Strategic Plan
School of Architecture, Design and Planning

January, 2014

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Part I Introduction and Overview

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Part I

Introduction and Overview

1. Introduction

The School of Architecture, Design and Planning (SADP) was formed in 2009 when KU's School of Fine Arts was reorganized and the Department of Design was added to the existing School of Architecture and Urban Planning. The School's three departments—Architecture, Design and Urban Planning—all share a dedication to the professional education of students. The new SADP offers undergraduate and graduate programs for students interested in design- and planning-based disciplines. Degree programs in all three departments emphasize the mastery of appropriate skills, technologies, and bodies of knowledge as well as the development of critical thinking and creative problem-solving to help graduates excel in their careers.

The School's faculty and students have a common interest in the design, planning and construction of buildings, environments, objects, and visual forms of communication. Many courses in the School's degree programs incorporate knowledge and theory related to sustainable design; to human wellness and the creation of healthy environments, places, and lifestyles; and to the design of buildings, places, objects, images and communications.

The fusion of these design-based disciplines into a single school creates many opportunities for interdisciplinary initiatives.   These range from course work, service learning projects, and study abroad programs for students to joint research efforts, interdisciplinary scholarship and new creative directions for faculty. The need to identify, evaluate and assess the School's ability to seek new opportunities and follow new directions is itself more than adequate reason to prepare a strategic plan. Equally important is the dual need to maintain the School's position of leadership among its constituent disciplines and the professions they serve, and to contribute to the success of KU's *Bold Aspirations* and the strategic initiatives articulated by that institutional strategic plan.

Purpose

Our purpose in the School of Architecture, Design and Planning is to provide our graduates with an appropriate educational foundation for exemplary professional practice and personal career fulfillment; to prepare them to be critical thinkers/problem solvers who will serve, enrich, and sustain their professions and communities.

Status

Since fall of 2009, with the broadening of our complement of professional programs, we have been engaged in progressively building an interdisciplinary environment encompassing Architecture, Design and Urban Planning.   Our programs are integrated administratively in our central location on KU's Lawrence campus and, as described in this document in the "Resources" section in Part II, in our variety of operations in outlying locations, each with functional and locational logic.

Our three professional departments are fully accredited by our associated national agencies and have been so since their original accreditations.   While they are not included in national rankings, as is typical of design and planning programs, each is highly regarded regionally and nationally in its discipline, and has contributed throughout its history to KU's strong reputation.   For example, in *Design Intelligence*, an unofficial survey conducted annually by Greenway Publications, the professional degree program in Architecture was ranked 14th of 125 accredited programs nationally in 2012 and 1st in the Midwest region by architecture firms.   More importantly with respect to reputation, the recognition our students receive in regional and national competitions, and the consistently positive feedback we receive from professional employers attest to the strength of our programs.

Within KU, SADP is becoming increasingly involved in interdisciplinary projects as encouraged by the University in its 2012 strategic plan, *Bold Aspirations*, and described in this document in the "Strategic Initiatives" section of Part II.   This interdisciplinary involvement has made it all the more important that we strive to meet the 6 fundamental goals of Bold Aspirations:

1. Energizing the Educational Environment
2. Elevating Doctoral Education
3. Driving Diversity and Innovation
4. Engaging Scholarship for Public Impact
5. Developing Excellence in People
6. Developing Infrastructure and Resources

While the School's strategic plan is not organized and presented in the same form as *Bold Aspirations*, each of the topics that we treat has components within it that relate to one or more of the 6 main goals and the associated sub-goals and strategies. Alignment with this new and broad direction for the entire University is our overriding goal. Similarly, our ongoing efforts to align our programs internally and with our associated professions are also described in ensuing sections of this plan.

KU Context

SADP is one of ten academic units on KU's Lawrence campus, interrelated in many ways to its colleague units by institutional history and, as stated above, increasingly through the broad-based effort to energize the University with powerful initiatives relevant to contemporary societal and environmental priorities.   Specific projects that are engaging the School intensively in these initiatives are described below in Section 7.   The New Cities project, under SADP's leadership, is related to the "Aging in America" strategic theme and is charged with creating a knowledge foundation for the development of a new habitat for retiring Baby Boomers, which promises to become an exemplary national model with its pending actualization.   Related to this but with multiple projects supported by major national companies, the Center for Design Research (CDR) is conducting funded investigations concerning consumer products and services and it is broadening KU participation through the engagement of multiple KU academic units.

An important facet of the School's interdisciplinary participation within the University is found in the design-build operation of Studio 804, an internationally acclaimed model of architectural education in which senior students design and construct buildings as a capstone experience in achieving their Master of Architecture degree. Studio 804 is currently building its third project on the KU campus, the Forum at Marvin Hall—a much-needed assembly space and lecture hall that will provide a physical central focus for the newly enlarged School.

Professional Context

The School's related professions have changed dramatically in recent years as the result of economic recession, information technology development, and changing environmental and societal needs and priorities. Of these, the architectural profession has been most dramatically affected in the economic compression since 2008, owing in large part to its dependency on the well-being of the construction industry. While the need has always existed for educational preparation in the areas noted, it has been dramatically underscored through these past five years resulting in the re-evaluation of curriculum and pedagogical methodology in virtually every architecture, design and planning program in the country, with repercussions in interrelated professional programs. This is addressed in detail in ensuing pages of this plan.

By way of introduction to further detail on this topic, we must be more connected with our professional disciplines in every respect in order to expand our students' comprehension and preparedness. While this is ongoing in many respects, through adjunct teaching, internships, service learning, study abroad and practice models of many kinds, we need an acceleration to meet both change itself and the new pace of change in this 21st Century. The most important aspect of this strategic plan is in the many adjustments we must make in the immediate future to remain viable as an exemplary professional school serving our purpose and mission. This involves curricular change, pedagogical change, facility and technology transformation, and a change in our relationships with our related professions. We are in a new and dynamic realm of professional practice.

Strategic Planning Process

The Dean appointed an interdisciplinary committee and started holding a series of meetings in 2010 that began framing strategy for the School. The committee included a mix of faculty, students and leaders in the professions served by the School. This diverse group was organized by the Dean to provide a variety of perspectives on how the professions of Architecture, Design and Planning are evolving in a changing world, how our students can be best prepared for these changes, and how our degrees, our supporting programs and our faculty and staff can respond to the changing professions.

The Committee continued its planning process through 2011-12 with a series of meetings and

discussions that focused on strategic issues facing the School and the professions. With the advent of *Bold Aspirations* and particularly the academic community meetings resulting in the formulation of *Strategic Initiatives*, as well as preparations for the accreditation review of the Design Department, the planning process was temporarily halted until fall, 2012, when it resumed with a series of separate issues-focused faculty discussions held at the Center for Design Research.

Direction

Goals for the next five years have been formed based on some major factors that are modifying aspects of our administrative infrastructure, operations, and pedagogy.   These factors include:

a) Technical, economic, and global conditions that have created the most dramatic changes in the design professions in many decades;

b) Goals associated directly with *Bold Aspirations* that connect the School both operationally and strategically to the new directions of the University;

c) Priorities related to the *Far Above* campaign that constitute avenues of private support in an extended time of diminution of public and state support for higher education.

The following goals have been presented in previous years in annual plans.   They are based on a single, overriding purpose--to continue to provide the best possible professional education for our students – an education that is attuned to massive change in technologies, economies, global interaction, environmental and societal needs – and to align with the operational and strategic initiatives that are articulated in *Bold Aspirations*. These goals include:

a) Achieve integration within the School that brings its programs and people together into an interdisciplinary unit in action and in spirit;

b) Build faculties to optimum levels that will consistently achieve enrollment goals and enable effective participation in the interdisciplinary initiatives of the University;

c) Revise professional degree programs and curricula in response to changes in our related professions;

d) Support and grow graduate degree programs to increase the School's graduate/research capability;

e) Build a communication/promotion infrastructure that will enhance the School's reputation nationally and support fundraising;

f) Revise and internalize operations to effectively align with the changes that the University is effecting as articulated in *Bold Aspirations*;

g) Become a recognized leader, regionally and nationally, in sustainable design and health care facility design education.

These form the basis for the many strategies and actions that are identified in the remainder of this plan. Section 2 "Goals and Strategies" provides an overview of the principal strategies within the plan and a summary of action items. In Part II, Sections 3 through 7 lay out the fundamental issues and conditions that have shaped these strategies.

2. Goals and Strategies

The goals, actions and strategies that are described in the following sections of this plan are based on a single, overriding purpose: to provide the best possible education for our students, one that is attuned to massive changes in technologies, economies, global interaction, and environmental and societal needs, and one that is also aligned with the operational and strategic initiatives articulated in *Bold Aspirations*. Achieving this goal requires action on many fronts and changes in some of the ways we have done things in the past. The following items summarize some of the key strategies and actions that are critically important in achieving our overriding goal.

Creating an Integrated School

The newly created School of Architecture, Design and Planning must achieve a level of integration that brings its people and programs together in action and in spirit. This can be done in many ways. The crucial interdisciplinary academic linkages are laid out below. These are more likely to take place if the institutional framework and the physical setting are made right.

Groundwork. In 2011-12 we completed a comprehensive plan to restructure the administrative and governance framework for the new School. We passed a new set of bylaws in May, 2011, identifying new, School-wide faculty committees that extend governance and decision making and promote inclusiveness. Similarly, new departmental bylaws have been completed in the departments and these establish new committees that further extend governance, responsibility and opportunities for inclusiveness within the School.

We worked with KU Human Relations and Equal Opportunity to implement parts of the plan that a) consolidated positions in Architecture and Design so that we could create an Undergraduate Student Services Center in the School; b) streamlined our Academic Computing and Technology Support groups; and c) allowed us to redefine an existing position so that it could focus on student recruitment and retention.

The plan also had a Communications/Marketing component that described the need to elevate our national and international profile and we succeeded in hiring a Communications Director to head up this effort.

The plan's Facility component called for physically combining the administrative offices for the Design and Architecture Departments and work on the new offices was completed in fall, 2012. The purpose of this physical consolidation was to create new efficiencies, promote increased interaction and collaboration between the two departments, and to make a statement about the integration of the Design Department into the School.

Remaining Initiatives. There are two remaining components in the non-academic portion of the integration plan that are currently underway. The first has to do with the integration of our programs and people through shared imagery and information. Our Communications Plan (Item 6.B in Part II) calls for a complete reconstruction of the School's website, publications and internal communications in a way that promotes the full integration of information from and about all three departments. This is crucial in learning about each other and in developing a common identity.

The second involves the creation of a central gathering space for the students and faculty of the School, a place large enough so that exhibits, lectures and School-wide events can be scheduled in Marvin Hall and not in the facilities held by some other school on campus.   We have described this place as an addition to Marvin Hall that would be known as the Forum (Item 3.C in Part II). This is the final piece needed to create a physical identity for the School and it occupies a position of primary importance in our capital campaign.

Improving the Educational Experience

Bold Aspirations gives the University a template for improving all aspects of a student's education at KU.   In the School of Architecture, Design and Planning, each degree program has its own issues but some problems can be handled more effectively with School-wide action.

School-wide Activities and Initiatives. The School is already working to push improvements on a number of fronts, but there are several areas that require particular attention.   These include:

a) Identifying new degree paths, such as a revised B.A. Architectural Studies that can utilize existing resources, create new career-oriented pathways, update the overall curriculum of the School, and reinforce interdisciplinary connections (Item 4.A);

b) Developing and making more widely available a variety of for-credit internships with firms so that more students can take advantage of this invaluable experience (Item 3.E);

c) Improving the coordination, scheduling and availability of study abroad programs (Items 4.D and 4.F);

d) Coordinating the development of interdisciplinary certificate programs for SADP students and other students at KU(Item 4.F);

e) Managing enrollment growth in an incremental fashion and at a careful pace so that budget and teaching resources are not misaligned with enrollment as they are now (Item 5.A);

f) Enlarging undergraduate applicant pools to improve quality and increase selectivity. (Item 6.A);

g) Requesting the extension of Kansas-Missouri Tuition Agreement coverage to students who are enrolled in a revised B.A Architectural Studies degree program (Item 6.A);

h) Keeping in place all of the retention initiatives that are followed in the undergraduate degree programs, including special advising for waitlisted and other students, block enrollment, and special discussion sections (Item 6.A).

Architecture Initiatives. The Architecture Department has responded to concerns about the educational experience that were expressed in its most recent accreditation. The department also needs to continue pushing improvements in other areas including:

a) Continuing to create flexibility and options in the professional degree--this gives students more choices and it helps in addressing workload issues (Item 4.A);

b) Improving the B.A., enriching it with more engaging classes, and making it a more viable path to a professional degree. An effort to do this is currently underway and it involves a complete curricular change and the development of tracks that lead to professional degrees in Architecture, Design, Urban Planning and Construction Management (Item 4.A).

Design Initiatives. The Design Department has also responded to some concerns about its undergraduate degree concentrations. Two items require continued attention, including:

a) The need to reduce the high student to faculty ratios in Illustration and Animation, Photo Media and Visual Communication Design by building a faculty that can cover increased numbers and sections of students (Item 4.B);

b) The need to integrate courses from the Environmental Design concentration as much as possible so that enrollments will increase and the concentration will have a broader resource base than it currently enjoys (Item 4.B).

Urban Planning Initiatives. The issues that require attention in Urban Planning are magnified somewhat by the relatively small size of the department and the recent decline in enrollments. Some important actions that require immediate attention include:

a) Re-evaluating the degree from recruitment and admissions practices to the measurement of learning outcomes and the design of degree completion requirements (Item 4.C);

b) Developing ways in which the Urban Planning Department can play a larger role in the School's undergraduate degrees, particularly in the B.A. Architectural Studies degree, so that it could provide a track leading into the M.U.P. (Item 4.C)

c) Becoming involved in multidisciplinary certificate programs that might be developed within the School such as programs in Sustainable Design or Urban Design (Item 4.F).

Updating the Delivery of the Curricula

Declining financial support for higher education has made cost-effectiveness a universal driving force in planning for the future. The School of Architecture, Design and Planning needs to work closely with each department to identify alternative methods of delivering courses and degrees more efficiently and, perhaps, to a larger audience without negatively affecting the quality of the educational experience (Item 3.B).

So far, we have found that internships and other off-campus programs completed for academic credit have benefitted students and helped in dealing with limited instructional and facility resources. Departments should continue to develop these types of for-credit experiences to the extent that they strengthen degrees and do not jeopardize accreditation (Item 5.B).

Almost all of the credit for degrees in the School will continue to be obtained only though traditionally structured classes taught directly by faculty. Many of these classes, particularly those that involve labs, shops, field work, and considerable face-to-face individualized demonstration and direction outside of regular class hours will continue to be taught in a conventional format. For some classes, online delivery can introduce more flexibility for the student and the instructor and address the cost-effectiveness issue as well (Item 5.B)

Online courses have already been offered in the School, most notably on the topic of Health Care Facility Design within the Master of Architecture degree. Following School-wide faculty discussions this past year, each department agreed to create at least one new online class by January, 2014. These will be courses that can be offered to SADP students as well as other KU students and, perhaps, to students at other universities (Item 4.E)

At the same time, each department in the School should examine its degree programs and identify classes and/or sequences of classes that would be good candidates for online development and delivery (Item 4.E).

Each department's Curriculum Committee should also examine online courses offered by other Architecture, Design and Urban Planning departments that duplicate core degree offerings as well as required support classes and determine how they might evaluate such courses in terms of transferability or as substitute classes taken by students already enrolled in our degree programs (Item 4.E).

Lastly, the School should be reviewing the full variety of Massive Online Open Courses, or MOOCs, and assessing their ability to substitute for courses we require. The School needs to monitor any KU policies that describe processes for dealing with MOOCs (Item 4.E).

Building a Comprehensive Faculty

One goal that appears in recent annual plans for the School reads "build faculties to optimum levels that will consistently achieve enrollment goals and enable effective participation in the interdisciplinary initiatives of the University."

Faculty development is a matter of strategic importance because it ties budget to curriculum. The School can no longer continue to deliver the curricula, increase enrollment, increase student credit hour production, meet research expectations and fulfill service obligations by approaching faculty development as a matter of obtaining as many tenure-line appointments as possible (Item 3.A).

The budgets of academic units are tied to enrollments and this means that the School must approach faculty-building as a process that seeks a mix of appointment types that allows us to optimize the delivery of degrees, the production of research, scholarship and creative activities, and the fulfillment of service obligations (Item 3.A). By examining the total allotment of full-time equivalent positions (FTE), placing that against the instructional demands of the curriculum, and accounting for the limited contribution that a tenure-line position can make due to teaching load restrictions, research productivity requirements, and service obligations, it becomes clear that in an enrollment-based environment, more non-tenure-line appointments are necessary (Item 5.A).

The School needs to work with each department and use the curricular bases of each degree to identify overall instructional needs. From this, a faculty development plan can be crafted that supports current degree programs and works as well within the enrollment-based budgeting system that is now in place (Item 3.B)

Over the last 10 years, the Architecture Department has relied heavily on non-tenure-line faculty to produce a large part of its student credit hours (Table 1). In contrast, the Design Department has extremely high student to faculty ratios (Table 2) and equally high ratios of class sections to instructors (Table 1). It needs a significant increase in faculty FTE assigned to Illustration and Animation, Photo Media and Visual Communications Design to lower these ratios. New tenure-line positions are available only through an increase in enrollment. The appropriate strategy for the School and for Design would be to add more non-tenure-line positions and

stabilize ratios at a lower rate before growing enrollment to add more tenure-line positions (Item 4.B).

The need to meet instructional demands is only one of the forces influencing this perspective on faculty-building.   An equally important force is the need to meet the University's expectations for research, scholarship and creative activity within the School. Tenure-line appointments must be filled with excellent teachers who can meet all other expectations of a tenured position.   The School should require a documented record of peer-reviewed creative activities in scholarship, research, or professional practice for all prospective tenure-line appointments.   Outstanding candidates who have not yet demonstrated an ability to carry out independent scholarship, research, creative activities or professional practice should be considered for continuing non-tenure-line contractual positions rather than tenure-line appointments (Item 5.C).

Finally, as research and scholarship increase, the School should begin working with the chairs of the departments to identify ways in which specific aspects of what has become the faculty service load might be covered by staff who are assigned to provide administrative support to faculty committees (Item 5.D).   This would safeguard against an increasing proportion of non-tenure-line faculty without service duties leading to a service overload for the tenure-line faculty.

Forging an Interdisciplinary Academic Community

The key consideration behind the incorporation of the Design Department into the School in 2009 was that all of the departments shared a fundamental commitment to design and all shared an orientation toward the professions.   With these fundamental commonalities, there should be no reason why we cannot achieve a high degree of academic integration within the School.   We have already achieved a good measure of administrative integration and we have started the interdisciplinary push with two of the School's new initiatives.

Interdisciplinary Research. Interdisciplinary research lies at the heart of the New Cities Initiative and it is essential to the success of the Center for Design Research.   Faculty from all departments contribute to these research programs (Items 7.A and 7.B). The School must continue to support participation in these types of interdisciplinary research efforts.

Interdisciplinary Support Classes. In both Architecture and Design, Curriculum Committees have been formed and the School's new bylaws call for new Undergraduate and Graduate Studies Committees at the School-level to coordinate changes between the two departments and to identify areas of overlap where we can deliver degrees more efficiently. The School should push for a full listing of courses that might serve double duty and make sure that duplication of support classes is eliminated.

