

“EVERY PERSON AND EVERY INTERACTION MATTERS”
(UNL 2025 STRATEGIC PLAN)



COLLEGE OF ARCHITECTURE
**STRATEGIC
PLAN**

5-YEAR PLAN 2019 - 2024

COLLEGE OF ARCHITECTURE STRATEGIC PLAN

OUR MISSION

**We create a resilient,
healthy and beautiful world,
Within a diverse and inclusive culture
of rigorous inquiry and innovation,
United by the transformative power
of planning and design.**

OUR CULTURE

**Our intellectual environment thrives because of our:
Diverse perspectives,
Dynamic close-knit community, and
Pursuit of meaningful impact.**

OUR VALUES

Demand Excellence | Be Courageous | Practice Empathy | Look Beyond | Inspire Impact

**We create a resilient, healthy and beautiful world,
Within a diverse and inclusive culture of rigorous inquiry and innovation,
United by the transformative power of planning and design.**

OUR KEY INDICATORS

We will gauge our overall success by measuring the:

- Excellence, breadth, and innovation of our design and planning education through recognitions, our retention, graduation rate, and career placement;
- Impact of our research, scholarship and creative activities through awards, publications, projects, and recognitions;
- Draw of our community's creative ecosystem, seen in student demand as well as faculty and staff recruitment and retention;
- Depth of our engagement with our professional, local, national, international communities;
- Diversity and breadth of backgrounds of our students, staff, and faculty.

Our path to success focuses on building these three existing core capacities:

- Connection and Collaboration
- Culture and Environment
- Innovation and Impact

The strategies articulated on the following pages leverage our existing strengths to invigorate and extend each of these capacities.

This document commits the College of Architecture to successfully implement its strategic plan over the next five years. In doing so, the detailed action steps, timelines, and metrics already developed for each strategy will guide implementation throughout the duration of this strategic plan.

As a community, we are committed to being accountable to our stakeholders for implementation, achieving our key indicators of success, and a process of continuous renewal.

OUR SUCCESS

We will achieve our bold mission by:

- Creating a resilient, healthy and beautiful world through connections and collaborations with partners near and far;
- Nurturing a diverse and inclusive culture emphasizing equitable opportunities for all in an environment steeped in rigorous inquiry and innovation;
- Delivering the transformative power of planning and design through the scope of our innovations and the depth of our impact.

CONNECTION + COLLABORATION

STRATEGIES

How will this goal be accomplished?

C+C 1: Establish outreach fora for studios, meetings, exhibits, lectures and public interaction; through programming and partnerships (NebraskaXdESIGN)

C+C 2: Establish formal connections with community colleges, high schools and 4-year colleges to increase the flow of students, especially underrepresented students;

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Identify potential partners and opportunities to leverage partnerships with support, donations and collaborative events /efforts (APA, ASLA, ASID, AIA, Omaha by Design, daOMA, ASIC etc.).
 - Partner to develop course and publication NebraskaXdESIGN.
 - Develop strategic communications plan for (Nebraska X dESIGN) the various outreach activities - build upon the College Mission and unique characteristics of programs.
 - Create a sustainable strategy and timing aimed at remainder of 5 years.
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- Compile list of feeder schools we wish to partner with. (Develop list in YR1, hone and formalize in YR2, Implement in YR3). (Includes clubs such as outdoor encounter, art clubs, etc) and existing professional partnerships occurring with high school students (i.e. DLR Group and Elkhorn)
 - Develop position description and search for d.ONE PoP Position; teaching & coordinating in d.ONE plus developing and enacting outreach.
 - Create multiple annual recruitment events for different targeted feeder institutions and audiences.
 - Determine and develop d.ONE NebraskaNOW courses as a formal connection strategy.

Our strong and mutually productive connections with the design and planning communities, university partners, and the public foster a close-knit creative community committed to creating a resilient, healthy and beautiful world. We seek the enhanced impact we can only have together.

