

UH COLLEGE OF ARCHITECTURE & DESIGN

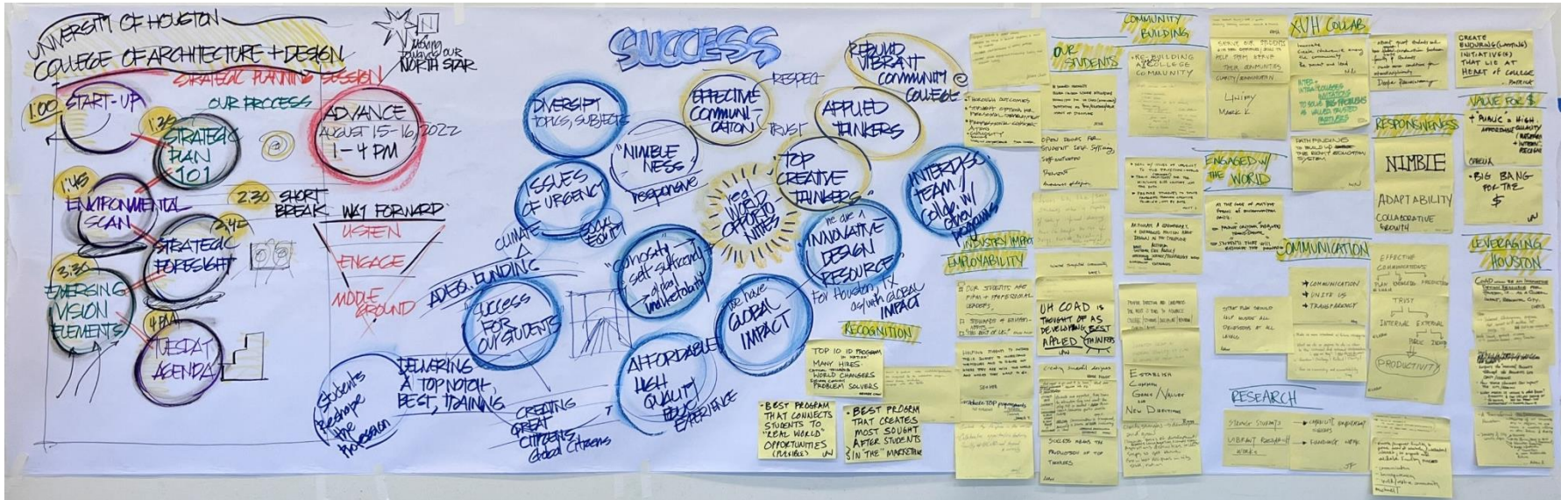
STRATEGIC PLANNING FACULTY ADVANCE



AUGUST 15-16, 2022

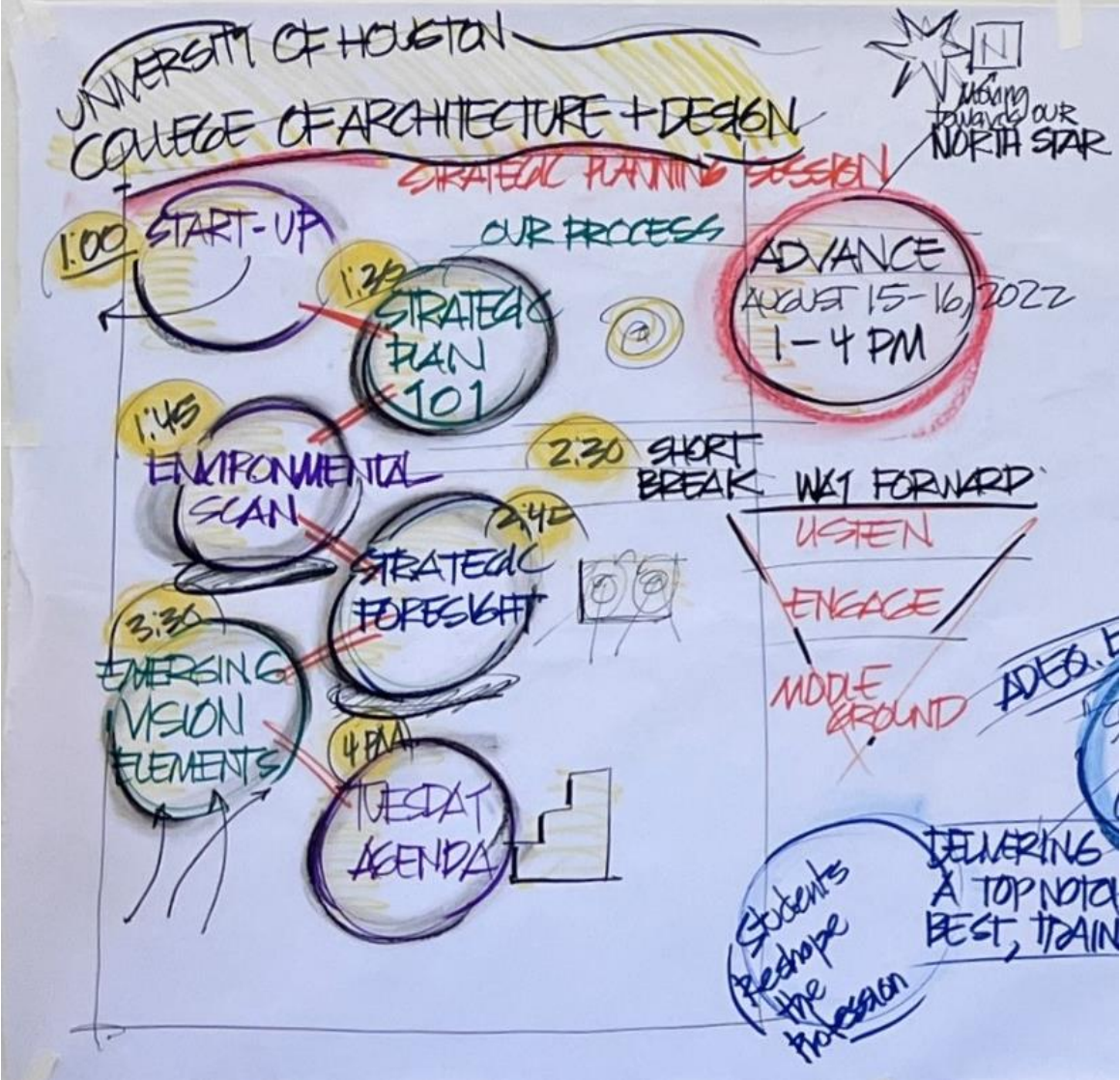
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8/15/2022

