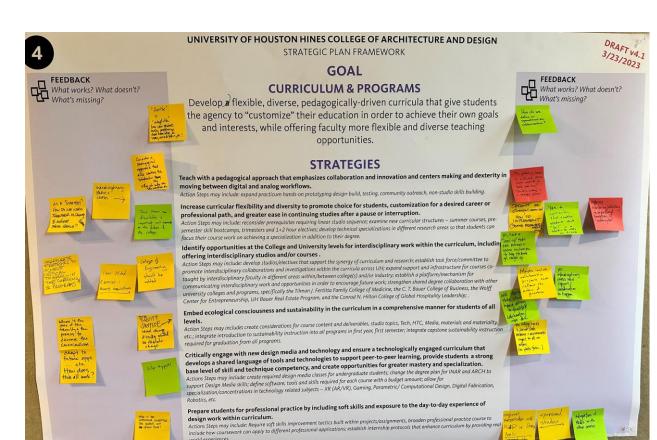


Faculty were invited to participate in a series of work sessions to give feedback on draft iterations of the framework. Over the Spring semester, faculty feedback provided essential validation, recalibration, and refinement of drafts. A survey was also provided for asynchronous review.



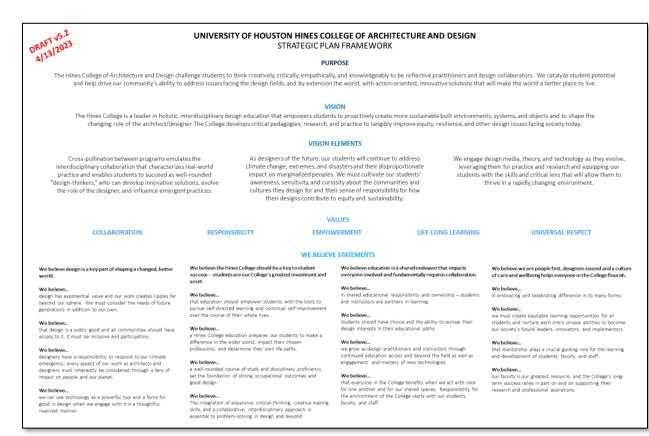
SESSION 1 FEBRUARY 2023

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



SESSION 2 MARCH 2023

Share the process for developing Goals & Strategies and focus on them in review Framework draft.



SESSION 3 APRIL 2023

Review draft version 5.2 of the Strategic Plan Framework

3.4

OUR PROCESS

ALL-COLLEGE OPEN HOUSES



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.

OPEN HOUSE 2

MARCH 2023

Participants responded to the emerging strategic framework, including a draft of the Ethos, topic maps created by the Working Group, and the restructuring of topics as Goals & Strategies.