3 - 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Develop and deliver programming for various audiences and purposes.
- Identify and develop relationships with (or leverage our PAC and alumni) potential funders (Omaha Foundations likely to fund tuition for underprivileged and underrepresented students, workshops, etc)

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- Elevate public awareness of quality and impact of design in Nebraska;
- Increase enrollment, flexibility and accessibility into programs (i.e. NebraskaNOW classes; summer d.ONE bootcamps; Junior High Design Camps; etc.);
- Educate communities about design and our programs in the college;
- Activate curiosity and see potentials of the disciplines;
- Encourage making and innovation;

- Initiate pre-program for Summer d.ONE to shorten education by 1 year.
- Set up meeting with LPS, OPS and other school districts 'Continuous School Improvement' personnel to initiate articulation agreement conversation.
- Establish an articulation agreement for course transfer to our curriculum with community colleges and other educational institutions who have the potential to diversify our student population.

- Three signed and implemented agreements between the College and outside educational institutions.
- 10% of incoming students are admitted from feeder educational institutions.
- Well attended recruiting events by the targeted audiences.
- Increased diversity in the student body by 1.5%.
- Reduction or elimination of non-academic barriers for course transfer and admission.
- Effectiveness of recruiting material as measured by attendance at events and admitted students (number of events in relation to admissions success).

CONNECTION + COLLABORATION

STRATEGIES

How will this goal be accomplished?

C+C 3: Build robust connections with international (and university) partners to enhance student recruitment and faculty exchange; and to create more robust study abroad opportunities and engagement by students.

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Evaluate existing study abroad and exchange programs for relevance and impact.
- Work with University Education Abroad and other existing programs on campus to compile list of types and places that occur on campus already. Begin to assess any potential new partnerships.
- Develop a strategic recruiting plan for international students that may also align with program recruitment plans (focus on recruitment in countries where the government financially supports the students).
- Encourage the hosting of a regular stream of international visiting scholars and develop a support structure for them when they are here.
- Define desirable and strategic international connections for the College to pursue, cultivate and support research and service activities for faculty and students.

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3 - 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Expand participation in our international studios to include targeted partnerships countries.
- Identify funding sources to support expansion.
- Communicate/negotiate opening up opportunities for making beneficial connections with international partners for students and faculty with University Education Abroad.
- Originate and host international symposiums with partners.

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- Establishment of University accepted, targeted partnerships with 3 international academic institutions.
- Significant and regular international faculty activity (what does this mean? presentations of research at international venues? co-working on projects with faculty from other institutions?).
- Increased flow of students participating in international programs (by 10%) and international students and scholars coming to the College (by 20%) thereby integrating a greater international perspective.
- Development of international symposium with institutional partners.

CONNECTION + COLLABORATION

BEST PRACTICES STRATEGIES

How will this goal be accomplished?

C+C BP1: Secure philanthropic support for facilities, technology, projects, and programs.

C+C BP2: Deepen formal links with local government, non-profit organizations, and professional organizations to provide design, building, and planning assistance;

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Create a stronger culture of giving for College initiatives (building updates, student scholarships, faculty research, endowed professorships, etc.). “Tell the story” by documenting successes and a history of impact of giving in the College and communicating them to prospective donors (create and deliver strong messaging).
- Develop and expand a shortlist of possible donors with the help of the University, the University of Nebraska Foundation, the College of Architecture Professional Advisory Council, and alumni.
- Develop prioritized “wish lists” for multiple categories of possible donor gifts.
- Market and promote prior collaborative accomplishments by partner organizations and the College.
- Develop metrics for success in various forms of engagement for promotion and tenure.
- Create more efficient procedures for forming long-term or short term agreements.
- Record / track and write thank you’s to reviewers and engagement participants.
- College committee critically evaluates and targets particular board memberships or other civic leadership opportunities for faculty to pursue and institutionalize their merit for T & P consideration.

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3 - 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Initiate a comprehensive campaign.

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- “Tell the story” by documenting successes and a history of impacts of giving in the College and communicating them to prospective donors.
- “Wish lists” are developed and appropriately disseminated for multiple categories of possible donor gifts.
- A shortlist of possible major donors is assembled, and high-end donations and endowments are sought.
- Annual giving by donors dramatically increases in the next five years: Number of donors increases by 20%; Overall amount of giving increases by 25%.

- Develop a defensible value analysis of College efforts in support of these organizations in quest of defining ways for more effective partnering with them. (AIA, APA ASID, ASLA, NPZA, etc.)
- Develop sponsored research studios and/or research partnerships between the College to serve the community/state/people needs.
- Have programs sign articulation agreements or MOU's with organizations to establish longer term associations for studio program work or/and student learning activities.