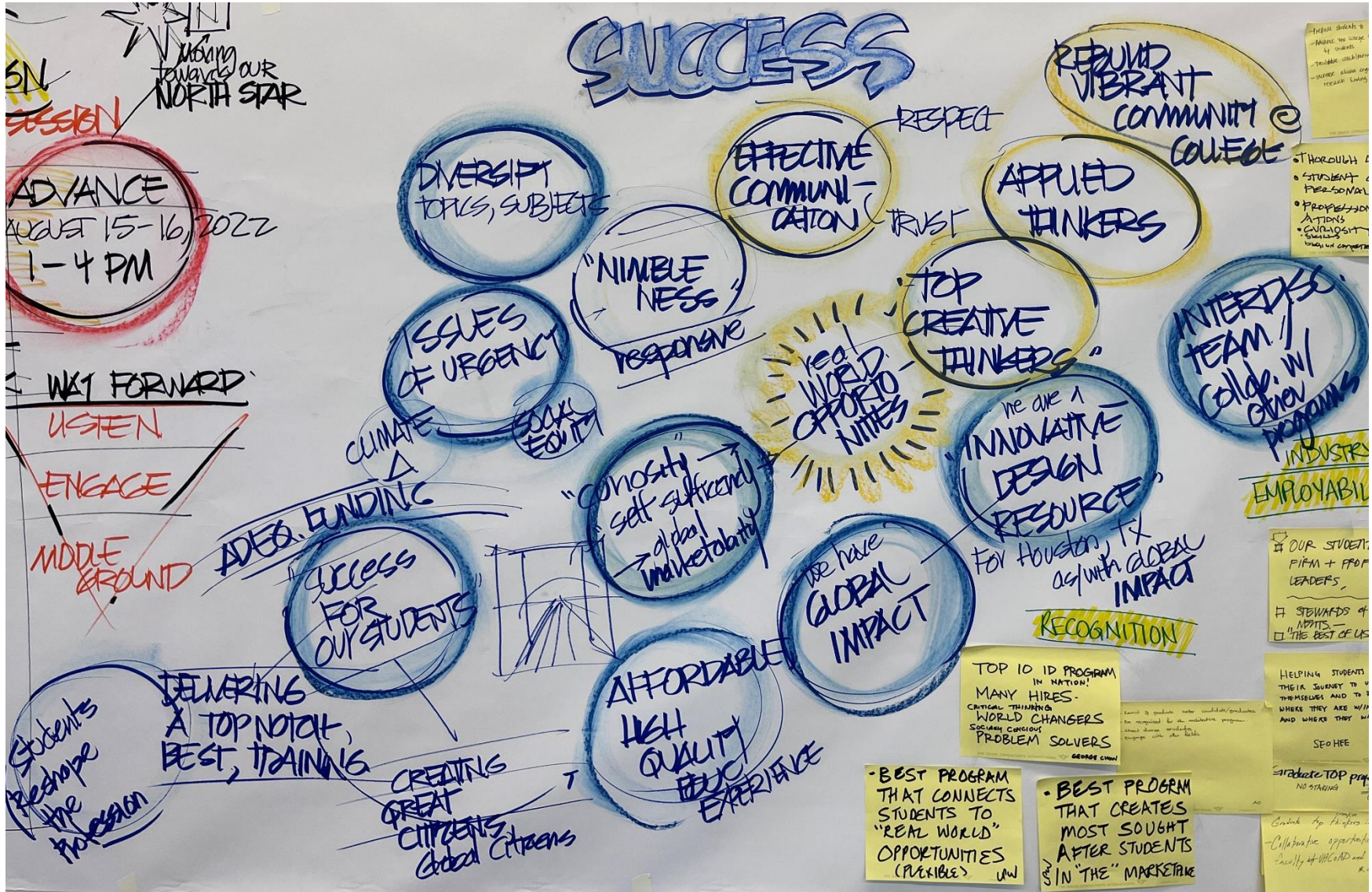


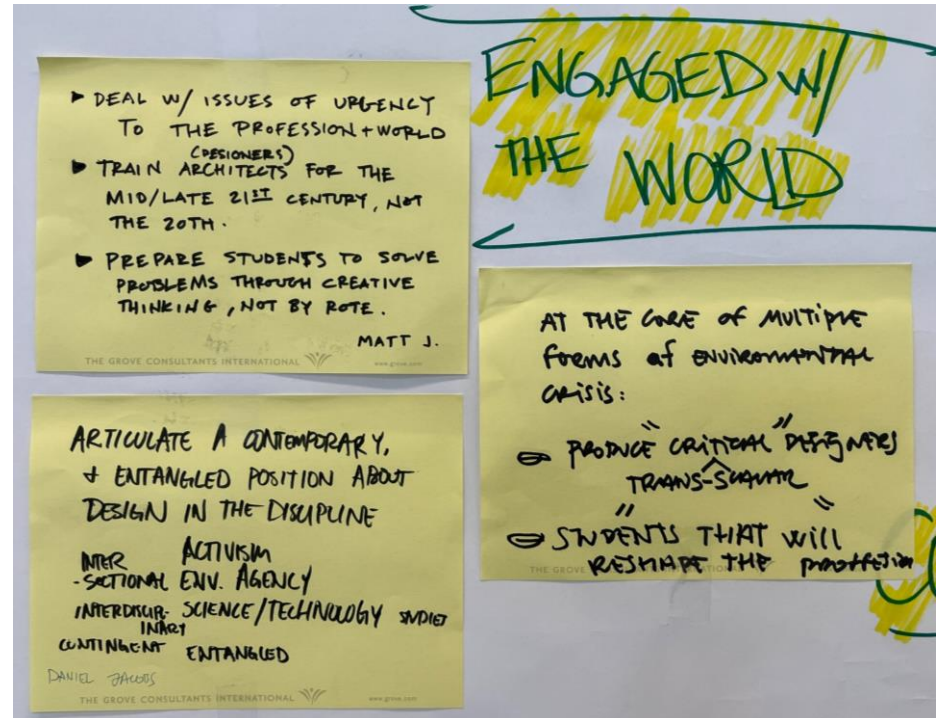
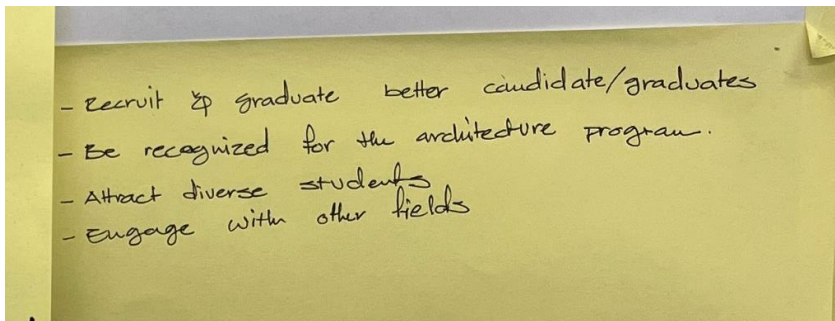
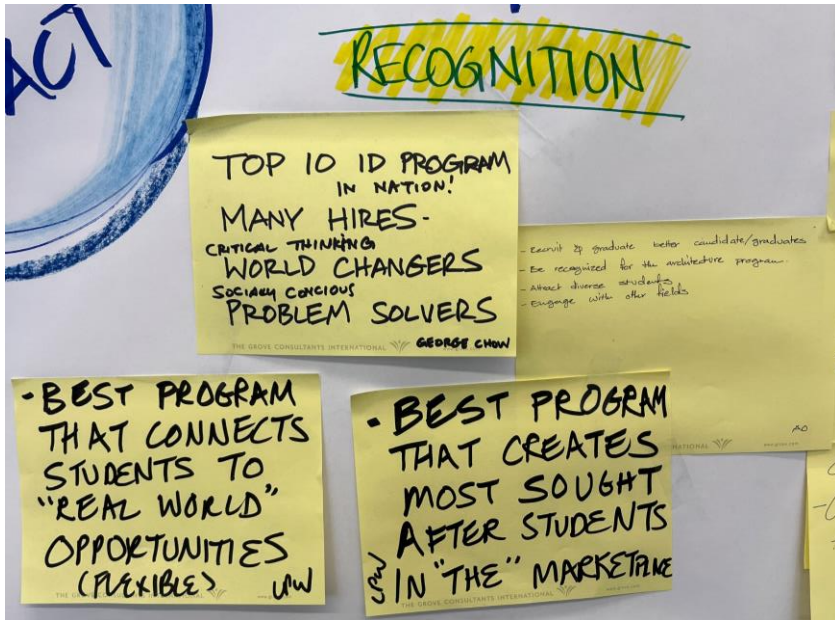
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8/15/2022



ADVANCE AGENDA & WAY FORWARD





UH COLLEGE OF ARCHITECTURE & DESIGN STRATEGIC PLANNING FACULTY ADVANCE

8/15/2022

INDUSTRY IMPACT
EMPLOYABILITY

Graduate ^{creative} top thinkers in the world!
- Collaborative opportunities between faculty at UHCoAD and beyond
* curiosity
shery/