Interdisciplinary Coordination of Support Programs. The new Undergraduate Studies Committee is also charged with identifying opportunities for jointly sponsored study abroad programs for students.   Again, the School should push the committee for interdisciplinary

opportunities in study abroad.   If this standing committee cannot work with the departmental chairs to coordinate a School-wide set of study abroad programs, then a special coordinating committee (which would include the chairs) should be appointed by the Dean to oversee and approve the offering and scheduling of programs. This committee could organize presentations on each potential study abroad program, survey potential student demand, review alignment with degree requirements, and schedule the programs based on these criteria.   The committee could also perform a much-needed evaluation of the programs and of the learning outcomes among participating students. This could follow an annual cycle and it could be a process open to new program proposals (Item 4.D).

Interdisciplinary Academic Programs. Our professional degrees must meet certain accreditation requirements and the faculties in each department have been built to teach classes that cover those requirements. The more likely opportunities for interdisciplinary action in academic programs would be in newly created certificate programs and merged or joint degrees.

The University has recently emphasized the importance of developing certificate programs or sets of courses within and among degree programs that together would provide a student with unique knowledge or training in a defined area.   The School has a number of course combinations that would be of great interest to students outside the School. For example, when asked for suggestions for sets of classes already being offered that could potentially be formed into undergraduate certificate programs, faculty offered several ideas including certificates in Sustainable Design, Design Thinking, Urban Design, Design-Build and Historic Preservation

The Dean's Office should solicit proposals from each of the departments for undergraduate certificate programs and should also form an interdisciplinary group of faculty to explore programs that could draw on the courses of different departments and to review the proposals that are submitted by the departments. This group could then nominate proposals that could be fully developed and submitted for University-level review (Item 4.F).

An additional option for bringing interdisciplinary resources together involves revising the B.A. in Architectural Studies with courses currently found in the Environmental Design concentration in the B.F.A. The B.A. Architectural Studies was originally created to give students interested in Architecture a liberal arts and sciences foundation experience after which they could pursue a graduate professional degree in Architecture or some other field.   The anticipated audience for the degree never fully materialized and it has evolved for most students into a "second choice path" within the department. The compressed 5-year M.Arch. I does not suit all students, so conversion of the Architectural Studies curriculum into an undergraduate pre-professional program that provides a more direct entry into the M.Arch. III would provide an attractive and viable alternative.

The Design Department recently approved modification of the former Interior Design concentration to emphasize more environmental design and a change in the title of the concentration from Interior Design to Environmental Design. This provides a unique opportunity to fuse parts of a transformed B.A. Architectural Studies with the newly modified Environmental

Design concentration and create an interdisciplinary 4-year undergraduate degree that feeds students into the M.Arch. III or the M.U.P. The development of this interdisciplinary program should be given a very high priority within the School (Item 4.A).

Interdisciplinary Outreach Programming. The School should consider additional uses for the leased space shared with Kansas State University at the Kansas City Design Center. So far, the space has been used only by the Architecture Department. Urban Planning staged some outreach activities at KCDC in the past, but the proximity to many downtown design firms might make the KCDC a useful location for Design Department activities, as well. We must rethink our use of this off-campus resource and develop additional strategies and plans beyond the shared studio that will work to the advantage of all of our departments (Item 3.C).

Interdisciplinary Support Services. The inability of the Art and Design Common Shop to continue providing support for much of the technology based work that the Industrial Design program is pursuing presents the School with an excellent opportunity to prepare a new operating plan that will make shop and lab services previously reserved for Architecture students open to groups of students from Design. This kind of sharing could be especially crucial as students and faculty start to share a common School-wide resource base (Item 3.D).

Growing a Culture of Research, Scholarship and Creative Activities

Achieving significant growth in the School's graduate degree programs will expand research capabilities and opportunities. The Ph.D. program is growing at a good rate and to maintain this, it will require additional support in the immediate future (Item 5.C).

Maintaining Growth in the Ph.D. Program. It is still too early to determine if this growth will follow a long-term, sustained pattern but the nationwide move toward the M.Arch. as a replacement for the traditional B.Arch. suggests that there will be a continued demand for the Ph.D. as the distinguishing post-professional degree in Architecture. In a university that seeks to expand research and graduate activities, it would be wise to identify additional resources for this program as a priority. This would mean gradually adding more research-oriented faculty, more partnerships with external organizations that support doctoral research, more teaching opportunities for doctoral-level students within the program, and a greater portion of facilities set aside for the growth of this program (Item 4.A).

As explained below in Section 6.A, when the School's doctoral program was initially approved, six GTA lines were assigned to be used as a base of support for the students we hoped to attract. Several years ago, as part of a university-wide funding cut, three of those lines were lost. This has limited the number of years of support that we can offer a new student to two. The School should make the restoration of those three GTA lines a priority item for any additional funding in the immediate future. This will allow the School to attract more doctoral students and support them in a more competitive fashion. This, together with an enlarged base of externally funded research projects within the School would give the program a real boost (Item 6.C).

The School also needs to develop new corporate partnerships that will provide support for graduate research assistants (i.e., for the Ph.D. program), post-doctoral students, and faculty research (Item 3.E).

Promoting Faculty Research and Funding. The School should continue to employ the following measures to facilitate research and scholarly activities.

a) Individualized allocation of workload to carry out extraordinary scholarly activities that may not be completed within the 40% allocation of workload or to develop research proposals that have a high probability of success.

b) A faculty "course buy-out" program, available for faculty who obtain funding for research, scholarly or creative opportunities and wish to use part of their funding to cover the costs of instructional replacement.

c) A Dean's fund for research-based studio and class projects, available for faculty who are able to create productive cross-overs between research-based studios and their own programs of research.

d) Start-up funding for new faculty which is especially important for new faculty who are trying to launch a comprehensive program of research and need equipment or other materials to get projects off the ground (Item 5.C).

The School should attempt to use its resources to expand the volume of proposals and funding requests that flow out of its strategic research initiatives.   There should be some type of internal incentive system for the bundling of research proposals so that their number demonstrates the strength of our commitment within the research clusters of Sustainable Design and Health Care Facility Design (Item 3.E). Groups of faculty within the School have the academic records and the ability to make SADP a recognized leader in both of these research clusters.

One obvious starting point would involve the New Cities Initiative with its focus on the innovative design of retirement communities.   A related research direction worth supporting would involve the establishment of a parallel initiative that seeks to obtain funding for basic research on topics related to aging and the design of human environments beyond the focus of constructing retirement communities for Baby Boomers.   This effort would not focus as much on built expressions or applications of research results as New Cities does; rather, it would build a body of funded, basic research central to the topic of aging and the environment and this would add to the foundation and context for any clinical studies that might develop later if a retirement community is built.   If the application focus of New Cities does not yield results, there would still exist a conventional research center linked to many other units on campus. The best time for the School to develop this parallel initiative would be before a decision is made on a proposed Lawrence retirement community (Item 7.A).

In another area, the Center for Design Research has knit together some very promising partnerships with corporations. These should be developed with great attention to detail and service.   The early emergence of specific areas of research interest suggests that the CDR should continue developing connections in areas where KU has demonstrated strength and a record of achievement.   The development of applications of smart technologies to ordinary daily tasks seems to be one theme that could eventually unite the CDR's efforts into an easily recognized brand and perhaps connect with the Ph.D. program (Item 7.B).

There are many faculty in SADP and other units on campus who have established records of research that include smart technology applications. To the extent that it is possible, these faculty should be drawn into the CDR's activities with the hope that they can help in enlarging the network of industry partners and the volume of research that receives funding (Item 7.B).

To grow the Ph.D. and other graduate programs beyond their current dimensions and to give life to a robust culture of research, the School must be diligent in seeking future tenure-line faculty who can fully participate in such a culture.   It is worth repeating that the School should require a documented record of peer-reviewed creative activities in scholarship, research or professional practice for all prospective tenure-line appointments.   Outstanding candidates who have not yet demonstrated an ability to carry out independent scholarship, research, creative activities or professional practice should be considered for continuing non-tenure-line contractual positions rather than tenure-line appointments (Item 5.C).

On the other end, following each year's annual evaluation of faculty, the results for each department should be compiled and combined using the categories specified in Table 6 and the School-wide results should be tabulated by the Dean's Office and prepared for review and discussion (Item 5.C). We need to be aware of the progress we're making.

Transforming Facilities and Technical Support

In universities, space is always a coveted commodity.   It was no surprise then, that when the Center for Design Research was added to the School's inventory in 2011, it had a School-wide impact.   Completed with generous assistance and investment from the University and other sponsors, this cutting-edge facility has already developed into a setting that attracts a steady flow of potential research sponsors, community partners, and others who are interested in the work we are doing, especially in the area of sustainable design.   It has been the essential setting for launching many collaborative projects.

The other recent addition to our physical plant, the East Hills Design-Build Center, was obtained and finished out with differential tuition funds.   This building has also had a great impact on the students, faculty and curricula within the school.

The Forum addition to Marvin Hall, which is currently under construction, has been at the top of the School's fundraising list for a number of years and it will require external financial support.

When completed, it will stand as the most significant change in the School's facilities since the renovation of Marvin Hall in 1981. Still, there are other important facility needs and plans that must be addressed in addition to the Forum.

First, the Chamney site needs a development plan that links programs and facilities. The School should complete the improvements needed for the house and restored barn and begin identifying other potential locations that can be used as sites for research projects growing out of the Center for Design Research (Item 3.C).

Second, the School needs to develop a long range development plan for its shops and labs. This type of plan should be prepared by the Dean's Office in consultation with the departments and the technical staff and it should take into account anticipated technological changes in the delivery of electives and some support classes in undergraduate degree programs, the need to segregate heavier and dirtier projects into designated shops and to create a greater number of cleaner fabrication spaces, and the changing purposes of computer labs (Item 3.D).

Third, the School should also invest effort in planning additional uses for the leased space shared with Kansas State University at the Kansas City Design Center.   If our departments are to engage in any kind of outreach, professional development activities, or community service within the Kansas City area, the KCDC would offer the central location and high visibility needed.   We must rethink our use of this resource and develop additional strategies and plans that include programs, events and activities beyond the shared studio (Item 3.C).

Fourth, the School should revive its planning for a Research Pavilion to be built on the present site of Marvin Studios.   When the concept was initially raised, the argument for a four-five story building in the 25,000-30,000 sq. ft. range was based on three assumptions: first, that a growing Ph.D. program would stimulate research activity in the School and that offices and labs would be needed for that program; second, that the Pavilion would complete a closed complex of buildings (Marvin Hall, Art and Design and the Pavilion) and provide a physical focus for the School; and third, that it would house a cluster of fabrication labs and hybrid lab-classrooms that would be in great demand as the design-build approach to teaching and learning caught on in the School. All three of these assumptions are even more valid today and, more importantly, the proposed Pavilion would allow the School to pull out of two floors of Snow Hall and open up valuable spaces in that building for other academic units on campus (Item 3.C).

Before making any major changes in the amount and scope of technical support we need to carry out some careful planning.

First, there is a real need for a 5-year IT development plan that would focus on the future of computing in studios, classrooms and labs and potential new roles for centralized computer labs. The School supports a number of centralized and special-purpose computer labs and they are in great demand.   The Dean's Office should coordinate this effort with the chairs and the technical directors (Item 3.D).

Second, the School should re-examine the role that student assistants currently play in supporting labs, shops and other resource spaces and consider allocating a larger part of the differential tuition revenue to student hourly lab and shop support and student hourly training.   The creation of more fabrication labs and the growing number of hands-on projects in classes and studios will require more supervision and paid assistance in the future (Item 3.D).

Third, an East Hills advisory group made up of faculty who use the facility should be formed to advise the Dean on issues related to the Design-Build Center's use and operation (Item 3.D).

Fourth, the scale and complexity of projects taken on by Studio 804 has increased dramatically in the last few years and the Dean's Office should examine the needs of the program, specifically for staffing assistance in the areas of logistical support and construction management (Item 7.C).

Fifth, in line with this, the Dean's office should also examine different staffing solutions that could provide business and accounting services for Studio 804, preferably internally within the School and without disrupting the process that has led to the studio's success. If possible, this same business and accounting assistance might also be available for other design-build projects that operate simultaneously with studio 804 (Item 7.C).

Linking a Community of Interest and Support

The School operated without a staff member dedicated to communications and promotion since the early 1990s.   The creation and production of recruitment materials, departmental and school newsletters, event posters and advertisements, press releases and website content was carried out by various staff members without a unifying message, brand or plan.   We now have much to do in order to build a positive and representative image/message and connect with those who should have an interest in the School.

With a Director of Communications now in place and a plan for the various ways in which this reconnection can develop, it is important that the entire School be involved in this effort.

First, for many years, news of any kind of faculty or student accomplishment made it beyond the confines of the School only if the individual faculty member, student or chair could find the time to publicize the event or activity.   The rankings and reviews that are produced by different groups now carry significantly more weight than they ever did in the past and it is extremely important that Architecture and the rest of the School work with the new Communications Director to publicize the many achievements that take place during the year (Item 4.A).

Second, faculty members should consider contribution to the School's communication and promotion infrastructure as an important element in their service to the School and the University (Item 5.D).

Third, the Communications Director should work with the Dean's Office to determine a

reasonable timeframe for implementing the School's communications plan. The most important components—Publications Development, Website Redesign, University Liaison Activities, Professional Relations, and Public Relations are all underway, but some benchmarks for different activities projected over the next 2-3 years still need to be established (Item 6.B).

Fourth, the most important external groups to target in the earliest phases of the plan's implementation are the professions. They hire our students, they recruit for us, and they are instrumental in establishing our reputation (Item 6.B).

The overall goal of a revived and much stronger communications effort is to build and nourish a community of interest—one that consists of alumni, practitioners and other members of academia as well as parents, prospective students, donors and other potential friends of the School. We want people to feel that they belong to the community we have in the School, to have a genuine appreciation for the information we provide them, and to feel that we're equally aware of and appreciate them.

Aligning the School with the Professions

The Architecture, Design and Planning professions have undergone significant changes in recent years, in part related to the Recession of 2008-09, but also as a result of the ways that changes in information technology and other factors now affect practice.

Curriculum change has already started in the professional Architecture degrees and in the B.F.A. Design concentrations, mainly as a response to the general findings and conclusions in our ongoing strategic discussion with selected practitioners.

Four strategic initiatives are extremely important in this regard.

First, the School needs to continue supporting a strong interdisciplinary lecture series that features a balance of well-known and up-and-coming professionals in Architecture, Design and Planning.

Second, the discussions on the future of the profession that were held during the past two years should be institutionalized in some form. By involving faculty directly in these discussions rather than filtering ideas and opinions through an advisory board, curriculum change and other responsive actions are more likely to take place faster (Item 4.A).

Third, one of the best ways of staying aligned with the professions is to include active and leading practitioners in the work of the school. In addition to bringing in practitioners as critics and speakers, the School needs to employ a sizeable contingent of Professors of Practice and adjunct instructors who are simultaneously engaged in the Architecture, Design and Planning professions (Item 4.A).

Fourth, the School should continue to maintain strong connections and partnerships with firms in

the region and throughout the United States. The benefits that accrue from these partnerships in the form of internships, sponsored studio projects and research opportunities for our graduate students are of great value, but the connections also provide the School with an insight into the directions that practice is following that might not be gained otherwise (Item 3.E).

Laying a Foundation for the School

Some of the strategic initiatives described in this plan can be achieved through the reallocation of funds within the School's budget or with special differential tuition revenues.   Most of the goals relating to facilities, research and scholarships, however, will require external funding in the form of gifts and grants.

At this point, we continue to raise funds within the *Far Above* campaign at a pace that should eventually exceed the $7.0 million goal which was originally set. We plan to conditionally raise that original campaign goal to $10.0 million.

Our progress toward the original goal has come primarily (70%) in the area of estate planning. The financial crisis in the Architecture, Construction and Design industries over the last four years has certainly increased the appeal of deferred giving over other types of gifts.   Within Architecture alone, the economic crisis of this extended period has resulted in a 2012 estimate by the American Institute of Architects of a national workforce reduction of 30% in the profession, a consequence of the virtual standstill in lending for capital projects in the commercial and corporate sectors. At the same time, *Architectural Record*, widely considered to be the main professional journal of Architecture, predicts a shortage of practicing architects in the United States by 2014, due largely to the pent up demand for building construction and the growing backlog of public infrastructure that requires replacement.

This potential trend has been noted by a number of regional firms. In group meetings that we've conducted with some major regional firms, recent indicators of economic recovery are creating genuine optimism concerning an increasingly robust professional business cycle.   This suggests a new cycle of opportunity that will be well timed as we work through the remaining years of *Far Above*.   We are optimistic.

Our strategy through the remainder of the campaign and beyond remains the same: to focus our fundraising efforts on renewable scholarships while also continuing to build endowed scholarships consistent with our constituencies' interests in supporting professional merit and special educational programs that make the School unique. Our prioritized fundraising goals are listed below.

Renewable Scholarships for Recruitment.   These will help us improve our yield on undergraduate admissions in Architecture and Design and should relieve some of the pressure on other scholarship funds whose donors designated special purposes for the award when the original gift was made to the School.

Merit-based Awards for Special Achievement. Most of the potential donors who hold degrees from the School have a strong interest in funding recognition awards that are aligned with design excellence or scholarly achievement at the upper levels of study.

Study Abroad Scholarships. The study abroad requirement in Architecture and option in Design add significantly to the educational experience in the School. Our study abroad programs attract students and they make the School unique. Because study abroad is required for some students and because we would like for students to select programs based on alignment of interests rather than cost, study abroad scholarships that assist with travel costs are very important.

Multicultural Architecture Scholars Program. Funds raised for this highly regarded program allow us to sustain it and make it available to each new class. This program is particularly valuable in our minority and disadvantaged student recruitment efforts.

Health Care Facility Design Internships. These technically are not scholarships but they do provide assistance for fifth-year students who would no longer qualify for four-year renewable awards and who are interested in this growing area of practice. They also play a pivotal role in the placement of our graduates.

CDR Seed Money. The Center for Design Research actively seeks external funding for research projects that involve faculty collaboration and, in many cases, student participation in the research process. Seed money that could be used to leverage this kind of funding would help in meeting many of the educational and research goals within the School.

The Forum. The Forum addition to Marvin Hall consisting of a lecture hall, display space and open area is at the center of our current fundraising effort. Significant external support is being solicited.

The Pavilion. The need for a four-five story research pavilion in the 25,000-30,000 sq. ft. range located on the site of Marvin Studios is based on three emerging needs: first, our growing Ph.D. program is stimulating research activity in the School and additional offices and labs will be needed for that program; second, our Architecture Accreditation Team cited the dispersed distribution of our facilities as a major concern and the Pavilion will complete a closed complex of buildings (Marvin Hall, Art and Design and the Pavilion) and provide a much-needed physical focus for the School; and third, it will house a cluster of fabrication labs and hybrid lab-classrooms that are already in demand as the hands-on approach to teaching and learning catches on in the School. Perhaps of even greater importance, the proposed Pavilion will allow the School to pull out of two floors of Snow Hall and open up valuable spaces in that building for other academic units on campus. This proposed building addresses all of the most important facility and curricular needs of the School and its funding (estimated earlier at $10 million) would move the SADP years ahead (Item 3.C).