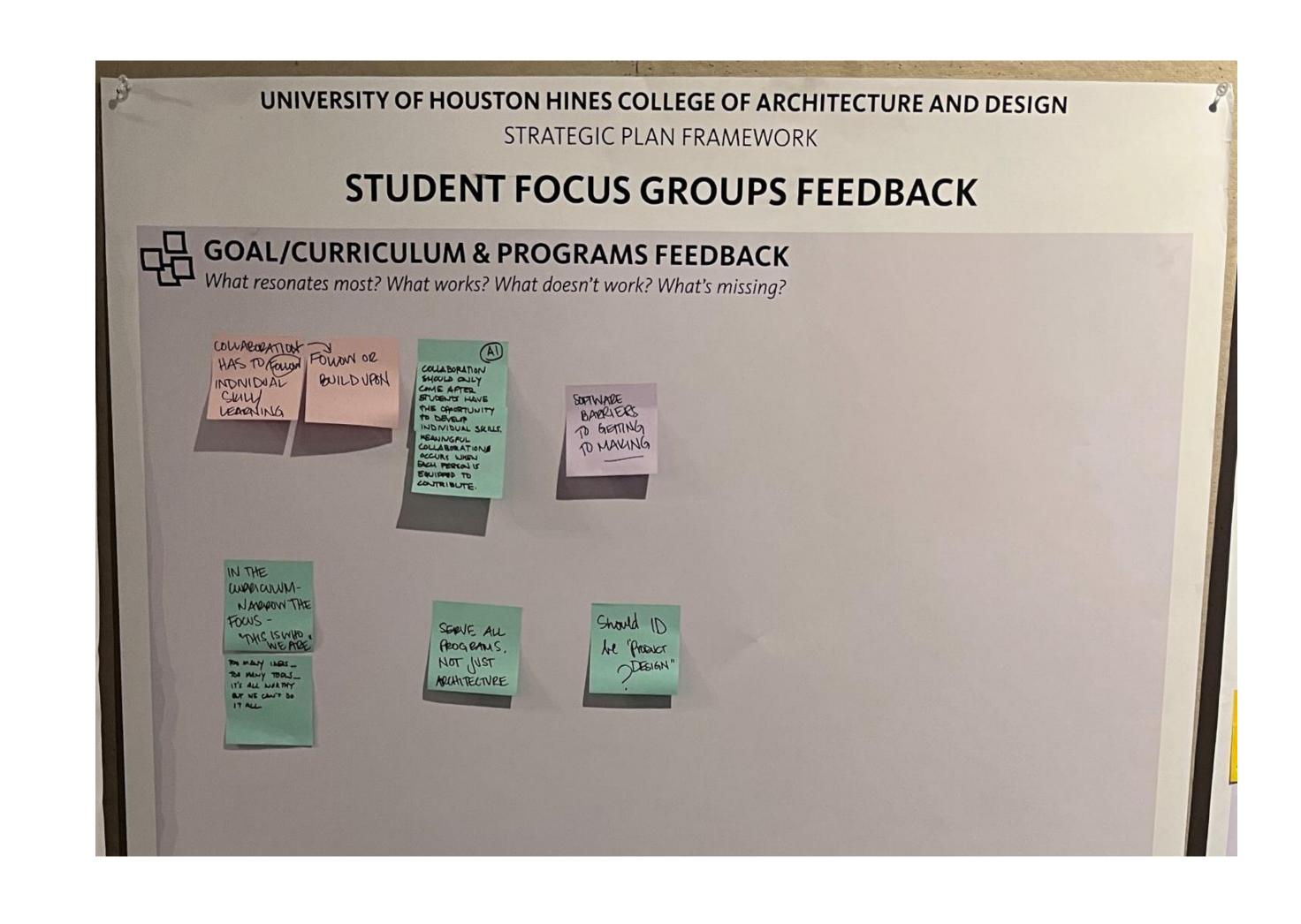




STUDENT FOCUS GROUPS

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.



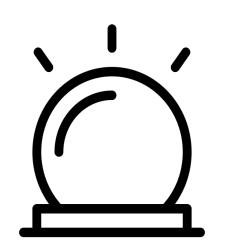
FINAL DRAFT FRAMEWORK

This final draft framework was co-created by the Hines College directors, faculty, staff, students, and alumni who have participated in our strategic planning process. We will use as a high-impact tool to help guide priority-setting, decisionmaking, and critical resource allocation.

ETHOS COMPONENTS

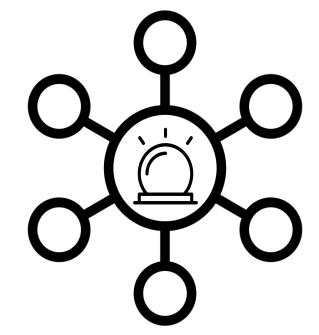


PURPOSE
WHY WE EXIST AND WHAT WE DO



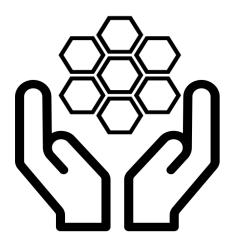
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FEEDBACK

New to this process? Thoughts on the Strategic Plan Framework? Write your feedback on a post-it note and share here.

FINAL DRAFT FRAMEWORK

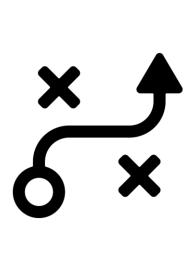
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GOALS & STRATEGIES



GOALS

OUTCOMES WE ARE STRIVING TO ACHIEVE FOR EACH OF THE ELEMENTS



STRATEGIES & MEASURES OF SUCCESS

STRATEGIC DIRECTIONS TO ACHIEVE OUR GOALS AND EVIDENCE OF SUCCESS

Keep in mind, the framework is designed to be strategic and high-level, rather than tactical and granular. Each element builds on what comes before:

OUR CORE PURPOSE \rightarrow WHO WE WANT TO BECOME \rightarrow HOW WE GET THERE

FEEDBACK

New to this process? Thoughts on the Strategic Plan Framework? Write your feedback on a **post-it note** and share here.