OUR STUDENTS ARE
FIRM + PROFESSIONAL
LEADERS,
STEWARDS OF ENVIRON-
MENTS. —
"THE BEST OF US" BRUCE PACE

STRAT PLAN

PROVIDE DIRECTION AND LANDMARKS
FOR NEXT 5 YEARS TO ADVANCE
COLLEGE | STUDENTS | DISCIPLINE | REPUTATION |
QUALITY | ACCESS
QUANTUM LEAP IN
OVERALL QUALITY OF COAD
AS OUTCOME OF STRAT. PLAN

ESTABLISH
COMMON
GOALS / VALUES
AND
NEW DIRECTIONS
Clarify strengths → develop and grow
Illuminate areas of development =
RESEARCH, COLLABORATION, X campus relation-
Aspirations definition with steps
Steps to get there
Grow best designers in city,
state, nation

HELPING STUDENTS TO INITIATE
THEIR JOURNEY TO UNDERSTAND
THEMSELVES AND TO FIGURE OUT
WHERE THEY ARE W/IN THE WORLD
AND WHERE THEY WANT TO GO.
SEO HEE
Graduate TOP professionals
NO STALKING
Curiosity
JAMES T.

SUCCESS LOOKS LIKE: INDUSTRY IMPACT/EMPLOYABILITY & STRAT PLAN

OUR STUDENTS

- Prepare students to impact industry
- Advance the college to facilitate competition to recruit top students
- Facilitate collaboration/partnership w/ industry partners
- Increase alumni engagement, scholarship funding and research funding

Deaven Chase

IN DEMAND STUDENTS
HIGHER CAREER STUDENT APPLICATIONS
RECOGNITION FOR UH COAD (ACADEMICALLY)
REPUTATION AS FAIR/EQUITABLE/VALUE
IMPACT ON DISCIPLINE

JESSE

THOROUGH OUTCOMES

- STUDENT OPTIONS FOR PERSONAL DEVELOPMENT
- PROFESSIONAL CONSIDERATIONS
- CURIOSITY
- SKILLS
- CONFIDENCE

TOM DIEHL

OPEN DOORS FOR STUDENT SELF-SUFFICIENCY

SELF-MOTIVATED

PRESENT

Awareness of design

Success looks like self-students who're capable of making informed-decisions that can benefit the rest of beings outside the realm of work-time/school.

INDUSTRY IMPACT

talented thoughtful community
KATEL.

TOP PROGRAM, THINKERS, FACULTY
ENTHUSIASM
COLLABORATION BETWEEN FACULTY
CURIOSITY

What impact do you want it to have? What does success look like?

EXPAND KNOWLEDGE OF POWER OF DESIGN/DESIGNER

STUDENTS HAVE COMMUNITY

COMMUNICATION TO/FROM STUDENTS TO/FROM FACULTY

ANTICIPATION in ideas

Students are supported, they have the information they need about the college/UH to succeed + ~~that~~ these issues/concerns guide decision-making.

open +

Communication is transparent, leadership is diverse ~~in both~~ including

EFFECTIVE COMMUNICATION EXTERNALLY.

SUSAN.

UH COAD IS THOUGHT OF AS DEVELOPING BEST APPLIED THINKERS

LOW

SUCCESS MEANS THE PRODUCTION OF TOP THINKERS.

AARON

Creating successful designers.

PETER NOLDT

COMMUNITY BUILDING

RE-BUILDING
A ^{VIBRANT} COLLEGE
COMMUNITY

What success look like?