Summary: Major Goals and Actions

Goals. The strategies and recommended actions described in the previous sections are intended to guide the School in meeting the following primary goals:

Achieve integration within the School that brings its programs and people together into an interdisciplinary unit in action and in spirit;

Build faculties to optimum levels that will consistently achieve enrollment goals and enable effective participation in the inter-disciplinary initiatives of the University;

Revise professional degree programs and curricula in response to changes in our related professions;

Support and grow graduate degree programs to increase the School's graduate/research capability;

Build a communication/promotion infrastructure that will enhance the School's reputation nationally and support fundraising;

Revise and internalize operations to effectively align with the changes that the University is effecting as articulated in *Bold Aspirations*;

Become a recognized leader, regionally and nationally, in sustainable design and health care facility design education.

Action Items.   A fairly large number of issues and actions are described in Part II of this Strategic Plan. They have been distilled down for presentation in the previous sections, and the specific recommended actions can be consolidated further into the following major action items.   Each is presented below along with designation of the responsible implementing party and suggested priority for execution.

Responsible Party		Priority for Execution	
DO	Dean's Office	1.	Underway
DEPTS	Departments	2.	2014
ARCH	Architecture	3.	2015
DSGN	Design	4.	2016
UBPL	Urban Planning		
CH	Chairs		
CS	Communication Services		
ST	Staff		

GOALS AND ACTION STEPS	ANTICIPATED TIMING	RESPONSIBLE ENTITY
FOCUS : BUILDINGS / INFRASTRUCTURE		
1. Creating an Integrated School		
	2014	DO
1.a. Obtain funding for the Forum and begin design and construction		
	2014	DO/DSGN
1.b. Resolve space issues and Common Shop concerns in Art & Design Building		
2. Transforming Facilities and Technical Support		
	Underway	ARCH & DSGN
2.a. Form an East Hills advisory group including stakeholders from Architecture and Design		
	Underway	DO
2.b. Examine Design-Build staffing and logistical support needs for the future		
	2014	DO
2.c. Prepare development plan for Chamney site facilities and programs		
	2014	DO/ST ARCH & DSGN
2.d. Create short- and long-range development plans for SADP shops, labs and fabrication/maker labs as well as studios and classrooms		
	2014	DO/ST CH-DEPTS
2.e. Create 5-year IT development plan for SADP		
FOCUS : CURRICULUM/EDUCATION		
3. Improving the Educational Experience		
	Underway	DO/DEPTS
3.a. Coordinate and manage enrollment among all SADP degree programs		
	Underway	DO/DEPTS
3.b. Adjust recruitment strategies and activities to enlarge, improve and diversify applicant pools; target expanded assistance for Urban Planning		
	Underway	DEPTS
3.c. Create greater flexibility and options for students in professional degree programs		
	Underway	DO/DEPTS
3.d. Identify and develop new, interdisciplinary degree paths that use existing resources; strengthen School-wide emphasis on sustainable design		
	Underway	ARCH/DSGN/ UBPL
3.e. Revise B.A. in Architectural Studies curriculum to attract qualified students and prepare them for graduate and professional degrees		
	Underway	DSGN
3.f. Integrate coursework from the BFA Environmental Design concentration with other SADP degrees to increase enrollment		
	Underway	DO/ARCH
3.g. Prepare a contingency plan for the continued development of graduate-level design-build program		
	Underway	UBPL
3.h. Prepare comprehensive MUP plan responding to accreditation concerns		

3.i.	Address issues associated with coverage of renewable scholarships	2014	DO
3.j.	Improve coordination of study abroad programs through School-wide planning	2014	DO/DEPTS
3.k.	Continue current retention initiatives and develop other retention approaches, as needed	2014	DO/DEPTS
3.l.	Develop new undergraduate and graduate certificate programs such as the proposed Book Arts undergraduate certificate program in Design	Underway	DO/DEPTS
3.m.	Increase the number and variety of for-credit internships	2015	ARCH/DSGN
3.n.	Expand the number of students covered by the Kansas-Missouri tuition agreement and support all BoR efforts to continue the program	2014	DO
3.o.	Reduce high student to faculty ratios and class section per tenure-line instructor rates in Design and address similar issues in Architecture	2014	DSGN/ARCH
3.p	Begin annual assessment of degrees	Underway	DEPTS
4.	**Updating Delivery of the Curricula**		
4.a.	Coordinate and encourage departmental efforts to develop online classes	2014	DO/DEPTS
4.b.	Develop policies and criteria for accepting online courses from other universities	2015	DO/DEPTS
5.	**Aligning the School with the Profession**		
5.a.	Continue the School's interdisciplinary lecture series	Underway	DO/DEPTS
5.b.	Increase School partnerships with firms and agencies and strengthen these connections through internships, studio projects, and other mutually beneficial initiatives; expand service-learning opportunities	Underway	DO/DEPTS
5.c.	Institutionalize discussions between faculty and practitioners covering future directions in the architecture, design and planning professions	2014	DO/DEPTS
5.d.	Increase practitioners active in SADP as guest lecturers, critics, adjunct instructors, and Professors of Practice with service duties	2014	DO/DEPTS
6.	**Forging an Interdisciplinary Academic Community**		
6.a.	Expand the use of shop and lab facilities currently assigned to Architecture to include Industrial Design students	2014	DO/ARCH/ DSGN
6.b.	Examine degree programs and identify and eliminate any redundancy in coursework	2015	DO/DEPTS

			Year	Responsibility
6.c.	Identify opportunities for use of KCDC in Kansas City beyond the current Architecture urban design studio		2014	DO/DEPTS

FOCUS : FACULTY DEVELOPMENT

		Year	Responsibility
7.	**Building a Comprehensive Faculty**		
7.a.	Develop a curriculum-based staffing development plan for each department that fits an enrollment-based budget, recognizes research goals and strategic initiatives, and results in a balance of appointment types	2014	DO/DEPTS
7.b.	Encourage chairs to delegate responsibility so that faculty can develop	2014	DO/DEPTS
7.c.	Identify and reassign current faculty committee support tasks that can be placed appropriately within the responsibility of support staff	2015	DO/DEPTS
8.	**Growing a Culture of Research, Scholarship and Creative Activities**		
8.a.	Continue programs that support faculty research; expand associate dean for graduate studies' duties to include providing guidance on progress to tenure	Underway	DO
8.b.	Develop more specific and transparent processes for allocating funds for faculty development, travel and research, and give priority to requests that support KU Strategic Initiatives	Underway	DO
8.c.	Provide incentives for developing external funding proposals and proposals that support strategic initiatives	Underway	DO
8.d.	Provide support for a complementary research program that parallels the New Cities Initiative and conducts externally-funded basic research on health care facility design and/or aging and the design of human environments	Underway	DO
8.e.	Encourage interdisciplinary faculty involvement in programs sponsored by the Center for Design Research	Underway	DO
8.f.	Require and give priority to a documented record of peer-reviewed creative activities in scholarship or professional practice in all prospective tenure-line appointments	Underway	DO/DEPTS
8.g.	Restore the 6 GTA lines that were originally designated for the School's Ph.D. program and the General Research Fund allocation to the pre-2010 level	2015	DO
8.h.	Develop corporate research partnerships that provide support for graduate students	2015	DO
8.i.	Annually update and discuss departmental progress made in the SADP Research Plan	2014	DO/DEPTS

8.j.	Increase resources – faculty research support, partnerships, doctoral student support and facilities – for the Ph.D. program	2016	DO/ARCH

FOCUS : SADP SUPPORT, COMMUNICATION, AND PROMOTION

9.	**Linking a Community of Interest and Support**	Underway	DO/DEPTS
9.a.	Support implementation of the SADP communication plan by supplying news and information to Communications Services and by providing other		
9.b.	Develop benchmarks for implementing the SADP communication plan	2014	DO/CS
10.	**Fundraising**	Underway	DO
10.a.	Focus fundraising efforts on renewable, special achievement, study abroad and multicultural scholarships		
10.b.	Resume plans for a Research Pavilion and the fundraising required to build it	2016	DO

Part II

Issues and Recommendations

3. Resources

An examination of the facilities, staff and faculty FTE available for instruction in the three departments that make up the new School of Architecture, Design and Planning reveals that the resource base has changed little since 2001.   The most significant change introduced over the last 10 years has been the development of a differential tuition funding pool, approved by the students for improving, expanding and updating equipment, facilities and support staff that directly affect the quality of technological support and educational technology within the School.   These funds have been used to expand and update facilities available for some educational activities, such as studios, computer labs and shops and they have been used to purchase equipment used in classes, but they are insufficient to support the wholesale expansion of studio spaces and instructional FTE—the two components needed to support increased enrollments in our main professional degrees.

A. Faculty and Staff

Faculty Resources.   In general, faculty resources have been comparatively limited in the School over the last decade and especially in the last few years as enrollments have gradually expanded. For example, the overall student to faculty ratio for SADP in 2011 stood at 19.8.   For the Design Department, the ratio was 26.2 and for Architecture the figure was 20.2. These figures indicate that resources are clearly not distributed in proportion to total departmental enrollments.

In 2011, the School had a total faculty FTE of 50.7, approximately 3.2 short of the average faculty FTE for the preceding decade (Table 1).   Within this total resource base, slightly more than 80% of the School's instructional FTE consisted of tenure-line positions, even though tenure-line positions lagged behind the average figure for the previous decade by 3.5 FTE (Table 2).

This deficit in tenure-line positions breaks down to approximately 1.0 for Design and 2.5 for Architecture (Table 2).

Other data indicate that the need to cover gradually increasing enrollments with an ongoing deficit in tenure-lines and overall faculty FTE has resulted in continuation of split faculty lines held by adjunct and part-time instructors.   In 2011, the School's 50.7 instructional FTE was split among 41 tenure-line professors and 31 non-tenure-line faculty (Table 1).

Staff Resources.   In 2013, the SADP was administered, maintained and operated by a staff of 18.0 FTE, a total that is considerably less than other schools at the University (Table 3).   A variable number of part-time, hourly student assistants were also employed.

Table 1: Basic Statistics: School of Architecture, Design and Planning, 2002-12*

	School	ARCH & UBPL	DSGN
Enrollment			
Avg. annual undergraduate, 2002-10	780	436	348
Total undergraduate, 2011	768	307	462
Avg. annual graduate, 2002-10	163	152	18
Total graduate, 2011	238	207	25
Avg. annual enrollment, 2002-10	943	588	366
Total enrollment, 2011	1,006	514	487
Student Credit Hours			
Avg. annual SCH, 2002-11	22,372	14,105	8,268
Total SCH, 2011-12	21,164	13,215	7,949
Number of Faculty			
Avg. tenure-track faculty, 2002-10	45	29	16
Total tenure-track faculty, 2011	41	26	15
Avg. total faculty, 2002-10	71	45	26
Total faculty, 2011	72	48	24
Avg. total faculty FTE, 2002-10	53.9	34.0	19.9
Total faculty FTE, 2011	50.7	32.1	18.6
Faculty Workload			
Tenure-track SCH per FTE, 2002-11	331.3	357.5	284.4
Tenure-track SCH per FTE, 2011-12	314.9	293.4	351.9
Other faculty SCH per FTE, 2002-11	468.3	511.1	405.7
Other faculty SCH per FTE, 2011-12	488.7	604.5	352.3
Ten-track sections per FTE, 2002-11	4.1	3.7	5.0
Ten-track sections per FTE, 2011-12	4.5	3.5	6.3
Other fac sections per FTE, 2002-11	6.3	5.9	6.8
Other fac sections per FTE, 2011-12	5.9	5.8	6.0

*source: Academic Information Management System, KU Office of Institutional Research and Planning

Table 2: Enrollment Growth and Declining Tenure-Track FTE, 2002-12*

	School	ARCH&UBPL	DSGN
2002-09			
Avg. Annual Enrollment, 2002-09	927	588	339
Avg. Annual Tenure-Track FTE	44.8	28.8	16.0
Ratio: Students to Tenure-Track FTE	20.7	20.4	21.2
2010-12			
Avg. Annual Enrollment, 2010-12	1,039	577	462
Avg. Annual Tenure-Track FTE	41.3	26.3	15.0
Ratio: Students to Tenure-Track FTE	25.2	21.9	30.8

*source: Academic Information Management System, KU Office of Institutional Research and Planning

The SADP full-time staff included 2.0 FTE added in 2012 as part of the School's overall administrative reorganization. The support staff is assigned as follows:

Table 3: SADP Staff FTE, 2013

Office of the Dean:	5.0 FTE
Architecture Department:	2.0 FTE
Design Department:	3.0 FTE
Urban Planning Department:	1.0 FTE
SADP Library & Resource Center:	1.0 FTE
Academic Computing Services/Support:	3.0 FTE
Photographic Services and Lab:	1.0 FTE
Facility, Shops and Lab Management:	2.0 FTE

Issues

Faculty. While current enrollment totals in the School are generally higher than they were in the previous decade, the faculty FTE is lower. The gap between enrollment growth and declining faculty numbers is greatest in Design and least in Urban Planning. The consequence is unusually high student to faculty ratios in several of the Design degree concentrations. Student to faculty ratios also tend to be high in Architecture.

Staff. In comparison with other Schools that have similar enrollments, the staff numbers in SADP are substantially lower, and this includes the addition of two new lines in 2012.

Strategies, Goals and Actions

With the University's new enrollment-based budgeting and detailed monitoring of tenure-track faculty productivity, any faculty resource development strategy must focus on more than simply building up total numbers or FTE. Instead, the primary strategy should be one focused on providing courses for a growing enrollment base in the most cost-effective manner possible and in a way that gives tenure-track faculty the greatest opportunity to be productive scholars. A traditional strategy that aims simply at increasing tenure-line positions will not allow the faculty as a whole to be as productive as possible, given the pressure to continue growing enrollments.

A more practical strategy would be one that seeks a mix of faculty appointments, appropriate to the curriculum that must be delivered. There are components of the curriculum in which part-time and adjunct faculty, and graduate teaching assistants can and should cover courses and their teaching should be coordinated by tenure-line faculty. Likewise, there are components in which Professors of Practice should be employed because of their professional experience and the need to inject that experience into the curriculum. Other components, however, should only be delivered by faculty members who have substantial academic experience and training and these classes should be reserved for instruction by tenure-line faculty. In short, there is a need to maintain a core of tenured faculty with strong and vibrant programs of scholarship and research, but this core should be buttressed with a larger force of supporting part-time instructors and adjunct faculty from practice who have strong teaching skills.

Future efforts to build faculty resources should focus on the composition of the faculty. A recommended action would be for the School to examine its degree programs, identify courses that can be covered by non-tenure-line faculty, and recalculate the instructional needs for each degree program and department before any new teaching positions are advertised.

B. The Budget

The budget of the School of Architecture, Design and Planning was $7,630,124 for FY 2013, an amount 6% greater than the budget at the time the School was expanded in 2009.

Slightly less than 90% of each year's budget comes from State of Kansas funds which are restricted largely to salaries, travel and other specific expenses. Approximately 10% of each year's allocation is produced by a differential tuition fee that is assessed by the credit hour and paid by students who enroll in classes offered by the School. Funds from this source are restricted to expenditures that directly support the various technologies needed to operate classes for our students. Additional and much smaller sources of annual funds include income from events, projects, services and other activities sponsored by the School as well as funds donated to the School through the KU Endowment Association.

The School's budget is managed within the Office of the Dean. Almost 90% of the total budget is consumed by salaries. Most faculty salaries are established by the Dean in consultation with the department chairs. Administrative and staff salaries are also established by the Dean in consultation with supervisors.

Departments are allocated funds for various operating expenses and for faculty support such as travel and these are disbursed with the approval of the chairs.

Funds that are used to support instructional technologies, equipment, materials, spaces and special services and that involve use of the differential tuition revenues are approved by the Dean in consultation with the Associate Dean and Administrative Group. Expenditures that involve KU Endowment funds are approved by the Dean.

Table 4: Annual Budget Sources: School of Architecture, Design and Planning

	FY10	FY11	FY12	FY13
State Funds	6,448,167	6,376,370	6,469,465	6,776,095
Diff Tuition	685,000	712,000	804,971	802,173
Income	35,000	35,000	35,000	35,000
KUEA	22,156	21,890	16,571	16,856
Total	7,190,323	7,145,260	7,326,007	7,630,124

The comparatively small size of the School favors the centralized management of the budget and this approach is particularly helpful during periods of rapid change in the University and the State, when budget cuts and reallocations are ordered.

Issues

The budget of the SADP is highly vulnerable and can be influenced negatively by many factors that fall beyond the control of the School.

State funds supporting the University have been declining steadily for decades and are now accounting for less than 23% of the support needed to operate the University. The decline in State support will most likely accelerate with recently introduced cuts in Kansas income tax rates. The unpredictability of the principal source of funding for 90% of the School's budget underscores the need to look for other sources of support, especially with many other factors such as demographic change, economic cycles and climate-related agricultural losses having a direct impact on State funds.

Many of the School's alumni and friends have made generous donations to the SADP endowment which provides significant support for scholarships, student travel, special projects and important

educational events.   These gifts are crucial in the operation of the School and they often support projects and programs that contribute greatly to the School's reputation, but cyclical patterns of growth and decline in the Design and Architecture professions have an influence on giving and long-term budget plans normally cannot be based on these sources of funds.

SADP falls near the bottom of KU's schools when they are ranked according to external research funding.   While many academic units rely heavily on the overhead and salary replacement that comes with externally funded research, SADP has never generated a significant stream of research funding to expand its operating budget

The most significant factor affecting the SADP budget in the future is the new system of enrollment-based annual budget allocations.   In previous years, increases and decreases in enrollment were absorbed and leveled out from year to year so that a "mean" budget total would be allocated based on a longer-term pattern of previous annual enrollment totals.   In the new system, enrollments are monitored each year and a new budget base reflecting increases or decreases is allocated.   This will require the application of very precise enrollment management tools, equally precise controls on admissions, a significant increase in the effort to improve retention, and unprecedented flexibility in instructional staffing.

Strategies, Goals and Actions

The School must be responsive to the major forces that shape its agenda and there are several key strategies that will be helpful in the future in this regard.

First, we must align our internal budgeting and allocation processes and procedures with University-wide budgeting methods and procedures developed within *Bold Aspirations*.

Second, we must develop more specific screening policies and procedures for funds dedicated to faculty development, travel and research so that proposed activities that directly support KU Strategic Research Initiatives are given priority in funding support.

Third, we must allocate funds to departments in a manner that directly addresses key issues related to professional accreditation and also recognizes the need to maintain our budget through enrollment stability. The Design Department, for example, must reduce student to faculty ratios in several of its B.F.A. degree concentrations without reducing the total enrollments in those concentrations.   Without funding for additional tenure-line faculty, this must be done using the flexibility afforded by adjunct appointments and additional classrooms for more and smaller sections of classes. Similarly, the most recent accreditation review of the Architecture Department cited the general lack of financial resources for that department and called for an internal reallocation of funds within the School to address items associated with underfunding.   In enrollment-based budgeting, new funds for additional instructional FTE are generated only by larger enrollments.