ETHOS

PURPOSE

The Hines College of Architecture and Design challenges students to cultivate knowledge, creativity, critical thinking, and empathy to be reflective 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.

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.

VISION ELEMENTS

Cross-pollination between programs emulates the interdisciplinary collaboration that characterizes realworld 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

WE BELIEVES

Life-Long Learning

Collaboration

Responsibility

Stewardship

Empowerment

Universal Respect

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.

We believe...

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 selfdirected learning and continual self-improvement over the course of their whole lives.

We believe...

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

We believe...

understanding 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 problemsolving 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 implementors.

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.

UNIVERSITY OF HOUSTON HINES COLLEGE OF ARCHITECTURE & DESIGN

STRATEGIC PLANNING FRAMEWORK

GOALS & STRATEGIES

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.

UNIVERSITY OF HOUSTON HINES COLLEGE OF ARCHITECTURE & DESIGN STRATEGIC PLANNING FRAMEWORK

GOALS & STRATEGIES

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.

2023-2024 STRATEGIC PRIORITIES

OUR FOCUS FOR THE YEAR

The framework is a high-level strategic document that sets a big, bold direction for the Hines College. The Goals & Strategies will guide us over the next 3-5 years.

This summer, the Dean of the College and directors identified three themes we will focus on as a College in this year's annual action plans. Each program will address these priorities in the ways that makes sense for them.

Interdisciplinary Education

Globalization

Professional Development

Culture of Care & Wellbeing and Sustainability are so essential that they will be considerations in everything we do as a College.

ALIGNING WITH MAJOR SHIFTS

Our strategic plan framework aligns with two major shifts that will serve as mechanisms for moving our goals forward:

Environmental Design BS Degree

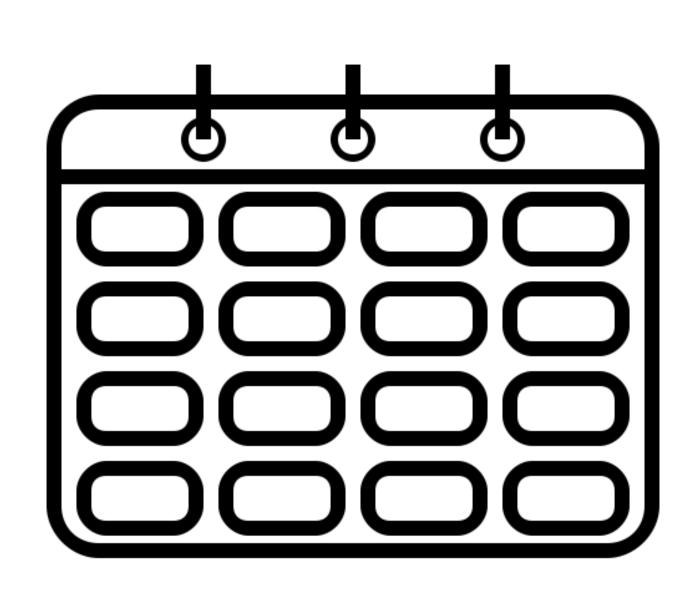
- Redevelop the program to enhance the student experience academically, professionally, and financially
- An interdisciplinary effort that brings together coursework from across many other degree programs
- Trimester system allows for greater flexibility and serves as a trial for other degrees
- Supports our focus on living out our commitment to sustainability and preparing students to be professionals who create positive impact

BUILD+

- Design Build will expand and will become a 501c3 non-profit organization
- More students will now be able to be involved in this effort
- Greater opportunity to partner on projects with other local organizations

2023-2024 ACTION PLANS

WHAT ARE ACTION PLANS?



ACTION PLANS

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

Each program has created an action plan for this year. This is a tactical plan that lays out how we will bring the strategic plan framework to life.

The action plans are structured according to our strategic goals. Action items have been tagged with the strategic priority themes which they support.

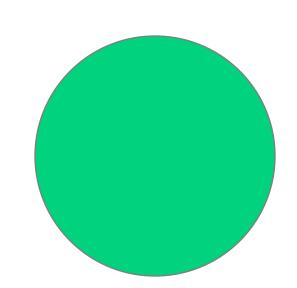
Action plans are tagged with letters indicating the strategic priorities with which they connect. A key can be found in the top right corner.

HOW TO PARTICIPATE

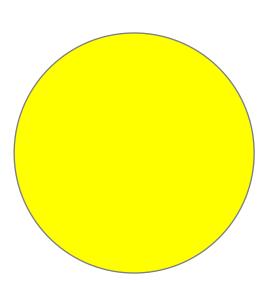
We'd like to know which parts of these action plans resonate most for you!