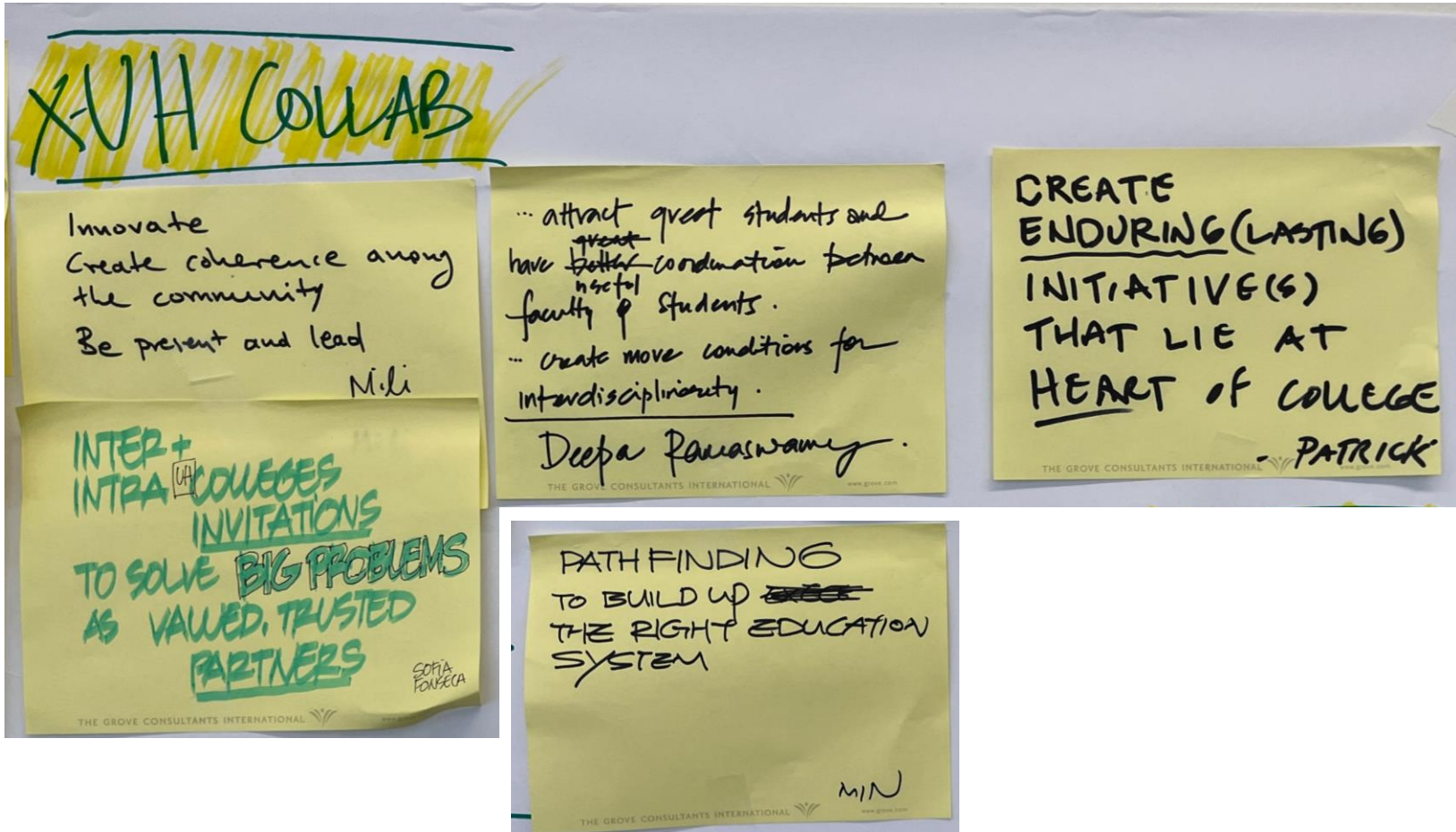
- student community
- studio culture
- communication to build community
- Decision making through engagement and communication
- global impact
- Regional city?
- impact on discipline
- shape profession
- skills to innovate the industry
- in 20yrs from now beyond current

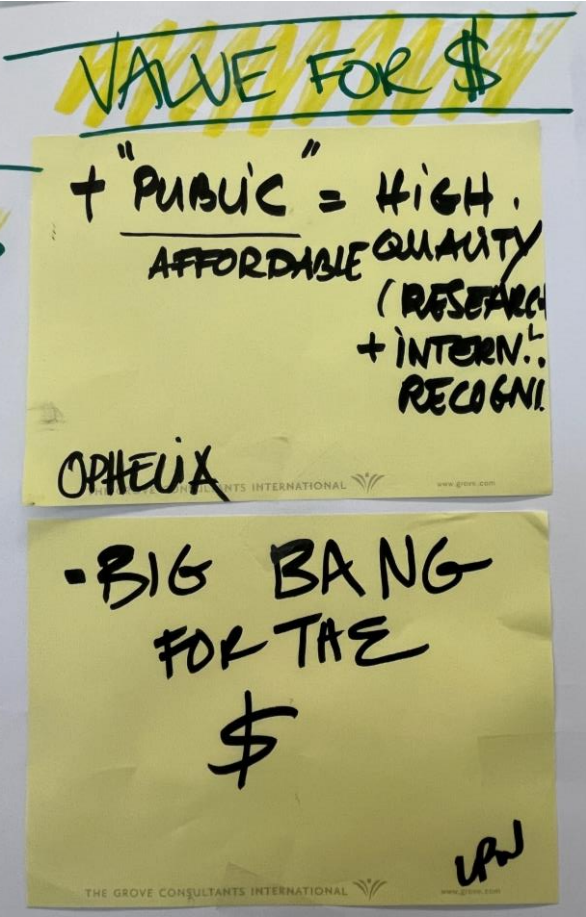
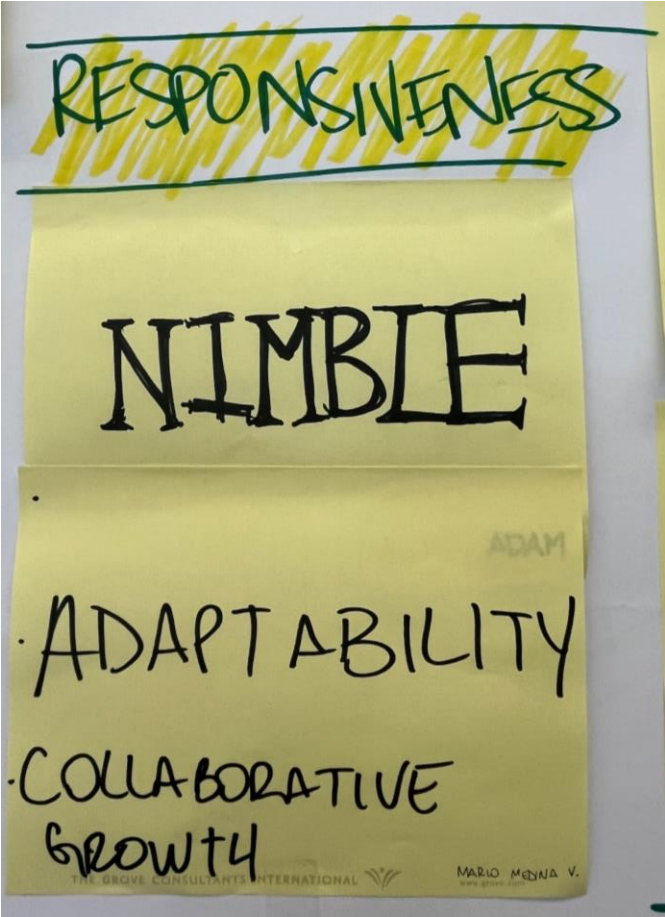
- unite students faculty & staff in growth.
- Diversify teaching methods, subjects & themes.