- Number of established extended and mutually productive relationships with government, non-profit and professional organizations.
- Increase number of students involved in experiential learning (50% of students are involved in experiential learning).
- Increase number of meaningful student internships or career positions with partners.

CULTURE + ENVIRONMENT

STRATEGIES

How will this goal be accomplished?

C+E 1: Recruit and retain exceptional faculty and staff to strengthen college/program initiatives and foster a climate of well-being and success.

C+E 2: Emphasize student wellness, professionalism, and responsibilities.

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Develop a Diversity and Inclusion Recruitment and Retention Plan for the College.
- Determine and define college/program initiatives and consider alignment of 2020-21 hires to map towards these goals.
- Collectively establish a mindset that the College of Architecture will be a supportive, healthy, and inclusive learning environment that identifies and fosters each student's greatest potential.
- In collaboration with university resources, build off the strengths of our Student Success Center and identify programming that addresses the whole student. (Including strategies that address proposals for time management, work/life balance, effective submission deadline policies, and responsible building access.)
- Promote and implement time management and work/life balance from YR1 (through effective submission deadlines, responsible building access, etc.)
- Develop a "Smart Start" opportunity to acclimate students to the College of Architecture Culture.
- Review and revise Studio Culture Policy.

We are a creative community that fosters mutual respect, trust, and open discourse. We value including and empowering each individual within a diverse, enriching community. Together we share a commitment to effective organizational culture, responsible citizenship, and shared governance. We provide an efficient physical environment that supports impactful teaching, learning, research and creative activities and we encourage and enable the use of technology to support collaboration and innovation.

3 – 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Intensify efforts to increase diversity and inclusion by implementing the Diversity and Inclusion Recruitment and Retention Plan.
- Expand College mentoring program to include professors of practice, lecturers, staff and administrators.
- Integrate programming within curriculum that emphasizes student wellness, professionalism, and responsibilities in the 21st century.
- Implement “Smart Start” opportunity to acclimate students to the College of Architecture Culture.

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- Quality and number of opportunities for professional success and development;
- Comprehensive documentation and mentorship for performance management across the College
- Increased levels of reported satisfaction. (use of exit surveys/course evaluations)
- Professionals will report increased levels of satisfaction of UNL graduates.
- Students feel empowered to see themselves as co-creators of their academic and co-curricular pursuits and successes in the advising process.

CULTURE + ENVIRONMENT

STRATEGIES

How will this goal be accomplished?

C+E 3: Increase curricular flexibility and accessibility throughout all of our programs.

- Examine flexibility of d.ONE and CoARCH programs for transfer and NebraskaNOW students.
- MCRP identifies ways to reduce burden of 48 hour curriculum and work to increase access to planning for undergraduate students.
- Explore advanced placement via college credit, outreach, extension, online CoARCH and summer boot camp courses.
- Utilize summer for courses/studios to assist transfer students, enable accelerated pathways, and ease schedules.
- Explore alternative Studio Models: Occasional, Online, Co- Creation, Vertical, Block Scheduling, Summer Semester, Workshops, Mini Co-Ops.

C+E 4: Recruit, enroll, and retain diverse populations of students who will positively contribute to our mission.

- Unify College undergraduate recruitment strategy with input of targets established by program directors (targets include awareness and prioritization of diversity and underserved populations); (deadlines, responsible building access, etc.)
- Develop College K-12 Outreach plan & Programming.
- Review and adapt Peer Mentor/Student Organization opportunities.

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3 – 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Identify and implement NebraskaNOW options and developments (YR 2: identify; YR 3: develop; YR 4: implementation).
- Determine relevant CoARCH courses to other University students in order to expand disciplinary reach and build minors and enrollment. (check affordability of course delivery model; consider pop-up courses, minors, ACE, etc.)
- Determine if CoARCH/Program curricula have negative impact on transfer students, WHTompson Scholars, First Generation Students, and other under-represented groups. If revealed, action taken to eliminate obstacles where possible and encourage participation.

- Recruit diverse student body (increased underrepresented minorities)
 - Increase scholarship opportunities.
 - Increase presence in Omaha/Kansas City/Minneapolis/Chicago/Denver.
- Increase ability to transfer into and between College Programs.