Fourth, we must use our differential tuition resources to optimize technical support and resources

for our students.   The flexibility of these funds is limited but wherever there is an appropriate opportunity to substitute differential tuition funds for State funds, the School should rely on these internal fees.

Fifth, the only potential source of funding that is essentially inactive is external research funding and the School should increase this, as well as any other forms of external funding that offer salary replacement, to a level that has not been achieved before.

Sixth, following the administrative reorganization of the School in 2012, SADP should examine two other general areas within which existing resources might be used more efficiently. The first of these would be our degree programs, their curricula, and the associated menu of coursework. We need to identify alternative and less expensive methods of delivering courses, new pathways and potential new degrees that can use existing courses and attract additional students, and curricular overlap that might exist among our departments.   In addition, we should use the curricular bases of our degrees to identify our overall instructional needs and, from this, craft a faculty development plan that fits our academic offerings as well as the new set of budget constraints identified above.

C. Physical Facilities

The School has been headquartered in **Marvin Hall** since its founding. The main administrative offices are there along with the departmental offices for Architecture, Design and Urban Planning. The Architectural Resource Center and Hatch Reading Room are in Marvin Hall along with eighteen design studios, several classrooms, offices for architecture and planning faculty, woodworking and metal shops, three computer labs, a laser-cutter lab and critique spaces on each floor. A covered building yard is situated on the south side of the building.

Snow Hall, directly across Jayhawk Boulevard from Marvin Hall, contains six architecture studios and a number of faculty and staff offices. An open-access computer lab and a well-equipped model-building shop are in Snow Hall, along with a large critique and display area for student work. **Marvin Studios,** formerly known as Broadcasting Hall when it housed the campus radio station, is just behind Marvin Hall. It includes four architectural design studios, an acoustics lab, a computer lab, an HVAC lab, display and critique areas, and several faculty offices.

The school's **Design-Build Center** is in the East Hills Industrial Park on Highway K-10 in East Lawrence. This 63,000-square-foot, open-span building acquired in 2009 is the site of design-build studios, including the internationally acclaimed Studio 804. It includes studio design spaces, offices, conference areas, shop facilities, and large assembly areas for indoor construction of modular buildings.

Since 1987, the School has supported an urban design studio and a public education and community outreach center in Kansas City. The two programs operate together in the **Kansas City Design Center** at 1020 Baltimore Avenue in the heart of downtown Kansas City. This large

street-front location includes working space for an entire architectural design studio as well as offices for instructors, exhibitions areas, and conference and meeting spaces for events that include community partners and sponsors.

The 130,000-square-foot **Art & Design Building** located next to Marvin Hall contains the main Design Department programs, including faculty offices, studios and classrooms. The building houses the 2,100- square-foot **Art & Design Gallery,** which features new exhibits every two weeks and is an important component of the teaching mission. Computer labs and unique satellite computer areas are dedicated to each Design concentration. A traditional film photography lab includes a dark room for black-and-white photography as well as a digital processing lab with dedicated spaces for video and digital image production and an equipment checkout facility. The 6,400-square-foot Common Shop includes a range of woodworking equipment, a plastic vacuum former, metal-working equipment, and classroom space.

The historic **Chamney Farm** on the western edge of the Lawrence Campus is the site of the School's **Center for Design Research**, an award-winning building which connects a converted native limestone farmhouse and nineteenth-century restored barn.   Corporate-sponsored projects are supervised by design faculty and executed by graduate students and advanced undergraduates at the Chamney site. This fully equipped facility has become a connection between the academic and professional worlds of design as well as a focus for collaborations among applied design areas and other KU units.

Issues

The School faces all of the issues that are associated with intense, round-the-clock use of facilities. Continuous inventory and management of spaces, especially labs, shops, studios and other work spaces, is essential and the churn of constantly moving furniture and equipment is unavoidable with studio-based degree programs.   These issues are handled well with the staff we have in place. There are larger, facility-related issues that require a longer-term, strategic outlook.

First, SADP occupies a number of buildings and this matter has been raised in accreditation visits as a challenge to departmental integration and to the growth of a focused student community and "culture" within the School.

Second, the matter of a single school occupying multiple buildings would not be as significant an issue if one of the buildings had a lecture hall, exhibition space or large gathering room where all three departments held events and where school-wide functions took place. The issue of the School being dispersed among a number of buildings with several of them being located off of the main Lawrence Campus is compounded by the absence of a single place that serves as a focus for the entire School.

Third, although the School has managed to relocate and centralize almost all of its larger-scale building and construction activities to the East Hills Building, fabrication and smaller-scale building projects take place in many classes in both Architecture and Design. The School's shops

in Snow and Marvin have no usable assembly or staging spaces.   The Common Shop which has been used in the past by both Design and Art is no longer able to adequately support the needs of Industrial Design students.   The School needs to develop teaching labs where small-scale fabrication projects can be developed and these should be centralized or clustered for the purposes of management, safety and equipment support.

Fourth, the Chamney site has gained recognition and growing interest with the construction of the Center for Design Research and the subsequent events and projects that have brought several potential corporate partners to discuss directions and agreements for joint research.   At the present time, SADP is simply trying to make the farmstead buildings usable as design research labs and classrooms with amenities ranging from heat to fiber optic cable connections. The site has great potential for development.

Fifth, since 1987 SADP has operated an urban design studio out of a fixed space in Kansas City. Over the years, the studio has moved from the KU Medical Center to the UMKC campus, back to the KU Medical Center and it now occupies a leased street-front space in downtown Kansas City, Missouri, where the studio is operated jointly with the College of Architecture, Design and Planning at Kansas State University. As it stands, with only a single studio at work, this high-visibility space is underutilized.

Strategies, Goals and Actions

A first step in responding to the "dispersion versus integration" issue was completed in summer, 2012.   The Design Department office was moved out of the Art & Design Building and consolidated into a renovated suite in Marvin Hall with the Architecture Department office.   At the same time, all student support functions in Design were also moved out of the Art & Design Building and into another renovated suite in Marvin Hall that now contains all undergraduate student services for both Architecture and Design.   This helps in reinforcing the idea that Marvin Hall is the main location for the new School and it has already fostered new interactions and exchanges between the two largest departments in SADP.

The Forum.   This reorganization, however, does not provide the necessary single focus that will serve as the assembly and gathering place for students, faculty and staff.   For that purpose, the construction of a Forum addition to Marvin Hall consisting of a lecture hall, exhibition space and gathering area is now underway.   Funding for this addition has been sought for several years. A significant gift or gifts to cover the construction of this addition must be identified in 2014.

The Pavilion.   Ten years ago, when Marvin Studios was renovated under what was then described as a "ten-year renovation," a number of architecture firms prepared and submitted design concepts for a proposed Research Pavilion that would be located on the site of Marvin Studios.   The need for a four-five story building in the 25,000-30,000 sq. ft. range was based on three assumptions: first, that a growing Ph.D. program would stimulate research activity in the School and that offices and labs would be needed for that program; second, that the Pavilion would round out a closed complex of buildings (Marvin Hall, Art & Design and the Pavilion) and provide

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a physical focus for the School; and third, that it would house a cluster of fabrication labs and hybrid lab-classrooms that would be in great demand as the design-build approach to teaching and learning caught on in the School. All three of these assumptions are even more valid today and, more importantly, the proposed Pavilion would allow the School to pull out of two floors of Snow Hall and open up valuable spaces in that building for other academic units on campus.   This idea deserves serious study because it addresses all of the most important facility and curricular needs of the School.

Chamney Site. Of our off-campus facilities, the Chamney site and the planned activities associated with it should also receive serious attention in the form of a combined development plan that links programs and facilities. The completion of the Center for Design Research was accomplished with generous assistance and investment from the University and other sponsors and this facility has already developed into a setting that attracts a steady flow of potential research sponsors, community partners, and others who are interested in the work we are doing, especially in the area of sustainable design.   We have been able to supplement grants from corporate partners with differential tuitions funds to enhance the teaching and research spaces at the farmstead, but we cannot let our plans for growing an externally-funded Center for Design Research become bound by a charming but very limited set of historic buildings.   With only a few more research partnerships sealed, we will easily exceed the capacities of the house-barn-CDR complex and we must have spaces identified in advance if the Center is to continue growing.

KCDC. Finally, SADP should also invest effort in planning additional uses for the leased space shared with Kansas State University at the Kansas City Design Center.   If our departments are to engage in any kind of outreach, professional development activities, or community service within the Kansas City area, the KCDC would offer the central location and high visibility needed.   We must rethink our use of this resource and develop additional strategies and plans that include programs, events and activities beyond the shared studio.

D. Infrastructure and Technical Support

The School maintains a rich and robust technological base that supports a variety of educational, research, construction, communication and business activities.   Much of this technological base falls within the category of Information Technology and, within the School, support is provided through two offices—Architectural Computing Services and Support which serves the Architecture and Urban Planning departments as well as the School and all of its off-campus facilities and programs, and the Design Department Computer Support Services which handles all of the unique and varied IT and technological issues in the Department of Design.

Architecture, Urban Planning and School-wide Support

The Architectural Computing Services and Support office (ACSS) was staffed by 3.0 FTE until 2012 when it was reduced to 2.0 FTE as part of the SADP administrative reorganization. ACSS operates six computer labs that are accessible 24 hours a day and it provides complete technical

support for over 200 computer work stations used by faculty, staff and students in offices, classrooms, labs, studios and at off-campus locations.   In addition, ACSS handles all troubleshooting, internal repairs, software and hardware purchases and installations, and all support services such as printing and plotting in labs.

Table 5: SADP Information Technology Resources, 2013

	ARCH & UBPL	DSGN	TOTAL
Computer Labs	6	5	11
Computer Work Stations for Student Use	141	110	251
Support Staff Computer Work Stations	22	7	29
Faculty Computer Work Stations	38	50	88
Additional Networked Devices	16	25	41

The ACSS office maintains a large set of servers and operates a rendering farm that is essential in processing a high volume of student work. It provides technical support for the School's laser lab, acoustics lab and CNC router. ACSS also works closely with faculty in preparing and designing computer-based exercises and projects in studios and classes and it hires and trains lab monitors as well as student instructors for the many software short courses that it provides. ACSS oversees all computer-related issues when facility changes and modifications are made and it advises the School on University issues related to IT support.

Design Support

The Design Department Computer Services office (DDCS) provides similar support for more than 400 students and faculty in the Design Department. Staffed with 1.0 FTE, DDCS manages and supports the operation of five computer labs that provide specialized software for photography, animation, CAD, 3-D modeling, video production, desktop publishing, scanning, and illustration. DDCS provides technical support for free-standing work stations in offices, classrooms, studios and labs.   In addition to supporting almost 170 computers, DDCS provides technical oversight for a MakerBot lab, a photo lab, and the CDR Innovation Lab.   The office trains student support staff to monitor and oversee computer and photo labs.

Shop and Lab Support

While all computing and related IT support in the School is covered by three full-time employees and several student lab monitors, support for the School's shops, non-computer labs and all other facilities (approximately 225,000 sq. ft.) is handled by two full-time employees assisted by a small number of student workers.

The array of shop facilities includes a model-building shop in Snow Hall, the main Wood and Metal Shop, a laser-cutter lab and Building Yard at Marvin Hall, a CNC router in Art & Design, and multiple wood and metal shops and a Rammed Earth Lab at the East Hills Building. In

addition to purchasing and maintaining a wide variety of tools and equipment for all of these specialized shops, the staff also oversee the use of the facilities and provide training equipment operation and safety. They work closely with faculty to plan and monitor the use of the shops in class projects and they offer individualized consultation to students on all types of assignments that require use of the shops.

The same staff also handle all work in the School that involves moving equipment or furniture and setting up labs, classrooms and conference areas. They occasionally design and build equipment and furniture for special purposes in the School and they assist the IT staff in all infrastructural support that involves any physical rearrangement.

Issues

The School's Infrastructure and Technical Support staff are responsible for a wide variety of equipment, services and activities spread out in a number of buildings, on and off the Lawrence Campus.   It is important to have a comprehensive management system in place and in operation because the staff must meet the needs of users in many different locations without being stretched thin.

The School's full-time Infrastructure and Technical Support staff operate at full capacity and student hourly employees are needed to fill in outside regular business hours and in areas such as computer labs and shops where usage extends well beyond regular business hours. Without a continuing supply of well-trained student assistants, labs, shops and other services could not meet demands.

Rapid obsolescence is a characteristic of much of the technology we use. Decisions to purchase various pieces of equipment and software packages have been made in the past normally in close consultation with potential users and then in the context of the SADP Technology Development Plan.   The SADP needs to stay on top of changing purchasing policies and other University-wide practices as an important means of cutting costs. When possible, the School needs to develop a policy of investing more in long-lasting infrastructure and less in products with short shelf life

The Common Shop in the Art & Design Building has traditionally served the needs of students in both Art and Design. That shop is now administered by the School of the Arts and in the 2011 NASAD Accreditation Report, the Common Shop was cited because of HVAC and scheduling problems. While first-year Design students still use the Common Shop for their projects, the more complicated and advanced projects of upper-level Industrial Design students can no longer be accommodated there and SADP needs to develop a solution for this matter.

The East Hills Building now serves as the site for two undergraduate architecture studios each semester as well as the year-round 804 Design-Build Studio. In addition, course work and research on rammed earth construction is now carried out at East Hills and the number of projects requesting space and support in the facility grows each year.   SADP needs to devise some way of providing additional oversight for this growing use of the facility.

Strategies, Goals and Actions

Comprehensive Management.   The Office of the Dean deals separately with infrastructural and technological issues in Design and Architecture and it has not developed a plan for the long range development of shops and labs and other support spaces in all of its buildings.   This type of plan should be prepared by the Dean's Office in consultation with the departments and the technical staff and it should take into account anticipated technological changes in the delivery of electives and some support classes in undergraduate degree programs, the need to segregate heavier and dirtier projects into designated shops and to create a greater number of cleaner fabrication spaces, and the changing purposes of computer labs (rendering versus teaching versus online working).

Budgeting for Student Assistants. To alleviate increasing pressure on permanent staff, the SADP will most likely need to allocate a slightly larger part of its budget for student assistants as the number of specialized labs and fabrication spaces that require supervision and support grow. The size of this allocation needs to be tied into the long-range development plan for shops and labs.

Industrial Design Fabrication Support.   With the Art & Design Common Shop's HVAC issues cited in the most recent Design accreditation review and with its inability to support upper-level Industrial Design students, the School needs to develop adequate space and support for Industrial Design students to carry out small-scale fabrication projects.   This should be included in the long-range development plan described above.

East Hills Shop Support and Management. The East Hills Building is fully operational and all of the needed infrastructural developments have been completed.   A management plan for the East Hills shops has been developed and it needs to be incorporated into the long-range development plan described above. In line with this, an informal East Hills advisory group made up of stakeholders from all departments should be formed to advise the Dean on issues related to the use of the facility.   Numerous requests for space are made and this type of group would be most useful in weighing the impact of different requests.

E. Professional and Individual Partnerships

With enrollment-based budgeting and the increasingly rapid decline of State support, future growth within the School will require more effective use of allocated resources and a much greater reliance on external sources of support. The School has formed many corporate connections and developed sponsorships for projects carried out by design studios and advanced classes. In the past, for example, the Kansas City Urban Design studio developed an extensive network of corporate support.   The Design Department has a rich history of corporate connections and sponsorships with such companies as Hallmark for lecture series and design projects. The past pattern of corporate connections reveals a tendency to create partnerships based on single events or projects rather than for the purpose of ongoing support and development.

That pattern has started to change somewhat with the recent establishment of the Center for Design Research. Stressing our strengths in sustainable design and product development approaches incorporating "design thinking," the CDR has managed to form a set of relationships with such companies as Ford, Garmin and Westar that are based on the continuing development of new products and design proposals in advanced studios.

At the same time, the School's New Cities Initiative has knit together a consortium of leading researchers on and off campus who share a common interest in the design of buildings, spaces and environments for an aging population.   This initiative has retained a focus on the growing demand for innovatively designed communities for the baby-boomer generation and its work is now serving as the basis for an agreement that links the University with local government and developers for the purpose of building a prototype community.   Many other agreements with governments, private development companies and businesses in the health care and recreational industries are possible as the consortium continues to combine and develop research in this area.

In addition to the potential for partnerships that has developed within these strategic initiatives, the School also can benefit from initiatives that have been formed by individuals.   A number of faculty including Professors Diaz Moore, Kraus, Rashid, Spreckelmeyer and White among others are currently involved in proposals or projects that involve research partners on and off campus.

Issues

The key issue at this point is developing and sustaining these new strategic research initiatives long enough so that they can gain the momentum and visibility needed to attract corporate or external partners.   So far, the School has allocated money from its budget to use as seed money for these efforts but this will most likely end with recent budget cuts.

Strategies, Goals and Actions

Partnerships with Firms. The School should continue working with local and regional firms to establish internship programs, firm-sponsored studio projects, and other innovative arrangements that give our students invaluable educational experiences and also reduce the instructional and space demands of on-campus instruction.   This translates into resources that are open for other programs.

Partnerships that Support the Graduate Program. The School's Ph.D. program was started in 2004 with an allocation from the University of six Graduate Teaching Assistantships.   Three of these lines were lost in University-wide budget cuts several years ago and they have not been restored despite the greater than projected growth of this program.   The School needs to develop new corporate partnerships that will provide support for graduate research assistants (i.e., for the Ph.D. program) and post-doctoral students, and faculty.

Incentives for Strategic Research Proposals. The School should attempt to use its resources to expand the volume of proposals and funding requests that flow out of its strategic research

initiatives.   There should be some type of internal incentive system that stimulates the bundling of research proposals so that their number demonstrates the strength of our commitment within the research clusters of design innovation and aging and the environment.

4. Academic Programs

Within each of the School's academic departments, the interplay of changing curricula, shifting patterns of enrollment, an evolving faculty, and expanding research interests creates a continuous flow of new challenges and opportunities.

A. Architecture

The Department of Architecture enrolls almost 500 majors each year in the following degree programs: Master of Architecture I (5-year) and III (3-year); B.A., Architectural Studies; M.A., Architecture (post-professional); and Ph.D., Architecture. The dominant degree is the professional, studio-based Master of Architecture I (280 students) and III (50 students).   The B.A., Architectural Studies (80 students), M.A. (20 students), and Ph.D. (20 students) are not professional degrees.

In recent years, the department's faculty has included approximately 24 tenure-track faculty and 10 non-tenure-track faculty. The classes they teach generate roughly 12,300 student credit hours per year.

Issues

The Architecture Department underwent a full accreditation review in 2010 by the National Architecture Accrediting Board (NAAB) and several concerns were identified by the site visit team.   Some of these (physical and financial resources) relate to broader strategic issues in the School and are discussed in other sections of this plan. Others that relate more closely to the faculty and curriculum include:

a) a need to replace adjunct instructors in critical upper-level studios with tenure-line faculty;

b) a need to reduce tenure-line teaching loads so that no tenure-line faculty member is assigned more than one studio per semester;

c) high student to teacher ratios in first- and second-year architecture studios (need to bring numbers below 20);

d) a need to promote more faculty within the department, mainly among the comparatively large number of associate professors; and,

e) a need to bring in younger faculty to balance the relatively high average age of the current tenure-line faculty; and,

f) a need to bring funding and other resources in line with SCH production.