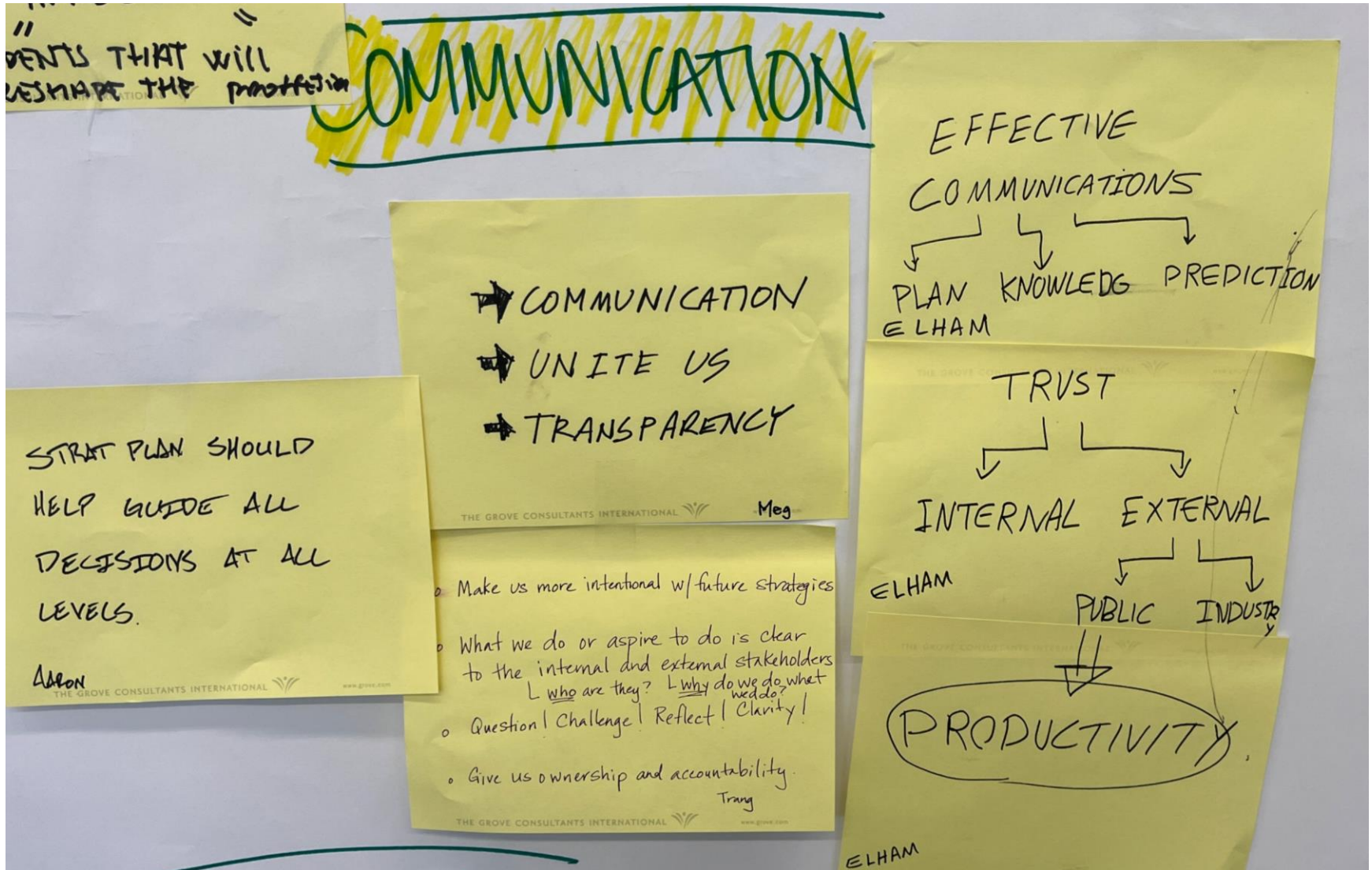
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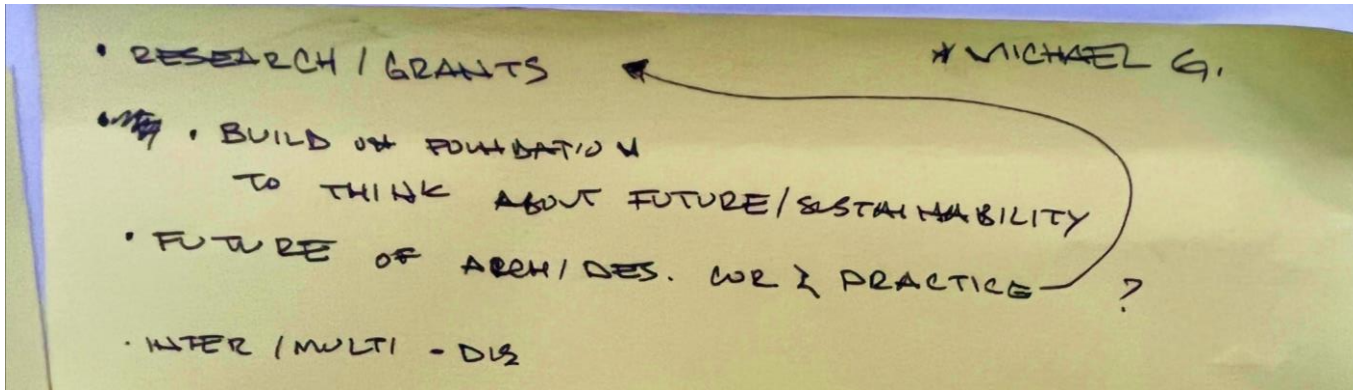
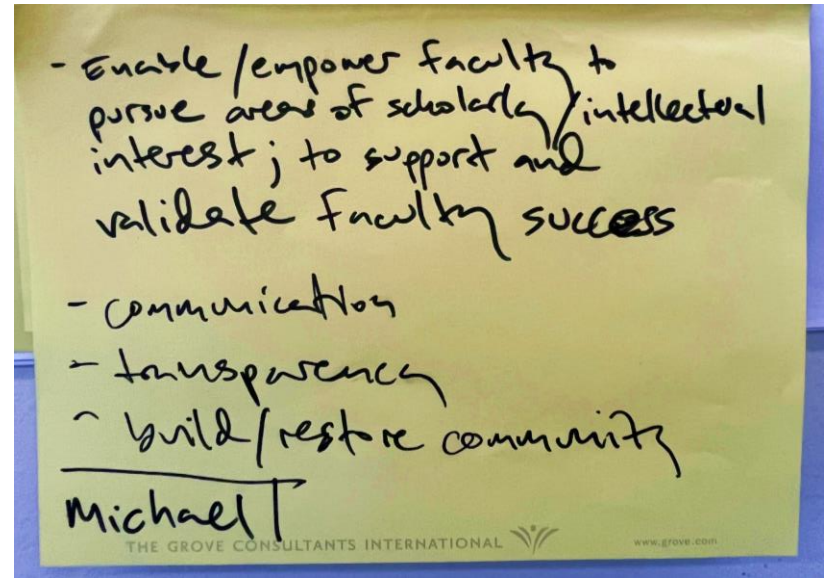