Take a look at YOUR PROGRAM'S action plan. Then use your colored dot stickers to tell us what three action items are most important to you on the feedback board.

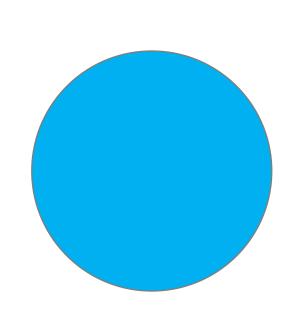
DOT STICKERS:



#1 PRIORITY



#2 PRIORITY



#3 PRIORITY

2023-2024 ACTION PLAN

PRIORITIES G: Globalization **THEMES**

STRATEGIC I: Interdisciplinary Education

P: Professional Development

6.1a 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.
- **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 saught 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

6.1b ACTION PLAN: INDUSTRIAL DESIGN

FEEDBACK ON ACTION ITEMS

Out of all of these action items, which THREE ARE MOST IMPORTANT TO YOU? Please rank order your top three priorities.

Place stickers in the feedback column:

#1	PRIORIT	Y

#3 PRIORITY

#2 PRIORITY

CUR	RICULUM & PROGRAMS	YOUR PRIORITIES
1A	Interdisciplinary studios & core electives	
1B	Healthcare Innovation Platform	
1C	System Design and UX/UI design concentration	
1D	Access to up-to-date technologies	
ENV	IRONTMENTAL RESPONSIBILITY	
2A	Ecological consciousness / sustainability as studio core	
2B	Research projects in sustainable design	
2C	Materials and supplies	
2D	Healthy environment in the College	
CUL	TURE OF CARE & WELLBEING	
3A	Organize gatherings, workshops, and company visits	
3B	Strengthen faculty networks and professional training	
3C	Paid opportunities for students	
3D	Material and supply expenses	
3E	Projects targeting mental health issues	
3F	Student mental health needs	
GLC	BAL COMMUNITY ENGAGEMENT	
4A	Expand study abroad locations	
4B	Relationship with other ID programs	
4C	The Idea Factory	
PRO	FESSIONAL PREPARATION & DEVELOPMENT	
5A	ID Career Center	
5B	Access to the latest technologies	
5C	Design competitions	
RESI	EARCH	
6A	Faculty proposal writing workshops	
6B	Identify opportunities and support applications	
	Strategies and plans for research initiatives	
	Projects with external industrial partners	
6E	Establish research labs	

2023-2024 ACTION PLAN

PRIORITIES G: Globalization

STRATEGIC I: Interdisciplinary Education

P: Professional Development

6.2a 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.
- 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

6.2b ACTION PLAN: INTERIOR ARCHITECTURE

FEEDBACK ON ACTION ITEMS

Out of all of these action items, which

THREE ARE MOST IMPORTANT TO YOU?

Please rank order your top three priorities.

#1 PRIORITY
#2 PRIORITY

#3 PRIORITY

Place Stickers in	the regulack	COIUIII.

CUR	RICULUM & PROGRAMS	YOUR PRIORITIES
1A	Recruitment	
1B	Expand 4 th Year interdisciplinary studio	• • • • • • • • • • • • • • • • • • •
10	Trans-disciplinary engagement	• • • • • • • • • • • • • • • • • • •
1D	Materials Collaborative	
1E	Historic preservation / conservancy	
1F	Computational design processes	
1G	Programming course	
1H	Theory of interior architecture course	
ENV	IRONTMENTAL RESPONSIBILITY	
2A	Build sustainability issues into every design studio	
CUL	TURE OF CARE & WELLBEING	
3A	Develop spaces within the college	
GLC	BAL COMMUNITY ENGAGEMENT	
4A	Prospectus of student and faculty work	
PRC	FESSIONAL PREPARATION & DEVELOPMENT	
5A	Expand the INAR Career Fair	
5B	Internship opportunities for all third-year students	
5C	Partnership with Houston AIA Interior Architecture	
	Design Committee	
RESI	EARCH	
6A	Partnerships with private	
6B	International Journal of Interior Architecture and Spatial	• • • • • • • • • • • • • • • • • • •
	Design	· · · ·

2023-2024 ACTION PLAN

PRIORITIES G: Globalization

STRATEGIC I: Interdisciplinary Education

P: Professional Development

6.3a 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.