Most of these concerns have been addressed over the last three years and progress has been reported in annual reports to NAAB.

Other strategic issues that require attention include:

a) a need for flexibility in the professional degree curriculum to open options for students and to provide some relief in teaching loads and assignments;

b) a need for a viable and more engaging curriculum in the B.A., Architectural Studies;

c) a need to keep degree programs aligned with emerging directions in the profession;

d) a need for appropriate support for the growing Ph.D. program;

e) a need for improved communication of the department's accomplishments.

Strategies, Goals and Actions

Curriculum Flexibility. The department has already adopted several measures that introduce flexibility into the professional curriculum, primarily by consolidating some required classes and changing other requirements to professional electives. These modifications provide a good first step in addressing faculty workload issues and the need to expand student choices and options.

A New Direction for the B.A.   The B.A., Architectural Studies was originally created to give students interested in architecture a liberal arts and sciences foundation experience after which they could pursue a graduate professional degree in architecture or some other field.   The anticipated audience for the degree never fully materialized and it has evolved for most students into a "second-choice path" within the department.

The compressed 5-year M.Arch. I does not suit all students, so conversion of the Architectural Studies curriculum into an undergraduate pre-professional program that emphasizes environmental design and provides a more direct entry into the M.Arch. III would provide an attractive and viable alternative. The Design Department recently approved modification of the former Interior Design concentration to emphasize more environmental design and a change in the title of the concentration from Interior Design to Environmental Design. This provides a unique opportunity to fuse the transformed B.A. Architectural Studies with the newly modified

Environmental Design concentration and create an interdisciplinary 4-year undergraduate degree that feeds students into the M.Arch. III or the M.U.P. or the M.A. in Design.   The development of this interdisciplinary program should be given a high priority within the School.

Alignment with the Profession. During the past two years the Dean has held a series of strategic discussions with selected practitioners.   These discussions have yielded many fresh insights on new approaches and directions that have emerged in professional practice.   The discussions need to be institutionalized in some form.   In previous years, advisory boards were assembled for this purpose but they typically became mired in operational issues and discussions of student work. The School needs to stay on top of what's happening in the professions it supports and the best way is to continue these discussions and to keep a sizeable contingent of Professors of Practice and adjunct instructors who are actively engaged in recognized firms on the faculty.

Support for the Ph.D. Program. The demand for the Ph.D. degree continues to exceed initial expectations. It is still too early to determine if this will become a long-term, sustained trend but the nationwide move toward the M.Arch. as a replacement for the traditional B.Arch. suggests that there will be a continued demand for the Ph.D. as the distinguishing post-professional degree in Architecture. In a university that seeks to expand research and graduate activities, it would be wise to identify additional resources for this program as a priority. This would mean gradually adding more research-oriented faculty, more partnerships with external organizations that support doctoral research, and more teaching opportunities for doctoral-level students within the program, and a greater portion of facilities set aside for the growth of this program. The Ph.D. program has grown far beyond the original projections with no corresponding increase in GTA lines or faculty FTE to support it.

Enhanced Communication. For many years, news of any kind of faculty or student accomplishment made it beyond the confines of the School only if the individual faculty member, student or chair could find the time to publicize the event or activity.   In 2012, the School hired a Director of Communications who has extraordinary experience and connections within the profession. The rankings and reviews that are produced by different groups now carry significantly more weight than they ever did in the past and it is extremely important that Architecture and the rest of the School work with the new Communications Director to publicize the many achievements that take place during the year.

B. Design

The Department of Design enrolls approximately 480 majors each year in the following degree programs: Bachelor of Fine Arts (B.F.A.) with concentrations in Environmental/Interior Design, Illustration and Animation, Industrial Design, Photo Media, and Visual Communications Design; an M.A., Design with a Design Management track and an Interaction Design track. A new M.F.A. in Photography was recently proposed.   As in Architecture, the undergraduate Design degree is dominant (450 students) and the M.A. Design enrolls approximately 30 students in the combined tracks.

In recent years, the department's faculty has included approximately 16 tenure-track faculty and 10 non-tenure-track faculty. The classes they teach generate roughly 8,000 student credit hours per year.

Issues

The Department of Design's degree programs were reaccredited in 2011 by the National Association of Schools of Art and Design (NASAD). The team identified several key issues in its report. These included:

a) facility issues, primarily associated with the Common Shop and scheduling and HVAC problems that have developed;

b) extremely high student to faculty ratios in the undergraduate program, particularly in the Illustration and Animation, Photo Media and Visual Communication Design concentrations;

c) faculty workload issues, principally related to the high number of sections taught by some tenure-line faculty and the heavy reliance within the M.A., Design on a limited number of faculty;

d) dwindling enrollments in Environmental/Interior Design and a heavy reliance on adjunct instructors in that concentration.

Other issues that were not a key part of the accreditation report but carry significance in the day-to-day operation of the department include:

a) confusion and resulting conflict over usage rights involving several classrooms, conference rooms and other spaces in the Art & Design Building;

b) a general shortage of faculty FTE for the Design Department that developed when the department was part of the School of Fine Arts. This was exacerbated when some Design faculty members moved to the Art Department at the time the School of Fine Arts was reorganized, and continues to hurt the department today.

Strategies, Goals and Actions

Shop and Lab Support. The Common Shop in the Art & Design Building was created to serve the Art and Design Departments. It continues to provide support for the projects carried out by first-year Design students, but it does not offer the newer digital fabrication equipment that Industrial Design and other upper-level Design students need.

Through the use of differential tuition funds, SADP can accommodate upper-level Industrial

Design students in the School's shops and labs. Over the long-term, the School will need to prepare a plan for the development of multiple lighter fabrication labs that contain computers, MakerBots, laser cutters, assembly areas and work spaces, and other light and clean equipment. These labs can be shared by Architecture and Design and could conceivably be opened for use by other individuals at the University.

Student to Faculty Ratios. The growth of faculty FTE and, more importantly, of faculty numbers, will resolve this issue. At the present time, University-wide budget cuts have stalled plans for tenure-line hiring in Design. This allows the Design Department and the School the time needed to prepare a hiring plan that not only addresses the student to faculty ratio issue in the three concentrations mentioned above, but also allows time to identify potential growth areas and to consider various combinations of tenure-line, continuing non-tenure-line, Professor of Practice, and semester-by-semester adjunct appointments that will best serve the overall needs of the department and maintain flexibility as the demand for different concentrations fluctuates.

Faculty Workload. In addition to the high student to faculty ratios, particularly among the tenure-track faculty in Design (see Table 2), there is a workload issue that involves higher-than-normal numbers of classes and class sections being taught by the Design faculty. The average number of classes/sections taught is 6 or more per year. The NASAD Accreditation Team reported this as too high. This is in part a consequence of some of the former Design faculty being allowed to move their teaching lines into the Art Department while the teaching responsibilities remained the same within Design. This problem can be solved by dedicating more of the Design faculty FTE to adjuncts and having a greater number of instructors covering the curriculum. The department should consider this and the School should address this with any growth in FTE in the future.

Environmental/Interior Design. Faculty FTE and enrollments in the Environmental/Interior Design concentration within the B.F.A. degree have steadily declined and the School is faced with eliminating the concentration or reviving it in a form that will add to the School's enrollment and intellectual vitality. In the past year, the Design faculty approved a change in the name of the concentration to Environmental Design and a number of curriculum changes that strengthen the program.

The next step is for the School, working through a committee that represents all three departments, to develop a common undergraduate, pre-professional degree that incorporates classes from the Environmental Design B.F.A. as one track, another track that enriches the B.A. Architectural Studies, and a third track that emphasizes Urban Planning. Using elements from the Environmental Design B.F.A. as a common first-year studio experience for the three tracks, the new School-wide, unified degree could feed qualified students into the professional M.U.P., the M.Arch. III, and the M.A. in Design.

The Use of Space in Art & Design. A number of classrooms, conference rooms and other spaces in the Art & Design Building have been used by both the Art Department and the Design Department over the years because both units were administered by the School of Fine Arts.

Scheduling conflicts and other disputes over equal use of space were resolved within the School.

Some of the same conflicts and disputes have continued but the departments are now in separate schools without a common source of oversight and resolution. Competition for the use of space can consume lots of time and energy, so it would seem that some kind of settlement or agreement that involves allocating spaces to one or the other department would be worthwhile. SADP should explore this course with the School of the Arts and the CLAS and, if necessary, bring in a third party to help in making permanent assignments of spaces.

Faculty FTE. In the enrollment-based budgeting system, the addition of new faculty lines requires proportional increases in enrollment. An important step for the School in spring, 2014, will be to work with the Office of the Provost to establish basic criteria for justifying new faculty lines with planned enrollment growth. This will require the recalculation of enrollment capacities for different degree programs using alternative methods of instruction, potential curricular changes and revised patterns of space usage. Once this is completed, the School should give the highest priority to building the Design faculty FTE to an appropriate level that resolves workload issues.

C. Urban Planning

The Department of Urban Planning currently enrolls approximately 30 students in the two-year Master of Urban Planning degree. The graduate M.U.P. is the only degree awarded within the department.

In recent years, the department's faculty has included 5 tenure-track faculty and approximately 6 non-tenure-track faculty (for a total of 6.5 FTE). The classes they teach generate roughly 1,000 student credit hours per year, with an increasing enrollment of students from other units at KU.

Issues
The Urban Planning Department's M.U.P. was reaccredited in 2010. The site visit team from the Planning Accreditation Board (PAB) identified several key issues that needed attention. These include:

    a) a recent decline in enrollment and the need to develop and implement a comprehensive recruitment and enrollment development plan;

    b) a related need to recruit and attract minority students;

    c) a lack of financial aid for recruiting students;

    d) a need to employ relevant quantitative and qualitative measures for assessing student learning and achievement;

    e) a need to expand options for community projects in classes;

Strategies, Goals and Actions

Comprehensive Departmental Plan. The department needs to develop a comprehensive plan that responds to all of these issues.   This will likely involve reconsideration of some of the established practices and procedures that have been followed in the department, particularly regarding recruitment, admissions and evaluation of students as well as curriculum. In short, the department's plan should fully embrace the goals and principles of *Bold Aspirations*.

Increased Participation. An important theme that runs through the issues mentioned above is participation. Greater involvement in the University and in the Greater Metropolitan Kansas City Area will raise the profile of the program and create more opportunities to attract a larger and more diverse pool of prospective students.   The department normally has at least a few community-based projects connected with courses each year and it would be useful in the future to consider where these projects might provide the most impact and notice for the department.

Integration within SADP and the University. In addition, there is potential for greater integration of the Urban Planning program in the undergraduate curricula of the School and the University. The creation of an M.U.P. early admission track for qualifying students in the Architecture Department's B.A. degree took place two years ago and has already started attracting students.   Development of an undergraduate Sustainable Design course that fulfills a requirement in the University-wide Core Curriculum will also help attract students to Urban Planning.

Recruitment and Enrollment.   A main component of the department's comprehensive plan should deal with recruitment.   It should identify traditional and non-traditional sources of potential recruits, conventional staged opportunities within which the department can participate, and other, less traditional sources of attracting students.   One approach that has been discussed before would involve forging agreements with liberal arts colleges and other potential feeder schools in the region that would identify a pre-planning curriculum within each of the colleges' existing curricula and "map" it on to the M.U.P., much as was done with the B.A. Architectural Studies degree.   This would give the program a standing recruitment network that could be recharged regularly with lectures, visits to classes and other information-centered events. In addition, future participation in a developing undergraduate School-wide degree, if advertised as a 5-year Urban Planning joint degree, would substantially widen the program's recruitment field because 4 of the 5 years in the joint degree would include a significant tuition break for qualified students drawn from the 10 states that make up the Midwest Student Exchange.

D. Study Abroad

In the last ten years, almost two dozen different study abroad programs have been organized by individual faculty members and departments for students in SADP.   These have included conventional exchange programs, studio-based experiences, internships involving work in foreign-based firms, intensive architectural and design tours, and traveling workshops that cover a

breadth of topics.

A study abroad experience has been required in the M.Arch. III since the mid-1990s and in the M.Arch. I since 2004.   Many B.A. students participate in the School's or the University's study abroad programs and Design students also take advantage of the summer study abroad programs offered by the Design faculty primarily in Europe.   In recent years, Urban Planning students have had the opportunity to take part in a summer study abroad program in Germany and Design students have participated in an exchange program in Trier.

Almost all of the School's study abroad programs are operated through KU Study Abroad which provides logistical and other support.

Issues

Program Development.   Almost all of the School's non-exchange study abroad programs were developed by individual faculty members using key contacts they had cultivated through their own professional and research activities.   In some cases, the program's continuation depends entirely on the individual faculty member's interest in participating each year and willingness to fit this into his/her schedule.   Personality-driven programs can be extremely successful, but they usually are difficult for a sponsoring organization to maintain without the cooperation of the founder.

Control. The programs are paid for with student tuition and fees and, for this reason, the University and School have a responsibility for providing access to our students and managing the programs so that they are successful—the same responsibilities that surround a course.   This responsibility also involves liability and accountability and, for this reason, the sponsoring organization must be able to control logistical details and the content that makes up each program.

Competing Programs. Without a coordinating body controlling the scheduling and availability of study abroad programs, especially summer programs, the offered menu of programs may not match up with students' interests. With limited enrollments in most programs, it is inevitable that some students are forced into programs that are not their choice.

Alignment with Degree Requirements and Curricula.   In the past, the faculty have approved different study abroad programs for academic credit and fulfillment of specific degree requirements based on reviews of student documentation and projects and descriptions of programs presented by sponsoring faculty.   This is similar to the process that would be used in approving a new course for the curriculum. This review/approval process needs to be maintained and applied consistently to all study abroad programs offered within the School.

Strategies, Goals and Actions

School-wide Coordination.   There is no single coordinating entity for study abroad programs within the School and with the number of programs that now exist and the competition for student enrollment, internal coordination would be an important component.

A new Undergraduate Studies Committee was formed in the School in 2011 and charged with identifying opportunities for shared classes in the curricula and jointly sponsored study abroad and outreach for students.   If this standing committee cannot work with the departmental chairs to coordinate a School-wide set of study abroad programs, then a special coordinating committee (which would include the chairs) should be appointed by the Dean to oversee and approve the offering and scheduling of programs. This committee could organize presentations on each potential program, survey potential student demand, review alignment with degree requirements, and schedule the programs based on these criteria.   The committee could also perform a much-needed evaluation of the programs and of the learning outcomes among participating students. This could follow an annual cycle and it could be a process open to new program proposals.

E. Opportunities and Challenges

Each department in the School is constantly evaluating the mix and contents of courses in its degree programs to make sure that they include new knowledge and theories and remain aligned with new developments in the professions our students plan to enter.   This approach requires a well-connected faculty that interacts with the faculty of other Architecture, Design and Planning departments, the faculty of other disciplines, and with the most advanced practitioners in the professions. This approach has allowed the schools that practice it best to produce knowledgeable students, achieve recognition, and succeed.

In the School's new context of enrollment-based budgeting and rapidly spreading online education, the old approach will continue to allow us to gain recognition and succeed, but it may not allow us to survive. For each of our degree programs, we are now being asked to find ways in which we can "deliver" the same or an even better educational experience that can compete financially with the same or a similar degree offered elsewhere without sacrificing the quality or value of the degree.   The rising cost of education associated with declining public support and a host of other factors is pushing this movement and the sudden spread of higher-quality online educational technologies is exerting an irresistible pull.   The School cannot avoid or ignore this and must not just deal with it; instead, we need to take advantage of this change.

Strategies, Goals and Actions

Internally-Produced Online Classes. At one of the late-afternoon faculty discussions held at the Center for Design Research in October, 2012, the group in attendance agreed that it would make sense for each department to create at least one new online class by January, 2014.   These would be courses with broad appeal, open to students outside the School and would perhaps satisfy one or more of the University Core Curriculum goals. These would serve as examples of online courses produced to serve a wider market with the benefits being a broadening of appreciation for our disciplines, the possibility of some recruitment value, and an increase in the School's budget with the positive impact on enrollment and credit hour production.

This course delivery approach geared to a geographically wider and interested market has already been tested by Professors Spreckelmeyer and Zilm with an advanced class in Health Care Facility Design. We have other specializations within the School that might well appeal to niche markets that are scattered throughout the country or around the world and it would be well worth our while to explore the possibilities.   The University has established an office and has selected a consultant that will work with instructors to analyze the market for specialized courses and sets of courses, advertise the course in targeted sources and venues, and work with the instructor to convert the class to an online format.

Externally-Produced Online Classes. KU lags behind many other universities in transforming degrees and individual courses to online and widely marketed products. Architecture, Design and Planning programs elsewhere have already started this process, so the simple question is "If one of our students can take a class online from another university, how can/should we credit that class toward our degree requirements?"

Some students have already successfully transferred online classes in Western Civilization from other colleges and obtained credit toward their degrees in SADP.   Generally, our policy has been that if the comparable KU department agrees that the externally-produced online class meets the requirements for the KU equivalent, then the course transfers.   This doesn't seem to be an issue with general education electives, but what if the course could transfer as a professional support class in one of our degrees (History of Architecture)? The School needs to develop a procedure or policy for handling this because the availability of professional coursework generated by other universities is expanding rapidly and a part of it will most likely be more affordable than our on-campus versions.

Massive Online Open Courses. MOOCs delivered by highly regarded faculty at leading institutions have gained a huge and growing audience.   The matter of how these courses can be transformed into regulated classes that count for credit towards traditional degrees is still being worked out.   KU will no doubt develop its own policy for evaluating student participation and performance in MOOCs, applying a form of quality control on the learning experience, and determining some kind of fee structure that will be used to accommodate MOOCs that a student might want to complete and apply toward the requirements for a degree. Again, such courses will find their most appropriate application as equivalents for general education electives, but the School must be prepared to examine a growing number of classes that might be seen as duplications of coursework in the core of our degrees.

Internally-Produced Open Classes. In the faculty discussions of fall, 2012, the subject of "appreciation" courses similar to traditional music and art appreciation classes was raised as a means of increasing enrollment and credit hour production.   Such classes, open to a wider university audience and perhaps taught by some of our best instructors, could be used as outreach and recruitment tools as well.   These would not necessarily be offered online and might well be developed initially to be offered in one of the larger lecture halls on campus. Again,

enrollment-based budgeting makes the development of such courses a strategic issue and one that the School should be working on now.

Moving Ahead.   As one article on online education puts it, "we have to start from the position that the tidal wave is already here. Indignation, however righteous, is beside the point."

The School needs to follow the University closely and take advantage of any services the University develops to assist in transforming courses.   SADP should also bring together faculty who are most interested in transitioning to some online teaching and create a process and incentives for moving ahead with the technological transformation of the delivery of courses. This needs to be done with care and deliberation but it must start now. We cannot reduce the quality of any of our degrees and that's why faculty must have a say in determining which courses or sets of courses are the best candidates.   Obviously, studios and other classes requiring hands-on work and a very high degree of interaction won't work.   Support classes that rely heavily on more traditional lecture-class format might be good candidates. Some of our electives, especially those that might have broader appeal would also be good candidates for online delivery. The most crucial element in all of this is to begin the transformation now, in 2013.