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- Program Enrollment Goals are met
- Increased diversity in student demographics. (increase Pell from 81.8% to 85%; 1st Gen from 84% to 90%; and Non-Res from 80.8% to 85%).
- Increased transfer (First Gen / WHT) student enrollment numbers (by 7.5%).
- Increase credit hour production by students not enrolled in the college (by 20%).
- Increase in summer enrollment (by 20%).
- Increase in number of degrees conferred (perhaps state this in terms of 4-year graduation rate and 6-year graduation rate? or in terms of enrollment and recruitment goals?).

- Meet program enrollment growth goals as a result of greater flexibility, accessibility, and recruitment into CoARCH programs.
- Quality of academic performance of incoming students as well as retention rates as indicators of success.
- Increase diversity in student demographics as a result of greater flexibility, accessibility, and recruitment into CoARCH programs, increasing by 5%.

CULTURE + ENVIRONMENT

BEST PRACTICES STRATEGIES

How will this goal be accomplished?

C+E BP1: Enhance collective citizenship and governance to broaden our impact.

C+E BP2: Create a culture that produces and rewards the best work from everyone in the college.

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Review, verify or modify - as necessary - relevant college bylaws, guidelines, policies, and processes in compliance with University practices.
 - Embrace shared governance with efficient time commitments at the university, college and program.
 - Prioritize implementation of the N150 Vision Report and University 2025 Strategic Plan with the CoA Strategic Plan.
 - Review and standardize FTE apportionment percentages related to teaching, research & creative activities, and service (internal to our College and in concert with practices at the University).
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- Create system(s) of celebrating and establishing discourse around each other's work and ideas.
 - Implement a workplace climate survey that recognizes differences in populations of the community. (use an existing instrument).
 - Facilitate connections and pathways to University resources.
 - Create strong program identities, understood and respected by one another, that build upon the Mission of the College.

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3 – 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Encourage and reward students, staff, faculty, and stakeholders for demonstrating collective citizenship; expand evaluation metrics to include “citizenship” and “professional development” categories.
- Encourage participative decision-making and self governance.

- Implement systems of celebrating and establishing discourse around each other’s work and ideas.
- Year 5: administer workplace climate survey again and compare results.

MEASURES

*How will we know we’ve reached this goal?
How will we track/measure/assess the goal?*

- Leadership development and active and constructive participation at the program and college levels increased.
 - FTE apportionment percentages related to teaching, research & creative activities, and service are consistent with the University and in concert with peers.
 - College bylaws, guidelines, policies, and processes up-to-date.
 - Implemented policies, procedures, and processes that ensure efficient operations and shared governance.
 - Recognized by the University as a leader in collective college governance.
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- Recruitment, retention and promotion of diverse faculty, staff, and students in percentages that reflect or exceed peer institutions.
 - Climate surveys indicate increased workplace satisfaction in 5 years.

INNOVATION + IMPACT

STRATEGIES

How will this goal be accomplished?

I+I 1: Ensure an innovative environment that supports next generation learning and research; (Increase capacity, functionality and quality of facilities).

I+I 2: Provide creative high-quality teaching and research support by engaging students.

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Identify and benchmark peer and aspirational architecture schools' facilities.
- Identify functions to be accommodated within, versus outside, the walls of Architecture Hall (i.e., ownership vs. access).
- Identify partners across the University and industry that can help provide access to innovative technologies.
- Establish flexible student-centered spaces for studying, events, exhibitions, etc., which contribute to a positive culture.
- Map the existing and emerging administrative, teaching, learning and research functions in the college.
- Create a framework/plan to transition today's facility into the future.
- Public presentations, at College, University, community level, of collaborative projects - Involves recognition and improves student awareness (e.g. College "research fair")
- Faculty are encouraged to collaborate with students in their research.

Our faculty, staff, and students co-create custom experiential learning trajectories and synergies of knowledge. We develop future professionals who push the boundaries of any one discipline and drive design and planning to address the dynamic and complex problems of our world. Our highly acclaimed design and planning community takes diverse approaches to connect the local anywhere to the global everywhere.

3 – 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Identify, develop, and integrate current and new technologies; with easy access and accessible training.
- Initiate a capital campaign for facilities.