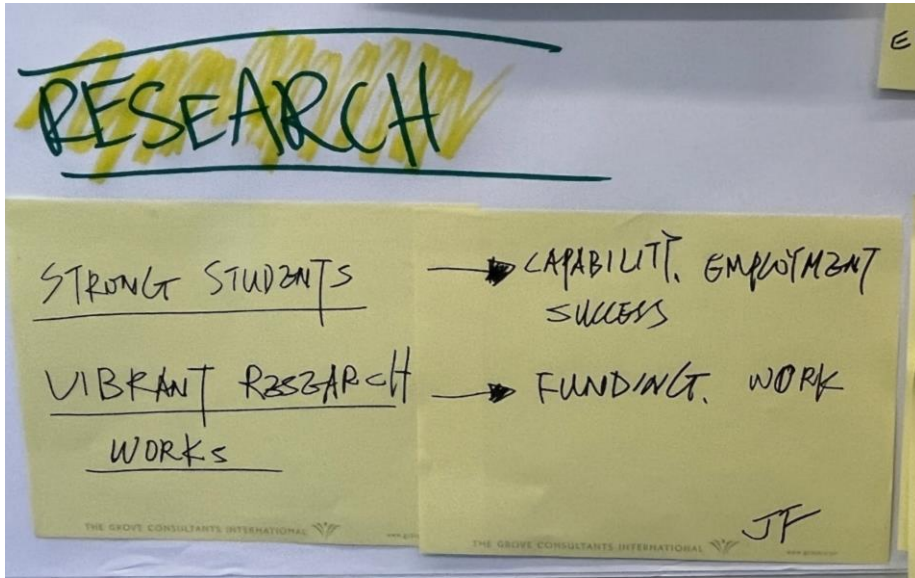
SERVE OUR STUDENTS
GIVE THEM EXPERIENCES / SKILLS TO
HELP THEM SERVE
THEIR COMMUNITIES
CLARITY / COMMUNICATION