F. Joint Degrees, Certificates, Internships

Adapting some of the School's course work to online delivery can help broaden our audience and increase enrollment. Accepting a growing number of high-quality online classes developed by other Architecture, Design and Planning departments can also help us reduce our overall teaching load.   There are other means of achieving these same goals that don't require a technological transformation of instruction and that might be implemented with relatively low cost and effort.

Internships

Internships are already an important component in the programs offered by Architecture, Design and Planning.   In addition to the valuable educational experience participating students receive, internships provide important benefits for SADP.   With sufficient numbers of participating students, internships help in lowering the demand for dedicated studio spaces and classrooms. They also can have an impact on teaching loads as intensive instructional time in the classroom or studio is replaced by more supervision and coordination.

Most internships that currently exist involve the assignment of traditional job duties to student interns in architecture and design firms or to graduate planning interns in regional planning agencies. Other types of internships can be developed and used to strengthen links with local and regional firms.   These could include, for example, research internships in which students with appropriate analytical skills are assigned to firms as research specialists supporting the development of various projects. Specialized internships that are focused on specific types of projects could greatly enrich a student's education and, at the same time, ease the burden on limited facility and faculty resources.

The Dean's Office should work with the departments and with firms and companies that might have an appreciation for the types of internships that could be mutually beneficial and determine if there are additional off-campus work experiences that would help our students and strengthen our degrees.

Certificate Programs

An additional part of the faculty discussions held in late October, 2012, focused on creative ways of packaging and offering parts of our curricula that would be highly desired and would attract the attention and enrollment of students currently outside the School. The University has recently emphasized the importance of identifying sets of courses within and among degree programs that together would provide a student with unique knowledge or training in an area and SADP would seem to have many course combinations that would be of great interest to students outside the School.

When asked for suggestions for sets of classes already being offered that could potentially be formed into undergraduate certificate programs, faculty came up with a number of ideas including certificates in Sustainable Design, Design Thinking, Urban Design, Design-Build and Historic Preservation.

The Dean's Office should solicit proposals from each of the departments for undergraduate certificate programs and should also form an interdisciplinary group of faculty to explore programs that could draw on the courses of different departments and to review the proposals that are submitted by the departments. This group could then nominate proposals that could be fully developed and submitted for University-level review.

Joint Degrees

The School's resources are geared toward supporting the same degree programs, year after year, despite the fact that the context within which these degrees must survive frequently changes, especially in recent times. This formulaic approach to the offering of the School's services (degrees) should be examined from time-to-time, particularly if enrollments decline or if outcomes change.

Changing the organization or curriculum of a degree, replacing it, or considering ways it can serve other programs within the School are all strategic activities that have the potential to reinvigorate the School's culture and lead to good outcomes for faculty and students alike.

Several years ago, The Architecture and Urban Planning departments crafted a proposal that allowed qualified students in the B.A. Architectural Studies degree to complete the first year of the Master of Urban Planning degree as the fourth and final year of their B.A. This created a new stream of good students for the M.U.P., it gave B.A. students an option for completing what was previously a six-year path in five years, and it allowed us to advertise a degree track that is

competitive with Urban Planning programs elsewhere.

The B.A. degree in Architectural Studies has steadily declined in enrollment since its establishment 25 years ago.   The economics surrounding higher education have changed and the costs of completing a degree have soared. More and more students seek an educational path that leads to a predictable outcome. No one disagrees that a foundation in the liberal arts and sciences has value and benefits that will enrich one's life, but if those same benefits can be gained with more direction in the degree, more students are likely to be attracted.   The B.A. has gradually evolved into a second-choice degree for many architecture students and a holding pen until they can enter the M.Arch. III at KU or some other school. It needs fixing.

At the same time, the Interior Design concentration in the Bachelor of Fine Arts has also witnessed a decline in enrollments.   During the last year, curricular modifications were made to strengthen the degree and the name of the concentration was changed to Environmental Design. In addition, an Environmental Design concentration in the M.A., Design has been developed and proposed as a graduate program that builds on the content of the undergraduate Environmental Design program.

The chairs of all three departments as well as a number of faculty who have been involved in these two undergraduate programs recently began working on a solution to the enrollment and "fit" problems that have characterized both undergraduate degrees. The committee has determined that incorporating some courses from the Environmental Design degree into the B.A. in Architectural Studies and substantially revising the curriculum will improve our ability to attract and accommodate an increased undergraduate enrollment, feed existing graduate degree programs in all three departments and use existing facilities and instructional resources within the School without taking resources away from our current professional degrees.

The committee completed a proposed curriculum and development plan in spring, 2013 for review in all three of the School's departments and it was approved. The first group of students in the new degree will enroll in fall, 2014.

5. Faculty Development

A. Core Hiring

Official KU figures for SADP describe a deficiency in 2011 of four tenure-line faculty when compared with the average number for the preceding decade (Table 1).   Three of these lines were previously assigned to the Architecture and Urban Planning departments and one was part of Design.   Two new hires and one full-time retirement in Architecture plus one half-time retirement in Design in 2012 reduced the total deficit to 3.5 tenure track faculty for 2012-13 (Table 2).

Counting tenure lines in an academic unit is one way of determining if instructional resources are

approximately aligned with the instructional demands of degree programs and enrollments. A more useful measure of instructional resources in a university that follows enrollment-based annual budgeting is the total faculty FTE within the School. For SADP, it mirrors the pattern for tenure-line faculty. The 2011 figure of 50.7 for the School was about 3.0 FTE lower than the average for the preceding decade (Table 1). More importantly, when broken down by tenure-line and non-tenure-line faculty, it's clear that adjuncts and other non-tenure-line faculty are playing a much more important role in delivering the curricula for the School's degrees.   For 2002-10, 63% of the instructors in the School were tenure-line faculty. By 2011, that number stood at 57%.   As our total faculty FTE declines, we are relying more heavily on non-tenure-line instructors.

This trend will most likely continue with the new system of budgeting.   In the past, fluctuations in enrollment from year to year could be balanced with changes in other academic units so that a surplus in one unit could offset a deficit in another.   Unit-by-unit enrollment based on annual budgeting does not provide that kind of budgetary cushion and with 90% of the SADP budget absorbed by instructional salaries, enrollment management and flexibility in instructional staffing are of great importance.   An increased proportion of non-tenure-line instructors provides greater flexibility in delivering a curriculum with enrollment-based budgeting and in dealing with the growing possibility of year-to-year budget cuts with dwindling State support.

This means that if the School wishes to increase its allotment of tenure-line positions above the current level, it must increase its enrollment proportionately. Similarly, if enrollments drop due to attrition or other retention issues, or due to lowered admissions, the budget allocation is decreased in the following year. With 90% of the annual budget consumed by salaries (Table 4), the School needs to consider a more flexible faculty model than the heavily tenured one that is found in most schools.

Issues

Differential Deficits.   Instructional shortages are not uniformly distributed throughout the School. Some of the most pressing needs for increased instructional capacity are found in the B.F.A. concentrations in Photo Media, Visual Communication Design, and Industrial Design. Addressing these areas is important because there is great demand for the Photo Media concentration and the high student to faculty ratios in Visual Communication Design and Industrial Design were cited in Design's most recent accreditation visit.

Availability of Non-Tenure-Line Faculty.   To maintain an adequate and reliable pool of non-tenure-line faculty, there must be a substantial number of qualified professionals located nearby who wish to include teaching in their career plans. For many schools, this is an insurmountable barrier.   SADP is fortunate in that Lawrence and the Greater Metropolitan Kansas City Area can supply a good pool of skilled and highly motivated instructors. Continuing non-tenure-line appointments have been used in the past to attract some of the best teachers in the School and the supply of semester-to-semester part-time instructors is fairly constant.   The key is to create, cultivate and manage a pool of sufficient size that can be drawn on regularly and continuously.

Impact on Tenure-Line Faculty Roles.   Enrollment-based budgeting creates a situation in which the role of the tenure-line faculty changes somewhat. In general, larger and lower-level classes would be assigned to the best non-tenure-line teachers that can be recruited. Tenure-line faculty would carry a controlled teaching load consisting of higher-level classes. This would open more time for research and creative activities that are not expected of the non-tenure-line faculty. The service load would remain fairly consistent but might be lightened by additional staff support in administrative tasks. One critical need would be the involvement of tenure-line faculty in the coordination and oversight of the contents and delivery of the curriculum, perhaps assigning year-level coordination responsibilities to specific individuals. With additional non-tenure-line teachers, there would be an increased need to maintain consistency in courses content, goals and learning outcomes. In the future, faculty hired for tenure-line positions will have to be strong in each of these areas and will have to be promotable and promoted beyond the level of associate professor.   This was cited as a critical concern in the most recent Architecture accreditation visit and diversifying the faculty with a more balanced mix of appointments should address this issue.

Strategies, Goals and Actions

Immediate Goal.   SADP should build its faculty to serve areas of high potential enrollment growth within the core curriculum of the Design B.F.A.   This would include allocating more faculty FTE to Photo Media, Visual Communication Design, and Industrial Design.   If a tenure-line appointment is made in any of these areas, it really must be filled with someone who has a documented and full record of research/creative activities or documented experience that confirms an ability to contribute to growing a base of funded research in the CDR.

Ongoing Goal.   Each department should examine its curricula and designate those components that could be covered by non-tenure-line faculty and those that must be handled by tenure-line faculty.   These studies should be used in constructing any future hiring plans. At the same time, the School needs to continue promoting faculty development and retention, particularly among our most recent hires, through individualized workload allocation, start-up grants, appropriate committee, assignments, and travel/research funding.

Long-term Goal. The School has a limited capacity for enrollment so at a certain point, we can no longer increase our faculty FTE. The SADP should increase its enrollment and budget slowly and incrementally and follow a gradual transition that results in a more even balance of tenure-line and adjunct faculty.   This will allow us to cover the School's instructional demands in the most efficient manner possible, without sacrificing the quality of the degree programs we offer.

B. Teaching

The School of Architecture, Design and Planning is known for outstanding teaching and the use of studios as settings for engaged, personalized and highly effective learning. The challenge for the

School in the midst of a sea change in higher education instruction is to retain the high quality of instruction that we have established and, at the same time, deliver the curriculum more efficiently.

The slow shift to a higher proportion of non-tenure-line faculty actually started in the 1990s. This transition makes sense if the workload numbers for faculty are compared. Non-tenure-line instructors typically carry a much heavier load (SCH and class sections per FTE) than tenure-line faculty. The School-wide numbers show that they produced roughly 50% more SCH per FTE than tenure-line instructors and covered at least 25% more class sections per FTE in the last decade. The disparity was greater in Architecture than in Design where the gap between tenure-line faculty teaching productivity and others had disappeared by 2011 (Table 1).

Issues

Architecture. Heavy teaching loads, including double studio sections, and high student to faculty ratios in lower-level studios were cited as critical problems in the 2010 Accreditation's Visiting Team Report. Both of these matters were addressed following the report.

Design. Student to faculty ratios have risen recently in Design and they were cited as a critical issue in the most recent accreditation report. The figure climbed to 30.8 in classes taught by tenure-line faculty in 2012 (Table 2). Equally troubling is the number of class sections covered by tenure-line faculty in Design. In 2012, the number climbed to an average of 6.3 sections per FTE (Table 2).

Urban Planning. The teaching issues in Urban Planning have little to do with workload and more to do with direction and coverage. The 2010 accreditation report cited the need for more community-based projects carried out in a more diverse variety of communities.

Strategies, Goals and Actions

Efficiency in Curriculum Delivery. The Design Department's main teaching issues can be solved immediately with a greater allocation of faculty, as discussed above. This should be the priority staffing item in the School.

Build Online Capacity. All three departments can improve efficiency and lighten teaching loads for tenure-line faculty by developing and accepting online classes where appropriate and by expanding the non-tenure-line portion of the faculty to free others to develop online courses.

Develop Internships and Off-Campus Programs. Off-campus internships and other programs allow some of the teaching load to be shifted out of the department or replaced with less demanding and intensive duties. There should be a School-wide exploration of opportunities in this regard.

C. Research

Architecture, Design and Planning are, by definition, multidisciplinary professions in scope of interest and in methodology. All three professions require the synthesis of knowledge and discoveries from other disciplines to solve problems. This is reflected in the research and scholarship of our faculty, 40% of whom are involved in some type of research with a faculty member from another discipline.

The School promotes involvement in research and innovation with an annual Faculty Research Award, special grants from the Dean's Office to support research-based studios and classes, and various other programs that facilitate creative activity. Productivity is also reviewed externally on a regular basis through the rigorous accreditation reviews that Architecture, Design and Planning must undergo to retain their professional accreditation. These reviews conducted by teams of recognized academic and professional leaders in each of the disciplines, address strengths and weaknesses in every dimension of the unit and include recommendations for the School.

In 2010, the School completed its Research Engagement Plan and posted the benchmark data for 2010 based on departmental chairs' tabulations of faculty research and scholarly activities reported in Annual Reports for fall, 2010 through summer, 2011 (Table 6). Clearly, the broadening of the School's focus from an overwhelming and dominant emphasis on teaching and preparing professionals for practice to a more balanced educational mission that incorporates a growing commitment to externally supported research, creative activities and scholarly research is underway. The Research Engagement Plan includes goals in each Impact Area that will affect hiring decisions, curriculum change, teaching loads and our own internal allocation of resources.

Issues

Professional Education Focus. The School continues to face two primary barriers to research enhancement. The first has to do with the principal role of all professional schools—preparing students to excel in the professions that hire graduates. The predominant focus of efforts within the School is within the instructional realm and this exists somewhat to the detriment of scholarly engagement. Recent realignments within the architecture and design professions have kept

Table 6: SADP Research Plan: Research Impact Indicators Established in 2010

Disciplinary Impact

Metric D.1:   Ratio of peer-reviewed publications: full-time faculty
               Goal: Increase 2010 benchmark by 5% by 2015
                     Increase 2010 benchmark by 15% by 2020
               2010 benchmark: 0.5

Metric D.2:   Number of peer-reviewed presentations and publications by graduate students
               Goal: Increase 2010 benchmark by 30% by 2015
                     Increase 2010 benchmark by 50% by 2020
               2010 benchmark: 4

Metric D.3:   Number of peer-reviewed awards and exhibitions by faculty
                        Goal: Increase 2010 benchmark by 10% by 2015
                                    Increase 2010 benchmark by 20% by 2020
                        2010 benchmark: 34
Metric D.4:   Number of professionally compensated projects completed by
               Faculty (projects, consultations, evaluations)
                        Goal: Increase 2010 benchmark by 10% by 2015
                                    Increase 2010 benchmark by 25% by 2020
                        2010 benchmark: 57

Community Impact
Metric C.1:   Number of times cited in the public media
                        Goal: Increase 2010 benchmark by 10% by 2015
                                    Increase 2010 benchmark by 20% by 2020
                        2010 benchmark: 124
Metric C.2:   Number of community-based, service-learning projects completed and
               documented through the Center for Service-Learning
                        Goal: 6 per year in Architecture starting in 2012
                                    4 per year in Design starting in 2012
                                    1 per year in Urban Planning starting in 2012
                        2010 number: 16

Transdisciplinary Impact
Metric T.1:   Number of externally-supported, interdisciplinary research projects
                        Goal: 5 per year starting in 2012
                        2010 number: 2
Metric T.2:   Percentage of faculty engaged in interdisciplinary activities with faculty or
               departments beyond the School
                        Goal: Increase 2010 benchmark by 20% by 2015
                                    Increase 2010 benchmark by 30% by 2020
                        2010 benchmark: 40%

University Impact
Metric U.1:   Percentage of students studying at the graduate level
                        Goal: Increase 2010 benchmark by 20% by 2015
                        Increase 2010 benchmark by 30% by 2020
                        2010 benchmark: 32.7%
Metric U.2:   Percentage of faculty holding the Ph.D.
                        Goal: Increase 2010 benchmark by 2 by 2015
                                    Increase 2010 benchmark by 6 by 2020
                        2010 benchmark: 15
Metric U.3:   Externally funded research projects and gifts
                        Goal: Increase 2010 benchmark by 20% by 2015
                                    Increase 2010 benchmark by 40% by 2020
                        2010 benchmarks: Architecture (1: $30,000)
                                                Planning (1: member of $2.7 million Epscor grant)

faculty attention on the professional curriculum and its ability to prepare students for the widening scope of services offered by most design firms.   In many ways, this serves as a kind of distraction drawing attention away from scholarly pursuits and keeping it focused on curriculum, course content and trends in the professions.

Undergraduate Education Focus. The second main impediment is related to the first.   With this dominant focus on the largely undergraduate professional degree programs, the growth of research-based degrees, full graduate programs, and the attendant population of post-professional graduate students engaged in funded research projects and working closely with faculty on projects that can advance the architecture and design professions is difficult to develop. Any resources allocated toward doctoral or other research-based programs are sometimes seen as resources that could have been used to bolster the professional degrees which are correctly identified as the life blood of the School.   This is a long-held and ingrained perspective and it can eventually be eliminated through the balanced hiring program described above.

Strategies, Goals and Actions

Strategic Hiring.   The School should require a documented record of peer-reviewed creative activities in scholarship, research or professional practice for all prospective tenure-line appointments.   Outstanding candidates who have not yet demonstrated an ability to carry out independent scholarship, research, creative activities or professional practice should be considered for continuing non-tenure-line contractual positions rather than tenure-line appointments.

Research Incentives.   The School should continue to employ the following measures to aid in retention and promotion of faculty, most of which are directed toward facilitating research and scholarly activities.

a) Individualized allocation of workload to carry out extraordinary scholarly activities that may not be completed within the 40% allocation of workload or to develop research proposals that have a high probability of success.

b) A faculty "course buy-out" program, available for faculty who obtain funding for research, scholarly or creative opportunities and wish to use part of their funding to cover the costs of instructional replacement.

c) A Dean's fund for research-based studio and class projects, available for faculty who are able to create productive cross-overs between research-based studios and their own programs of research.

d) Start-up funding for new faculty which is especially important for new faculty who are trying to launch a comprehensive program of research and need equipment or other materials to get projects off the ground.

Annual Review of Research Progress. Following each year's annual evaluation of faculty, the results for each department should be compiled using the categories specified in Table 6 and the School-wide results should be tabulated by the Dean's Office and prepared for review and discussion.

Grow the Graduate Programs. Achieving significant growth in the School's graduate degree programs will expand research capabilities. The Ph.D. program is growing at a good rate and it will require additional support in the immediate future.

D. Service

The faculty service load has grown significantly in recent years, particularly in the areas of departmental, School and University committee work.   This increase is attributable to a number of factors in part related to the administrative and other changes being introduced at the University. Departmental service commitments have increased because of the establishment of new departmental bylaws which call for more committees than existed in the past.   The same can be said for School-level committee work which also increased with the passage of new bylaws. Some of the increase in School service is also tied to other initiatives related to *Bold Aspirations*. Adoption of the Core Curriculum, regularly measured Learning Outcomes, and several other new practices have involved faculty well beyond previous service commitments.   In addition, a number of faculty serve on committees and other working groups that are implementing *Bold Aspirations* at the University level and these commitments increase the School and departmental load on their colleagues.

Issues

Concentration of Service Loads.   Service responsibilities are normally not part of non-tenure-line appointments and, consequently, the increased number of committee assignments must be shared by the tenure-line faculty.   If more faculty FTE is dedicated to non-tenure-line appointments the service load will continue to be significant for the tenure-line faculty.