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- Facilities support the needs of students, faculty and staff as measured by user surveys.
 - Facilities capabilities meet or exceed the mean of peer institutions (as measured by benchmark studies of peer institutions.)
 - Increase CoA building utilization and efficiencies.
 - Effectively utilize external spaces and facilities for CoA operations.
 - Satisfaction of access to technology, training, and technical support, as measured by student, faculty, and staff surveys; student work outcomes; and, faculty teaching and research outcomes.
 - Partnerships to improve technology access are increased.
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- More formal support, logistical and financial, to foster further steps for engaging students in the scholarship activities, e.g., UCARE projects and Honors projects.
 - Number of public presentations of collaborative projects at College, University, and community level increases by 10%
 - Every full-time faculty member engages student(s) in collaborative project through research, creative activity, or engagement each year.
 - The number of UCARE students and Honors Projects increases.

INNOVATION + IMPACT

STRATEGIES

How will this goal be accomplished?

I+I 3: Maximize the extent to which students pursue diverse degree plans (certificates, minors, majors) through new pathways within and across a multiplicity of disciplines.

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Identify potential multi-disciplinary learning opportunities including minors, certificates, dual degrees, and interdisciplinary degrees (survey students and professions as a guide)
- Within Student Handbook, identify common and available certificates, minors, majors; with implications and suggestions.
- Promote design, diversity of design, and appreciation for multiple fields in d.ONE curriculum.
- Understand university requirements for multi-disciplinary opportunities: minors, dual degrees, interdisciplinary degrees, etc.
- Map the existing and emerging administrative, teaching, learning and research functions in the college.
- Create a framework/plan to transition today's facility into the future.
- Highlight and publicize variety and number of diverse degree paths our students take.

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3 – 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Develop multi-disciplinary learning opportunities including minors, certificates, dual degrees, and interdisciplinary degrees.
- Develop a culture of expectation of multiple and diverse degree plans.
- Work out course timings and prerequisites with other units so our students are not disadvantaged in registering for them.
- Model new opportunities and understand implications/limitations with existing curricula.
- Kickstart: establish donor funded \$5,000 scholarship for students pursuing multi-disciplinary degrees.
- Exhibits/Lectures: teachers, professionals, businesses, & projects with multidisciplinary approaches/backgrounds.
- Develop an advising framework/interactive mapping for students and advisors to align passions with learning. (Co-create)

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- In five years 60% of our students will earn multidisciplinary degrees* through new degree pathways within and across a multiplicity of disciplines. (*certificates, minors, majors)
- Professionals will report increased levels of satisfaction of UNL CoARCH graduates.

INNOVATION + IMPACT

BEST PRACTICES STRATEGIES

How will this goal be accomplished?

I+I BP1: Encourage funding applications and secure research support (including research through making) and funding for production and dissemination.

I+I BP2: Refine and invest in distinctive and exceptional educational experiences through prioritizing excellence in, and best practices of teaching and learning in design education.

1 TO 2 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Encourage teaching alternatives, such as online courses, in order to provide more mental time/space for scholarship.
- Provide access to college- and university-level workshops that are tailored to design and planning disciplines instead of the sciences; explore different types of scholarship, such as co-authorship.
- Create a list of local, regional, national and international funders focused on planning and design.
- Revise and reconsider apportionment to increase funded research.
- *Development and implementation of formative Peer Review of Teaching.*
- Assess educational experiences we already have; define their purpose, impact, focus, and value-added. Then determine next steps to make more distinctive and “exceptional.”
- Develop delivery methods to maximize learning, provide flexibility and accessibility for diverse student groups, and respond to the evolving nature of design and planning education culture.
- Incentivize faculty participation in college/university teaching & learning programming.

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3 – 5 YEAR ACTION STEPS

What specific steps need to be taken to carry out the strategy?

- Consider restructuring teaching schedule to create more mental space for focus, such as studio 2 days/ week.
- Make an efficient use of TAs and RAs as a shared resource; provide a space for them.
- Develop College programming for instructional design, best practices in feedback & assessment, and use of relevant teaching tools.
- Develop funding/strategically pursue funding sources for the scholarship of teaching and learning in design education.
- Identify how learning spaces/environments might evolve to better support teaching and learning in design/planning education.
- Implement alternative Studio Models: Occasional, Online, Co-Creation, Vertical, Block Scheduling, Summer Semester, Workshops, Mini Co-Ops.