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ACTION PLAN: UNDERGRADUATE ARCHITECTURE

FEEDBACK ON ACTION ITEMS

Out of all of these action items, which THREE ARE MOST IMPORTANT TO YOU?

Please rank order your top three priorities.

Place stickers in the feedback column:

#1 PRIORITY
#2 PRIORITY
#3 PRIORITY

CUR	RICULUM & PROGRAMS	YOUR PRIORITIES
1A	Upgrade curricular content	
1B	Consider structure of Architecture in light of BS in	
	Environmental Design	
1C	Include a Design Build curricular offering	
1D	increase flexibility through vertical studios	
1E	Non-dependent studio Design Media curriculum	
ENV	IRONTMENTAL RESPONSIBILITY	
2A	Ethos of environmental responsibility in Curriculum	
CUL	TURE OF CARE & WELLBEING	
3A	UGA students and faculty	
3B	UGA faculty and coordinators/director	
3C	Weekly activity and program updates	
3D	Studio furniture and equipment	
3E	Faculty Lounge area and Student Lounge area	
GLC	BAL COMMUNITY ENGAGEMENT	
4A	One-semester study abroad	
4B	Preceptorship/Internship international curriculum	
4C	Fundraise to expand visibility	
4D	Fundraise for national and international visiting faculty	
4E	International peer institutions student interchanges	
PRC	FESSIONAL PREPARATION & DEVELOPMENT	
5A	Portfolio workshops and revisions with the profession	
5B	Mentorship with Graduate Architecture students	
5C	Build Preceptorship/Internship curriculum	
5D	Coordination of advanced studio problems	
5E	Career Fair with broad career paths	
RESI	EARCH	
6A	Support faculty research with agenda of collaborations	
6B	Engage with multiple institutions' research agendas	
6C	More courses in conversation with the profession	
6D	international symposia	
6E	Host annual conference	

2023-2024 ACTION PLAN

PRIORITIES G: Globalization **THEMES**

STRATEGIC I: Interdisciplinary Education

P: Professional Development

6.4a 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 corequisites) 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. I
- **4C** Continue to develop, expand and provide identity to visiting faculty, collaborative partnerships, design build efforts and cultural exchanges through topical studio offerings. G, I
- 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. I
- 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).

RESEARCH

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

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ACTION PLANS GRADUATE STUDIES

FEEDBACK ON ACTION ITEMS

Out of all of these action items, which

THREE ARE MOST IMPORTANT TO YOU?

Please rank order your top three priorities.

Place stickers in the feedback column:

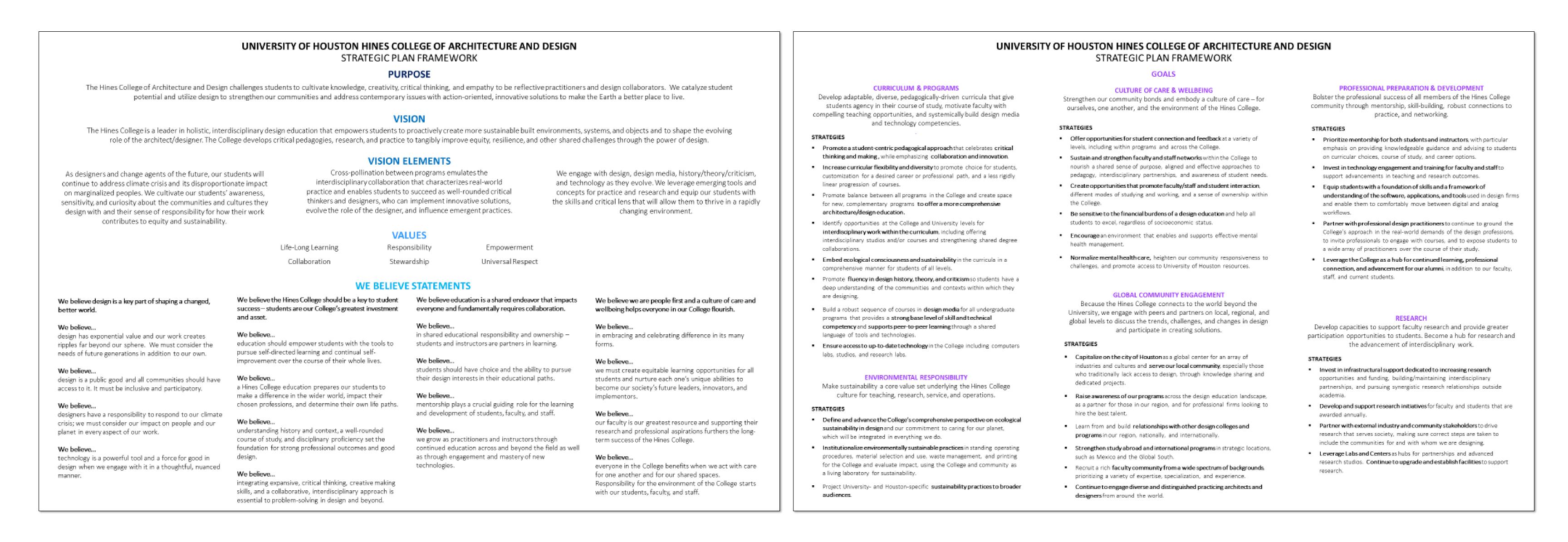
#1	PRI	ORI	ITY
H			

#2 PRIORITY

#3 PRIORITY

CUR	RICULUM & PROGRAMS	YOUR PRIORITIES
1A	BUILD+	
1B	Non-linear coursework	
1C	Summer semester	
1D	Environmental Design Graduate studies	
1E	Vertical topic studios, Sensitivity to student health co-curricular innovation	
1F	Sustainability Tech and Studio sequences & LEED	
1G	Visual and material technologies in curriculum	
1H	Keeland and the Craft Lab	
ENV	IRONTMENTAL RESPONSIBILITY	
2A	Analysis of our building	
2B	Integrate into all aspects	
CUL	TURE OF CARE & WELLBEING	
3A	Proactive interfaces and forums with leadership	
3B	Faculty meetings – teaching and collaboration	
3C	Course budgets in syllabus	
3D	Sensitivity to student health	
GLC	BAL COMMUNITY ENGAGEMENT	
4A	The city as critical context for studio projects	
4B	Expand degree offerings	
4C	Visiting faculty, collaborative partnerships, design build, and cultural exchange through topical studios	
4D	Expand visiting faculty	
PRO	FESSIONAL PREPARATION & DEVELOPMENT	
5A	Expand availability of advising	
5B	Teaching opportunities + technological innovation.	
5C	Core Visual Studies Program	• • • • • • • • • • • • • • • • • • •
5D	Further engagement with professionals	
5E	Develop Certificate programs	
	EARCH	
6A	Develop funded studios	
6B	Integrate Topic Studios with Faculty and Center Research	

THANKYOU & GREAT WORK!



- THANK YOU FOR JOINING US TODAY to celebrate this year-long College-wide effort!
- Our strategic plan framework is what it is BECAUSE OF YOU! The insights and involvement of the Hines College community have been hugely important to this process.
- The final draft framework and details from throughout our process can be found on the **Strategic Planning website**. (uh.edu/architecture/strategic-planning)
- We will continue to share our action plans each year, as they are developed.

A special thank you to our Working Group for all your time and hard work!

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

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

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

Michala Daniels
Raymond Fernandez
Tamyria Levy
Umaymah Sigbathulla
Eric Hudson ('83)
Andrew Gressett ('16)
Ledia Osmani Valdez ('08)
Margaret Wallace Brown ('02)

Jennifer Murray ('06)

F.A.Q.s AND OTHER COMMENTS?

Who is the strategic plan for?

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

How many years are we planning for?

Five years, which is the norm, so we can address our quickly changing world.

What about long-term goals?

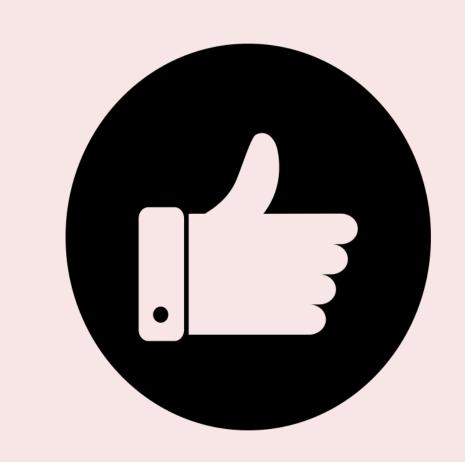
Strat planning is an ongoing process. Long-term priorities will continue to show up in future plans.

Will we hear more in the future?

We plan to continue to share our annual action plans. The framework can be found on our website.

ANYTHING ELSE?

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



STRATEGIC PLAN FRAMEWORK

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.(UHCOAD)

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. (lowa 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)