Strategies, Goals and Actions

Internally Generated Service.   The School needs to look into ways in which internal service can be reduced or made more efficient.   For example, the administrative support for departmental committees can and should be handled by departmental staff.   Other service assignments might be moved to the chair where they could be carried out by staff under the supervision of the chair.

Professional and Community Service.   The School also needs to promote faculty involvement in professional and community service whenever possible.   These kinds of commitments take considerable amounts of time, but they contribute greatly to career advancement and visibility for the School and the University.

E. Chairs

During a period of transition that immediately followed the establishment of the new School of Architecture, Design and Planning, two of the three departments were headed by interim chairs. Accreditation reports from that time referred to a need to stabilize administration.

New chairs were appointed to all three of the School's departments in 2012-13. All three departments are headed by faculty members who have been heavily involved in the new School's transition over the last three years. All are keenly aware of the many challenges and opportunities that face their departments as the School enters a new era in which interdisciplinary initiatives and fresh, innovative approaches will be crucial in meeting our goals.

Issues

Alignment with the University. Some of our traditional methods of delivering courses and degrees and producing research and scholarship will have to be modified to meet the challenges of *Bold Aspirations* and to contribute meaningfully to the University's Strategic Research Initiatives. We already align well with the University's new directions but the new chairs will have to incorporate fully the University's objectives into their own management plan and objectives for their departments.

Interdisciplinary and Graduate Initiatives. The integration and unification of the School remains a primary strategic initiative in 2013. The chairs are positioned as the key forces in implementing interdepartmental agreements and initiatives and this will be an important force in the next few years. Similarly, the chairs will be expected to help push initiatives that contribute to the growth and strength of the School's graduate programs

Strategies, Goals and Actions

Empowerment. To act effectively as agents of change, the chairs must be empowered to carry out the initiatives mentioned above. This must involve the full support and backing of the School when a University, interdisciplinary or graduate initiative is challenged at the departmental level.

Preparing Faculty Leaders. Within our departments, various strategies are followed to prepare faculty for leadership opportunities. For example, in Urban Planning, faculty are assigned to key committees and are asked to participate on site visit teams for accreditation reviews at other Schools with the hope that they will gain insight regarding "best practices" and administrative methods that work. The Urban Planning chair and other chairs deliberately delegate specific responsibilities to help their colleagues develop familiarity with departmental administration. This practice must continue.

6. Recruitment, Enrollment and Enrichment

A. Recruitment and Enrollment

Undergraduate Recruitment.   SADP representatives meet many prospective students while they are still in high school, often when they visit KU with their parents. The School stays in close contact with many of them through the entire recruitment-application-admission process.

SADP participates in all recruitment activities organized by the Office of Admissions from the on-campus events such as Junior Days, Senior Days, and other themed recruitment fairs and activities to off-campus events hosted at the Edwards Campus and in cities throughout the region.

Representatives of the School also participate in college recruitment events put on by school districts and by the professional organizations associated with our degrees.   For example, Design faculty and staff attend Portfolio Days at the Chicago Art Institute, the Kansas City Art Institute, Washington University and other sites in Denver, Dallas and Austin.   Representatives also participate in numerous college recruitment events hosted by chapters of the American Institute of Architects.

Each semester SADP arranges special presentations and advising sessions for students enrolled in Johnson County Community College's Architecture Program.   SADP helped form the program in 1994 and through an articulation agreement, students are able to complete the equivalent of the first year of the KU M.Arch. I, or the first two years of the B.A. Architectural Studies before transferring to KU.

Architecture and Design schedule individual informational meetings with prospective students and their families who visit campus and indicate an interest in SADP degree programs. These take place year-round and involve SADP student tour guides.

In 2012, the Design Department hired a new Coordinator for Recruitment and the School consolidated undergraduate recruitment, admissions, advising and student services into a single Undergraduate Student Services office.

Undergraduate Retention.   When SADP students start at KU they are enrolled in small studios, common introductory and support classes and block elective classes so that they work together in a close, manageable and familiar setting.   We assign some of our best teachers to our first-year classes because it is important that the students are challenged from the very beginning and that they also feel valued and a part of the School.

From the start, students work with a faculty advisor to select a path of study within their chosen degree that reinforces their strengths, allows them to grow intellectually, and prepares them for a place in the architecture, design and planning professions.   The SADP degree programs include

multiple classes at each year level in which experiential learning and service learning opportunities are abundant.

Students who are admitted to KU but denied admission to the SADP undergraduate degree programs can take classes in CLAS.   SADP works with the Advising Center and New Student Orientation to provide special Academic Information Meetings and advising until these students either qualify for admission to one of our SADP degrees or choose to pursue another degree.

Undergraduate Architecture students who enter the School and are not enrolled in a studio in their first-year run the risk of being isolated from the flow of information in design studios.   These students are given special advising appointments to make sure that they remain on track in pursuing their degrees.

First-year students in the School enroll in blocks of classes together. Design students enroll in three foundation design classes with clear and achievable goals and objectives that support the learning outcomes expected for success in later courses.   M.Arch. I students enroll in a common introductory class along with their design studios.   Many also enroll in block sections of calculus, English and an elective.   B.A. Architectural Studies students enroll in the same introductory class and have their own discussion section for the class in both the fall and spring.   They also enroll in blocked sections of electives.

To obtain a more detailed understanding of the attrition that exists in some of the first-year and second-year studios, SADP recently developed a tracking method that identifies individual students who fail to continue their studio enrollment from one semester to the next.   Almost all of these students remain within the University and simply change majors.   This approach is useful in that it allows the School to provide qualified transfer students advanced placement in the second-year of the degree program so that consistency in enrollments is maintained as a cohort moves through the year-levels.

Graduate Recruitment.   SADP launched its Ph.D. program in Architecture in 2006 and the first graduate successfully defended her dissertation in 2012.   The current enrollment of 22 doctoral students in residence is well above original enrollment projections and, with a consistently strong number of applications particularly in the last two years as the program has become known, the School has maintained a high standard for admission. The School's concentration of faculty expertise in the area of Health and Wellness has been an important factor in attracting promising students.

The School is in the process of developing a comprehensive recruitment plan for the Ph.D. that will be linked with recruitment for other graduate degrees.   The School's growing contact network of corporations and design firms, especially those that focus on health care facility design, is emerging as a promising source of placement for graduates who do not wish to pursue academic positions.

Graduate Retention. SADP has succeeded, so far, in keeping doctoral students on track and reasonably on time in their progress toward the degree. The School's Graduate Studies Committee meets regularly to discuss the progress of all students and each student must file an annual progress report with the Committee.

School Enrollment Targets. An enrollment plan emphasizing the growth of graduate programs and a proportional shrinkage of undergraduate programs was prepared for the Provost by the

Table 7: SADP Departmental and Degree Enrollment Capacity Goals

Enrollment Capacity Goals		Actual DEMIS Totals			
		2001	2005	2010	2011
B.A., Architectural Studies	110				
M.Arch. I	325				
M.Arch. II and III	75				
M.A., Architecture	20				
Ph.D.	15				
Architecture Total	545	598	609	581	484
B.F.A.	460				
M.A., Design	25				
Design Total	485	420	310	492	487
M.U.P.	50				
Planning Total	50	62	53	40	30
School	1080	1080	972	1113	1001

School of Architecture and Urban Design in 2005. The Department of Design joined the School in 2009 and SADP now has an enrollment that is approximately 80% undergraduate.

With a static resource base, but with the creative scheduling of rooms, development of off-campus internships, and the use of adjunct instructors in some required classes, the School has been able to maintain enrollments during the last decade within a 10% range of the 2001 total enrollment. Projected enrollment capacity goals for each department and degree are shown in Table 7.

These figures suggest a needed, significant increase in M.U.P. enrollments as was originally called for in 2005. They also show a total enrollment for Architecture that is about 10% lower than the departmental total projected in 2005. The enrollment goal of 545 students takes into account the special instructional demands of graduate degree programs, the potential for enrollment increases in the B.A. degree, and a slightly expanded M.Arch. I enrollment as internships free up studio spaces.

The Architecture enrollment goal is lower than the average for the last decade because of the special demands that graduate degree programs place on instructional capacity. Similarly, the undergraduate-dominant Design Department has an enrollment goal that is slightly above its average total enrollment for the last decade. Specific concentrations of study within the B.F.A. have great potential for growth (e.g., Photo Media) and it is hoped that if enrollment in such areas grows, instructional resources and space will be made available to sustain the growth.

Issues

Declining Applicant Pools. The applicant pools for the undergraduate degrees in Architecture and for the Master of Urban Planning have shrunk since the Recession of 2008-09.

Declining Enrollments. Current enrollments are below expected levels in the M.U.P., the B.A. Architectural Studies and the M.A. in Architecture.

Limits on Enrollment. There are a number of factors that serve to limit our enrollments and enrollment capacities. These include:

a) Facility requirements for studio-based degrees. Over 80% of our students are enrolled in studio-based degrees and this means that we must provide dedicated workspaces for these students. This puts a fixed physical limit on the number of students we can enroll;

b) Faculty FTE. Student to faculty ratios in Architecture and Design were cited as a cause of concern in the most recent accreditation visits. Without expanding the number of instructors available, increased enrollments will only aggravate this problem;

c) Selective undergraduate admissions process. Students enrolled in our undergraduate professional degrees must meet certain drawing and design thresholds in addition to specific academic standards. These admission requirements exceed the general admission requirements used by the University;

d) When the School's doctoral program was initially approved, six GTA lines were assigned to be used as a base of support for the students we hoped to attract. Several years ago, as part of a university-wide funding cut, three of those lines were lost. This has limited the number of years of support that we can offer a new student to two and it is a deterrent to some of the more promising applicants.

Perception of Diminished Opportunities. Prior to the Recession of 2008-09, the job market in Architecture and Design was characterized as wide open. The recession had a tremendous impact on the construction industry and this, in turn, affected architectural practice in the United States. Information on unemployment in Architecture spread quickly and, in 2011, The *New York Times*

identified Architecture as the college major with the highest unemployment rate among new college graduates.

In reality, the job market in the Midwestern region started expanding again in late 2011 and it continues to do so. In fact, *Architectural Record* has forecast a shortage of Architects in the United States by 2014. The perception of a bleak future is still strong among many prospective Architecture students and their parents and this has become a significant challenge in recruitment.

Strategies, Goals and Actions

Goals.   Our overall recruitment and enrollment management plan is governed by three goals. These include:

1) Return our total SADP enrollment to the level projected in our 2005 enrollment model (1,080) and move enrollments in undergraduate degree programs closer to the specific projections in that model;

2) Restore our undergraduate application pool in Architecture to the quality and size it reached in years prior to 2010 and expand the size and improve the quality of the applicant pool for the B.F.A.;

3) Expand enrollments in our graduate degrees, particularly in the M.U.P. where a 100% increase in total enrollment is desired.

Revise the B.A. Architectural Studies Degree.   Freshman and transfer admissions and enrollment can be increased by improving the B.A. Architectural Studies degree as described above. This new program can offer "hot desk" studio-type classes to students who previously did not have access to this kind of experience and it will improve retention.

Expand Kansas-Missouri Tuition Reciprocity Agreement.   The School should request expansion of the coverage provided by the Kansas-Missouri Tuition Reciprocity Agreement to include students in this new studio-based track. Students who apply for the M.Arch. I and cannot be accommodated because of studio space limitations can be admitted, placed in this track, and transitioned into the M.Arch. III.   They should be covered by the agreement and this would attract additional students from Missouri.

Continue Current Undergraduate Recruitment Efforts.   The School should continue the recruitment practices mentioned above.   These include:

a) Participation in all KU on-campus and off-campus recruitment activities;
b) Participation in other regional recruitment events;
c) Special advising for prospective JCCC transfer students;
d) Individual meetings and tours with prospective students and families.

Add New Undergraduate Recruitment Initiatives. The School should continue to develop new undergraduate recruitment approaches and initiatives involving Hobson's and carried out with the assistance of the Office of Admissions.

Continue Current Undergraduate Retention Efforts. The School should continue all of the retention practices mentioned above.   These include:

   a) Special advising for Pre-Architecture and Pre-Design students in CLAS;
   b) Special advising for first-year B.A. and waitlisted M.Arch. I students;
   c) Block classes and enrollment for students;
   d) Use of cohort analysis to identify potential attrition associated with studio drops.

Add New Undergraduate Retention and Enrollment Initiatives. The School should create additional sections and increase the overall enrollment in the M.Arch. I by expanding the number of seats in first-year studios to 72. The enrollment in the first year of the B.F.A. in Design should be increased accordingly above the current 120 student level.

Add Pre-Architecture and Pre-Design Students to SADP.   The School should back University proposals to change enrollment codes so that pre-Design and pre-Architecture students are administratively admitted to the School prior to qualifying for admission to degree programs.

Add an Environmental Design Concentration in the M.A., Design. The School should move ahead with the proposal to establish a new Environmental Design concentration in the M.A., Design degree. This will add to the graduate enrollment base.

Add an M.F.A. in Photography in the Design Department.   There is a documented demand for this degree and it needs to be established.

Develop and Implement Enrollment Plans for Targeted Programs. The School should develop and implement a comprehensive plan for increasing enrollment in the M.U.P. degree and the Edwards Campus degree programs.

B. Communications and Promotion

The School of Architecture Design and Planning operated without a staff member dedicated to communications and promotion since the early 1990s.   The creation and production of recruitment materials, departmental and school newsletters, event posters and advertisements, press releases and website content was carried out by various staff members without a unifying message, brand or plan.

In 2012, the School hired a full-time Director of SADP Communications Services (CS) to organize all communications within SADP and to implement a comprehensive communication plan for the School. According to the plan, Communications Services oversees an ongoing process that

involves selected representatives from the School's various constituencies. In consultation with these representatives, CS identifies appropriate strategies for effectively reaching and engaging all of the School's audiences with news and other information that will build support for the School and its mission. These strategies involve a full range of media and have built-in methods for evaluating the effectiveness of different communication products. They help us to modify, update and improve printed and online communications over time. In addition, the plan calls for the effectiveness of other communication activities (networking, liaison activities, promotional programs, and internal communications) to be measured and assessed by Communications Services and modified as needed.

The plan is broken into different components that cover publications, website content and design, social media, university liaison activities, professional relations and promotional activities, public relations and promotional activities, networking and strategic intelligence, and internal communications.

Issues

The main issue in developing Communications Services has to do with limitations on time and resources.   The unique focus of the School assures a full and continuous flow of news and information that will attract positive attention.

Strategies, Goals and Actions

It will likely take two to three years of re-establishing regular communications, rebuilding the School's website, and developing a set of different products before the School has a comprehensive communications and publicity program that appropriately showcases our accomplishments and connects us with all of our constituencies

The new Communications Services office will support activities on a number of fronts.

Publications

a) School and Departmental News.   Communications Services oversees the design, preparation and production of an annual publication for students and faculty, KU administrators, other Architecture and Design School administrators throughout the United States, SADP alumni, donors, industry leaders and friends of the School.

b) Curricular and Program News. CS coordinates the design and production of a broad variety of brochures and other printed and online products that describe degree programs and curricula within the School.   CS also oversees the solicitation and packaging of news features from the departments and the School for an electronic newsletter.

c) Special Event and Special Purpose Publications.   Communications Services coordinates the design, content and production of publications issued on a periodic basis

for School and departmental events.   These may include monographs detailing the design and construction of buildings or a community service project, or they may include special fundraising brochures, announcements for a lecture series, or a special publication presenting faculty and student work within the School.

Website Content and Design; Social Media

a) Website Design and Organization. The Director of CS is principal liaison with University Relations and ensures compliance with all University regulations concerning design and organization of websites.   Communications Services works with representative faculty groups to maintain design standards and appropriate scope of contents in all of our online products.

b) School and Departmental News. CS also works with faculty, students and administrators in SADP to create a stream of information available for continuous posting to the SADP website. The Office prepares and edits all news pieces and, within the CS, the School Information Officer updates all technical and non-news information for the School's website.

c) Social Media. Within CS, the School Information Officer monitors and updates the School's and departments' social media sites.

University Liaison Activities

a) University Publications. CS ensures that SADP is represented in University publications and provides current information and news that highlight the most significant accomplishments of the School's faculty and students.

b) Alumni Association. CS also connects the School with the KU Alumni Association and is involved in the planning of all publicity, events and other activities developed for the School's graduates.

Professional Relations and Promotional Activities

a) Professional Recognition.   Communications Services works with the executive directors and officers of regional and national professional organizations in Architecture, Design and Planning to ensure that the School's programs and accomplishments are known and recognized throughout the professions.

b) Joint Opportunities.   Communications Services works with the executive directors and officers of regional professional organizations in Kansas and Missouri to explore opportunities for community service projects and other jointly sponsored activities that will benefit the School and its students and faculty, particularly though the publicity that is generated.

Public Relations and Promotional Activities

a) <u>News Releases</u>. Communications Services edits and distributes news releases for the School.   This involves working with University Relations to see that School news is channeled to audiences that produce high quality prospective students, professional employment opportunities for our graduates, funding and other forms of research support for our faculty, and that are influential in determining the School's national academic reputation.

b) <u>Announcements</u>.   Communications Services oversees the production of announcements for School-wide activities and events and makes sure that departmental announcements and advertisements are edited and that they reinforce the representative image or brand of the School.

Networking and Strategic Intelligence

a) <u>Networking and Information Sharing</u>.   Communications Services maintains a comprehensive inventory of publications and communications produced by peer institutions and employs this in constructing an overall strategic marketing plan for SADP.

b) <u>Intelligence Gathering</u>.   CS also compiles information from other School's publications and from professional organizations, the design and construction industry, and various other sources that is useful in updating the School's Strategic Plan.

Internal Communications and Planning

a) <u>Information Integration</u>.   The CS office brings together newsworthy information from the School's departments and various programs and centers (Studio 804, Center for Design Research, Kansas City Studio, Edwards Campus programs, Generation Lab, East Hills Design-Build Center, etc.) and sees that it is incorporated into the regular flow of news about the School.

b) <u>Event Organization and Planning</u>. The CS office works with the event planning team on all major receptions, conferences, academic events and alumni or outreach programs and advises in the preparation of appropriate announcements and publicity packages.

C. Scholarships

The new undergraduate renewable scholarship program established by the University requires that each academic unit assign its scholarship resources to "rising stars" or students who have been awarded renewable scholarships.   This must be done before the unit awards any remaining scholarship funds to other students.   These rising stars receive their original renewable

scholarships from the KU Office of Admissions and Scholarships.   The initial decision to award a renewable scholarship is based on the grade point average and standardized test scores reported in the student's application for admission.

Issues

One significant consequence of this new scholarship award system is that departments with less significant scholarship resources but with year-to-year admission of even a small number of students on these renewable awards will have less discretionary funding to award than they have in the past and may eventually have insufficient funding to cover the University renewable scholarships.

Within the School of Architecture, Design and Planning, the departments of Architecture and Design are subject to these new rules on scholarships.   The Department of Urban Planning admits and funds graduate students who are not affected by the renewable scholarship system.

The problem faced by Architecture and Design is illustrated in the following tables.   For 2012-13, Architecture had approximately $90,500 in 36 endowed scholarship funds to award and Design had roughly $55,000 in ten funds.   These amounts represent "Spendable Income" in endowed scholarship funds, or dollars that can be projected from year to year.   They do not include any unspent scholarship dollars from the previous year that might be carried forward, nor do they include one-time, expendable donations that must be spent the year they are made.