MEASURES

*How will we know we've reached this goal?
How will we track/measure/assess the goal?*

- Funded research increases by 20%
- Number of faculty involved in funded research increases by 20%
- Dissemination of results of funded research increase.
- Increased accessibility to and participation in co-curricular activities such as study abroad, RSOs and professional development.
- Document and package experiential learning participation of CoArch students as evidence of co-creating custom experiential learning.
- Establish robust collaborative pursuits with industry.
- Increased college resources/programming for teaching and learning.
- CoArch faculty/educational programs will receive national awards and/or peer-reviewed outcomes for teaching and learning in design education excellence.

COLLEGE OF ARCHITECTURE STRATEGIC PLAN

2016-17 PROCESS

During the Fall Semester 2016, faculty and staff groups began to explore topics through a series of small group scenario planning sessions. During Spring Semester 2017, ad-hoc task forces gathered data on a number of issues:

Apportionment Task Force charged with looking across the Big10 and peer institutions with disciplines similar to our College, and to investigate the workload and apportionment expectations of faculty teaching in architecture, interior design or interior architecture, landscape architecture, and planning: Rumiko Handa, Chair; Yunwoo Nam, Nate Bicak, and Jeff Day.

Teaching Alternatives Task Force charged with looking to other architecture, design, and planning programs (Big10, European and Australian Models) to identify models of instruction and learning. The examination will address not only conceptual approaches, but the meeting times and spaces associated with the approaches: David Karle, Chair; Steve Hardy, and Lindsey Bahe.

Distinction Task Force charged with developing a shared understanding of the hierarchy of distinction for research, scholarship, and creative activity as well as for teaching activities and service activities, along with criteria for establishing a venue's place on the hierarchical listing: Peter Olshavsky, Chair; Cathy De Almeida, Zhenghong Tang, and Mark Hinchman.

2019 PROCESS

During the Spring Semester 2019, over 50 stakeholders embarked on a strategic planning process, guided by consultant group Academic Leadership Associates. Participants (see a full list at the end of this document) engaged in a series of four retreats during the semester with final reports due in May. Over the summer, the College Leadership including the four Program Directors, two Associate Deans, Director of Advising and Student Success, Communications Coordinator, Business Manager, and the Dean developed a Strategic Implementation Plan to guide the next five years' efforts.

Working groups during the process included:

- Mission and Values Task Force led by Associate Professor Yunwoo Nam and Dean Katherine Ankerson;
- People Task Force led by Associate Dean and Professor Sharon Kuska and Associate Professor Sarah Karle;
- Internal Operations Task Force led by Director Gordon Scholz and Associate Professor David Karle;
- Education Task Force led by Director Lindsey Bahe and Director of Advising and Student Success Stephanie Kuenning;
- External Relations Task Force led by Director Mark Hoistad and Associate Professor Zhenghong Tang; and,
- Scholarship and Creative Activity Task Force led by Associate Dean and Professor Rumiko Handa and Professor Mark Hinchman.

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FACULTY, STAFF & STUDENT STAKEHOLDERS

- Katherine Ankerson
- Craig Babe
- Lindsey Bahe
- Nate Bicak
- Rodrigo Cantarero
- Jeff Day
- Cathy De Almeida
- Sarah Deyong
- Ellen Donnelly
- Robyn Goodwin
- Jason Griffiths
- Rumiko Handa
- Steve Hardy
- Mark Hinchman
- Mark Hoistad
- David Karle
- Sarah Karle
- James Keim
- Brian Kelly
- Stephanie Kuenning

- Sharon Kuska
- Yunwoo Nam
- David Newton
- Peter Olshavsky Dan Piatkowski
- Zac Porter
- Gordon Scholz
- Bud Shenefelt
- Zhenghong Tang
- Kerry Vondrak

STUDENTS

- Majdi Alkarute
- Izzy Brehm
- Seth Hadenfelt
- Frank Herbolsheimer
- Kylie Miller
- Neely Sutter
- Maddie Witted

PROFESSIONAL ADVISORY COUNCIL, ALUMNI & EXTERNAL STAKEHOLDERS

- Sarah Hitchcock
- Grant Daily
- Brandea Morton
- Rachel Herpel
- Zack Fergus
- Kaylyn Nerverve
- Scott Killinger
- Bob Mueeting
- Vanessa Schutte
- Tom Trenolone
- Erin Trofholz
- Adam Stover
- Bruce Carpenter
- Mark Bacon
- Sara Salem (LPS)
- Amy Goodburn (UNL)