Table 8: SADP Scholarship Resources, 2012-13

	Architecture	Design
Total Endowed Scholarship Funds	36	10
Projected Total Income (including carry forward)	$95,048	$81,273
Spendable Income (without carry forward)	$90,576	$55,173

Total Expendable Scholarship Funds	$9,050	$2,500

Originally, the academic units were asked to cover the final three years of each student's renewable award.   This plan was revised so that the units currently are responsible for covering the final two years of the four-year renewable award.

In 2012-13, $29,000 of Architecture's $90,500 went to rising stars who were given renewable scholarships when they were admitted to KU. For Design, $20,500 of the $55,000 total scholarship funds was used to cover the renewable scholarships for third- and fourth-year students.

An examination of the renewable awards that the University has given to the School's new students in the last two years shows that within the next two years, the School's scholarship resources will most likely be committed in total to covering renewable scholarships, leaving no

funding for any kind of discretionary scholarship awards for students not on renewable funding. According to the data presented in the following table, both departments will likely have insufficient spendable funds to cover renewable awards for 2014-15.   If scholarship resources remain constant, both departments will fall approximately $7,000 short of the current renewable commitments.

Table 9: Actual/Projected Renewable Undergraduate Scholarship Commitments, 2010-15

	Renewable Scholarships Awarded Newly Enrolled Students		Total Renewable Scholarships to Cover (Third and Fourth Year)	
	ARCH	DSGN	ARCH	DSGN
2010-11	$26,000	$18,500	-	-
2011-12	$35,500	$19,500	-	-
2012-13	$63,000	$43,000	$29,000	$20,500
2013-14			$61,500	$38,000
2014-15			$98,500	$62,500

Architecture scholarship funds are carefully monitored and their distribution is overseen by the Dean's Office.   A system has been established in which any funds that are not used to cover renewable scholarships are awarded in a traditional manner with a faculty committee deciding on awards in accordance with donor and University guidelines.

The Department of Design has less scholarship funding than Architecture.   Each year, 100-120 new students enroll in the B.F.A.   With the recent extension of the Midwest Student Exchange Program to include Design students, the number and quality of out-of-state applicants for the B.F.A. will most likely increase. As a result, the number of Design students receiving University-awarded renewable scholarships will most likely increase, placing even greater demands on the department's scholarship resources.

Strategies, Goals and Actions

Before both departments' scholarship funds are bankrupted by this new process, and to ensure that awards are made in a way that is in line with new University guidelines, it is important for the School to handle the Design scholarship funds in the same way that the Architecture funds are awarded.   That is, the Dean's Office must encumber funds for the coverage of rising stars, and support a Design Faculty Scholarship Committee that awards–in line with University and donor guidelines–any remaining scholarship funds that are still available after the renewable

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commitments are covered.

A New Process. The same kind of application and selection system that has been created and used to handle Architecture scholarships can be used to solicit applications from Design students. In addition, there are several other steps that must be taken to deal with these new scholarship award issues.

a) Identify a Combined School Scholarship Committee (for any School-wide scholarships).

b) Identify donor restrictions on individual Scholarship Funds as described in donor letters.

c) Identify Scholarship Funds with the fewest restrictions for immediate use in covering renewable commitments.

d) Expand the SADP scholarship application process to include all Design students.

e) Encumber sufficient funds to cover third- and fourth-year students. Be prepared to hold out sufficient funding, if available, for second-year rising stars in case the University decides to return to the original funding and coverage plan.

f) Identify and hold out any scholarship funds that do not yield at least $1000 for a scholarship award. Do not make any scholarship awards in amounts less than $1000. The Office of Financial Aid recommends against making scholarship awards that are not large enough to cover the tuition cost of a single class.

g) The Scholarship Committees may wish to consider other forms of awards such as certificates for competitions and other contests that require the production of single works or performances.

h) Notify all students holding renewable scholarships that they must reapply though the School's scholarship application system each year in order to have their renewable scholarship re-awarded.

Doctoral Support.   As explained above, when the School's doctoral program was initially approved, six GTA lines were assigned to be used as a base of support for the students we hoped to attract.   Several years ago, as part of a university-wide funding cut, three of those lines were lost. This has limited the number of years of support that we can offer a new student to two. It is our hope that, in line with the University's renewed emphasis on doctoral education, those three GTA lines can be restored so that we can attract more doctoral students and support them in a more competitive fashion.   This, together with an enlarged base of externally funded research projects within the School would give the program a real boost.

7. Strategic Initiatives

The community, the consumer and the citizen make up the principal constituencies for Architecture, Design and Urban Planning so public outreach, community service and experiential learning are central to the School's educational mission.   In 2010, the benchmark year for the School's Research Engagement Plan, we documented 16 community-based, service-learning projects carried out by the School. Many of these were linked directly to courses and degree programs and they contributed to the growth of several strategic initiatives that have formed within the School.

A. Aging in America

The School supports two major multidisciplinary initiatives that promote and pull together research activities from disciplines throughout the University.   The New Cities Initiative focuses on the environmental needs and dimensions of an aging population.   This is a pressing topic in the United States and throughout much of the world and it has drawn the interest of researchers at a number of universities.   At KU, the effort includes faculty from Architecture, American Studies and Gerontology as well as Business, Law, Psychology, Public Administration and Sociology, all of whom have an established research interest in the environmental issues facing an aging population. The architectural challenge is to use this knowledge to design new types of environments—rooms, homes, businesses, public spaces and whole communities—that can accommodate these populations, meet their needs, and contribute to an improved quality of life.

Issues

The multidisciplinary New Cities Initiative has succeeded in pulling together highly productive faculty from throughout the University.   It has progressed for two years with private funding for its programs, with space provided by SADP, and with student and faculty researchers supported by their home departments and schools.   The initiative has reached a point where funding requests need to be submitted to external sources, both public and private.   The initiative is currently part of a public-private consortium that is developing plans to construct an innovatively designed retirement community in Lawrence that will embody many of the concepts that have been discussed over the last two years.

Strategies, Goals and Action

Operational Support. For the short term, SADP is attempting to hold together a consortium of academic units represented in the initiative for the purposes of assembling enough funding to provide a basic operating budget.   This internal funding can be used as a match for the private, external funding that is sought. University resources, committed for one year to a multidisciplinary project that directly supports the Building Communities Strategic Initiative, could make a real

difference.

External Funding for Built Projects. Over the long term, the continuation of this initiative must rely on external funding. While traditional external research grants must be pursued, other local projects associated with the initiative may provide important sources of funding.   At the present time, there is a possibility that the initiative might somehow be funded by revenues tied to the proposed Lawrence retirement community project. Any future clinical or on-site research associated with the project could also provide an important revenue stream.   Until then, the initiative is following a model that centers on translating already published research results into built applications.

Support for Generating Basic Research. Another direction worth considering would involve the creation of a parallel initiative that seeks to obtain funding for basic research on topics related to aging and the design of human environments.   This effort would not focus as much on built expressions or applications of research results; rather it would build a body of published research central to the topic of aging and the environment and this would be part of the foundation and context for any clinical studies that might develop later if an innovatively designed retirement community is built.   The best time for the School to develop this parallel initiative would be before a decision is made on the proposed retirement community.

B. Center for Design Research

The School's Center for Design Research also serves a broad interdisciplinary base at KU.   The CDR was established in 2010 to function as a catalyst for collaborative, multidisciplinary partnerships involving SADP and other KU schools, departments, programs and industry partners. The founding idea was that through networking among potential industry partners and within KU's academic units, the CDR would translate faculty and students' research into useful consumer products and services.   Many connections have been made, some projects have been completed, and several other collaborative efforts are underway.

Housed within a state-of-the-art building designed and constructed by the School's Studio 804 and linked to two restored structures on the Chamney site, the CDR has launched a variety of activities that promote collaboration.   Lectures, workshops, forums and conferences that include a mix of KU researchers, administrators and industry representatives have taken place during the last two years. Discussions concerning collaborative research have been carried out with a number of companies including IBM, Whirlpool, Garmin, Microsoft, Ford/Toyota/Nissan, Milbank (KC), Trade Winds (KC), Intel and Kansas City Power and Light, among others.

The CDR has already obtained sponsorship for design projects from Ford, Herman Miller, Bushnell, Nokia, and North Kansas City Hospital.   Internal support for research on distractions while driving was obtained from the Transportation Research Institute and the Commons Interdisciplinary Research Project supported a SmartCar / SmartHome symposium.   Recent proposals for sponsored projects have been submitted to Ford Motor Company, Bayer Health, IMS

Health and Garmin. It appears that one of the most promising areas for collaborative research is in health related technologies.

The results of collaboration in the first two years suggest that the most profitable topics of research for the CDR to pursue fall into four different areas:

a) Smart grid and smart building technology;

b) Home Area Networks (HAN) for creating and integrating new products and services designed for use in the home;

c) Transportation and highway safety, particularly in the area of adapting cars and streets so that they are more efficient in fuel use, safety information flow, and connectivity to the home;

d) Commercial applications for smart technologies, particularly in the home.

The CDR can potentially benefit the entire School because it offers a means of integrating fundable building research and product testing into many of the design and construction activities already underway in Architecture. In this sense, too, it could emerge as an important channel for private funding to sustain multidisciplinary research within the core of the "Sustaining the Planet," "Promoting Well-Being," and "Building Communities" strategic initiatives at KU.

Issues

Partnerships and Funding. Industry partnerships are the lifeblood of the CDR and these must be continually managed and nurtured by the Center's director. Any interruption in the networking required for this would have a negative impact on the Center's growth.

Facilities. The main CDR building operates well as a meeting space for the interactive events sponsored by the Center. The Chamney residence has been restored and it provides limited space for offices, classes and seminar rooms but it needs to be furnished appropriately. The restored barn on the site already houses a fabrication/studio space that is used intensively. An additional space has the potential to be used as a digital design lab and presentation area, pending additional infrastructural improvements.

Faculty Support. No matter how successful the Center is in attracting research projects, there must be interested faculty (and students) who are qualified and available to carry out the sponsored research. So far, this has not been a problem but as opportunities multiply and broaden, it could become an important issue.

Strategies, Goals and Action

Strengthen Existing Industry Partnerships. The Center's director has knit together some very

promising partnerships with corporations. These should be developed with great attention to detail and service.   The early emergence of specific areas of research interest suggest that the CDR should continue developing connections in areas where KU has demonstrated strength and a record of achievement.   The development of applications of smart technologies to ordinary daily tasks seems to be one theme that could eventually unite the CDR's efforts into an easily recognized brand.

Complete Facility Improvements. The School should work with the CDR to complete improvements to the Chamney site buildings, including fiber optic connections for all facilities. The School should also consider ways in which other spaces in Marvin Hall, the Art & Design Building and the East Hills Building might be used, if needed, to support CDR research projects.

Broaden the Network of Faculty Collaborators and Industry Partners. There are many faculty in SADP and other units on campus who have established records of research that include smart technology applications. To the extent that it is possible, these faculty should be drawn into the CDR's activities with the hope that they can help in enlarging the network of industry partners.

C. Design-Build

Almost all of the School's community service ventures, whether they involve designing a new animal shelter for a small town or designing and building a rammed earth wall, a trailhead shelter or a viewing platform for a nature conservancy area, require partnerships and some kind of public or private support.   A growing number of them also involve hands-on student involvement in the design and construction of a landmark feature.

The entity that serves as the model for many of these design-build projects is the School's highly recognized Studio 804. With financial support from the University of Kansas, the School of Architecture, Design and Planning and many external sources, this pre-eminent design-build studio has compiled a significant record of innovative built projects over the last 20 years. With final-year architecture students doing the design work and almost all of the construction, the studio manages to complete an award-winning building each year. Many of these structures incorporate cutting edge "green" and "smart" technologies that have not yet appeared in the region. They serve not only as intensive learning experiences for the students but as model or demonstration projects for developers and builders and stimulating and comfortable buildings for the individuals, groups and organizations that occupy and use them.

Over the last three years, the Studio has focused its attention on buildings that serve educational purposes. In 2010-11, the Studio designed and built the Center for Design Research on KU's West Campus.   In 2011-12, Studio 804 completed another LEED platinum-certified building, the Galileo Pavilion, on the campus of Johnson County Community College. The EcoHawks Building on KU's West Campus was completed in 2013.   The innovative technologies that were included in the these buildings have drawn the attention of the design/construction industry in the Kansas City Metropolitan Area.

Issues

Instructor Dependency.   Classes that are based on design-build projects have a unique and highly-defined focus with extraordinary opportunities for learning, but they involve challenges that exceed those of a traditional class. Paramount among these are the managerial, logistical, motivational, social and instructional challenges that the instructor must overcome. With the time limits imposed by the semester calendar, these projects succeed primarily on the will and determination of the instructor. In other words, the successful execution and completion of design-build studio projects rests on the dedication of the instructor. These are personality-dependent enterprises. What happens when the instructor is no longer available to teach the course?

Logistical Management.   Smaller design-build projects can be organized and managed by students and an instructor. When the scale of the project reaches that of a building, as with the Studio 804 projects, the same kind of support that is needed to manage the logistics of a conventionally constructed building is required.

Accountability.   When it started carrying out design-build projects 20 years ago, Studio 804 was able to operate as any other class project might, without much accountability to organizations beyond its client group. That has changed and with multiple sponsors and donors, accountability and record-keeping are much more important issues now than they were then.

Acknowledgment.   All of the School's classes that carry out design-build projects normally attract local attention focused on the project itself or on the learning experience associated with it. In most cases the project is well publicized.   In almost all cases, donors and sponsors are acknowledged and, in almost all cases, affiliated sponsors such as the University of Kansas and the School of Architecture, Design and Planning are mentioned.   It is important that these affiliated sponsors be linked to the project and the studio because they provide the original basis for the project as well as the mechanism that covers the costs of support facilities, tools, the students' labor (credit hours) and the instructor's effort (faculty salary).

Strategies, Goals and Actions

Continuation.   Once design-build projects become a key or identifying component in a curriculum, the personality that drives the design-build project becomes critical to the degree program's content and reputation.   The School should have a plan for dealing with the risk of losing a key instructor through retirement, resignation or changing interests.   The plan might involve targeted hiring, preparing an internal replacement, or shifting the curriculum and the degree in a different direction.   The SADP has invested heavily in design-build education and should have contingency plans in place to deal with this risk.

Management Support.   The School makes fairly good use of the East Hills Design-Build Center. It is used each year by Studio 804, four sections of third-year architecture studios, and other groups

and classes engaged in design-build projects such as the School's Dirt Works Lab which focuses on rammed earth construction. Because of this increased use of the building and the need for some consistent management support from year-to-year for Studio 804, the School should consider assigning some staffing, perhaps a half-time position to oversee activities at East Hills, and providing construction management assistance with the Studio 804 projects.

Business Support.   Studio 804 has evolved into a business and even though it has institutionalized itself within a 501c3 corporation, it has not institutionalized a set of traditional accounting and business practices that meet the reporting needs of its main sponsor, the University of Kansas. More importantly, with projects, sponsors and students changing on an annual basis, there needs to be institutionalized operational consistency beyond the instructor.   The School should consider different staffing solutions that could provide business and accounting services for Studio 804, preferably internally within the School and without disrupting the process that has led to the Studio's success. If possible, this same business and accounting assistance might also be available for other design-build projects that operate simultaneous with Studio 804.

Publicity.   Studio 804 and all other design-build projects should make a point of publicizing their affiliation with the School of Architecture, Design and Planning and the University of Kansas. The design-build team involved in each project literally would not exist without the context and support created by KU and SADP.

D. Service Learning

Service learning, community outreach, and experiential education are essential elements in the degrees offered in Architecture, Design and Urban Planning.   In all three fields we work with people and the way they interact with the environment that surrounds them and the most effective way to understand these interactions is with real people in real settings.

From the start, students in the School work with a faculty advisor to select a path of study within their chosen degree that reinforces their strengths, allows them to grow intellectually, and prepares them for a place in the architecture, design and planning professions.   Each of our degree programs includes multiple classes at each year level in which experiential learning and service learning opportunities are abundant.

The cutting-edge work of our Studio 804 is known throughout the United States and in many other countries because the end product is very imageable and the process is a fascinating story. But, besides Studio 804, we've operated an Urban Design Studio based in Kansas City for 26 years and, through that studio, architecture students have worked side-by-side with neighborhood organizers, city council members, business owners, mayors, and just about everyone involved in public projects.   Those students have worked directly with local officials to prepare the original plans for projects ranging from redevelopment proposals for Union Station, the KCMO Downtown Core, the West Bottoms Industrial District, the Historic Town of Kansas, the Parks and Boulevard System and dozens of other important civic initiatives. The studio continues its work today from

its base in the Kansas City Design Center, a downtown community outreach center which we sponsor jointly with the College of Architecture, Design and Planning at Kansas State University.

These kinds of outreach activities are not limited to our studio based in Kansas City. Many small towns in Kansas have had some kind of interaction with the School of Architecture, Design and Planning, either because they invited our faculty and students in to explore the potential impact of a proposed change in the town's landscape or because our faculty and students have visited as part of an historic preservation field study, a local planning study needed as part of a community request for government assistance, or an historic architecture survey project. In short, we have maintained a relatively strong presence off campus and this has served our faculty and students well.

Our School-wide Research Plan (Table 6) shows a 2010 benchmark total of 16 classes from our three departments conducting community outreach projects.   This does not include the large number of students enrolled in professional internships that same year, nor does it include those students who were working with local not-for-profits or other organizations as part of a for-credit project.   These outward-reaching activities will continue to be an important and necessary component in each of our degree programs.

Issues

Set-up.   Service Learning experiences that are rich in content and of high educational value require considerable effort to establish.

Monitoring.   One of the challenges that is part of service learning programs is the matter of monitoring the content of the experience. The programs established in SADP involve reports, projects and other products and forms of documentation.   Architecture deals with this issue by having interns document their work, return to campus and present it to the faculty.

Curricular Issues.   The difficulty in controlling the content of some Service Learning experiences that are taken for credit in professionally accredited degree programs is that core requirements and some elective classes are reviewed and audited for content and unless Service Learning courses can result in products that appropriately address the degree requirements that they must fulfill, they can negatively affect the accreditation status of a professional degree.

Strategies, Goals and Actions

Incentives.   The demanding nature of starting up Service Learning projects, internships and experiences for an entire class is not acknowledged in any of the SADP evaluation tools. The School should examine options for various kinds of incentives that might be offered to faculty who are interested in developing new Service Learning programs and Community Outreach projects.

Facility Benefits.   When Service Learning programs such as internships are made available to entire cohorts within a degree program, they may free up classrooms and studios that would have

been used otherwise by these students.   This has been the result with several of the Service Learning programs developed in Architecture. The School should evaluate the benefits of Service Learning programs in these terms as well when deciding whether or not to adopt new programs.

Recognition.   Almost all of our students take several classes that involve participation in community-based projects or Service Learning of some other form.   The School should examine the ways in which these experiences can be recognized separately from the award of the degree. Given the nature of our curricula, many of our students might qualify for a Certificate in Service Learning with the credits they must complete for their degrees in SADP.