UNIFY
MARK K.









LEVERAGING HOUSTON

COAD WILL BE AN INNOVATIVE
DESIGN RESOURCE FOR
 HOUSTON, TX... AS A GLOBAL
 IMPACT, REGIONAL CITY.
 CURTIS

Patricia -
 → Balanced, interdisciplinary programs
 that cannot exist anywhere but
 Houston, TX... ~~What~~ What is our uniqueness?
 Houston Diversity, opportunity, no zoning,
 IS → fabrication economy, energy transition

JASON
 • ~~Plan to improve the city's design resources~~
 • AMPLIFY THE "MAKING" PROJECTS THROUGH THE RESOURCES LIKE CRAFT/KEELAND.
 • HOW THOSE CHANGES CAN IMPACT THE CITY/REGION
 • WHAT MAKES US UNIQUE TO OTHER PLACES?
 - DIVERSITY * CAN UHCOAD DEFINE AN IDEAL FOR REGION - SUST.
 - NO ZONING
 - ENVIRONMENT → FLOODING/HUMIDITY

- A Transformed ~~Professional~~
 Houston
 - Majority of our students stay in region, so we have a massive influence on the future of the city.
 - Identity of City
 What's unique → Diversity
 → No Zoning (Easy to Build + Experiment)
 → Fabrication Expertise
 → Energy Infrastructure + Transition to more Sustainable Future
 Andrew K.

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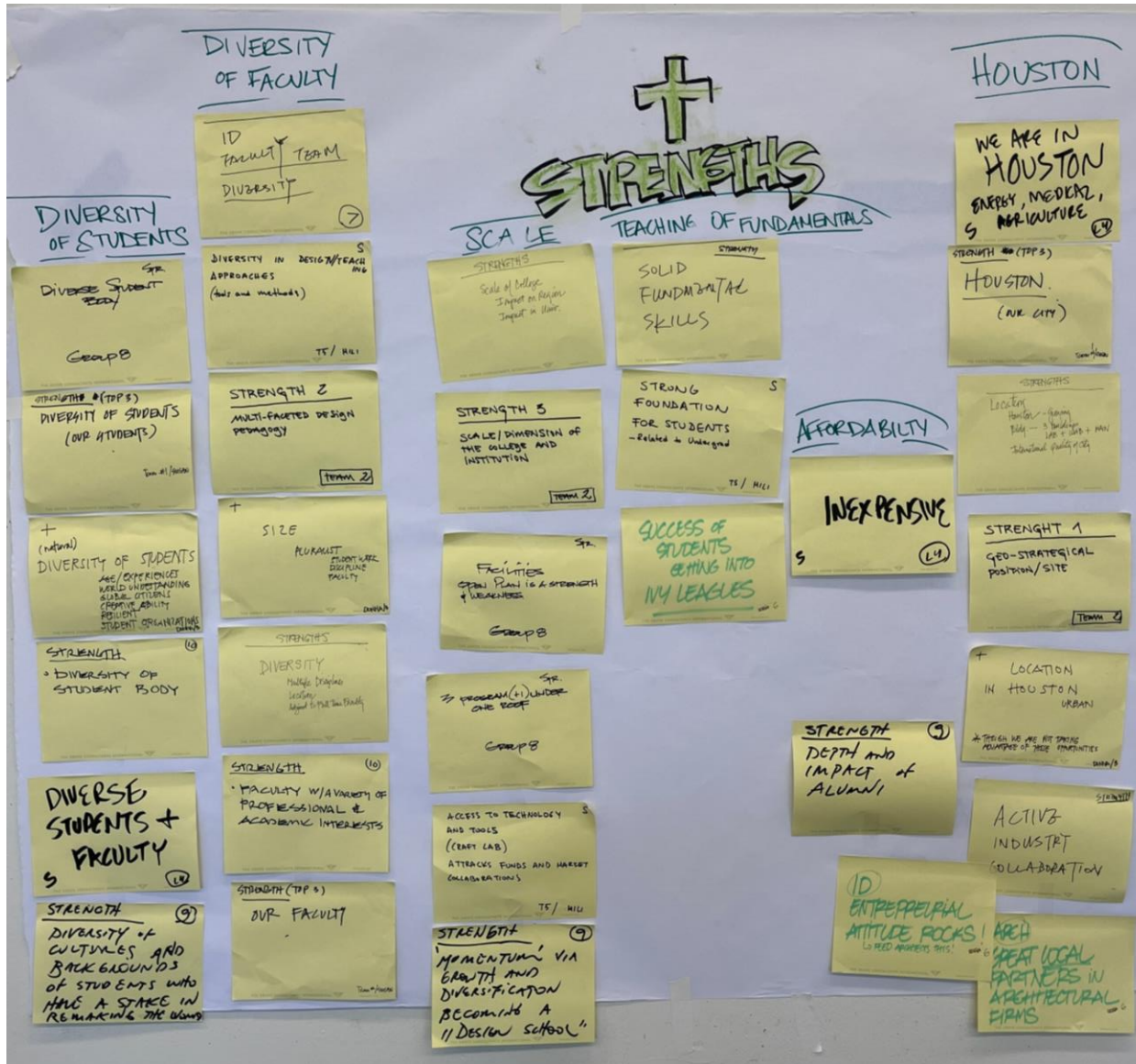
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OVERVIEW: SWOT EXERCISE

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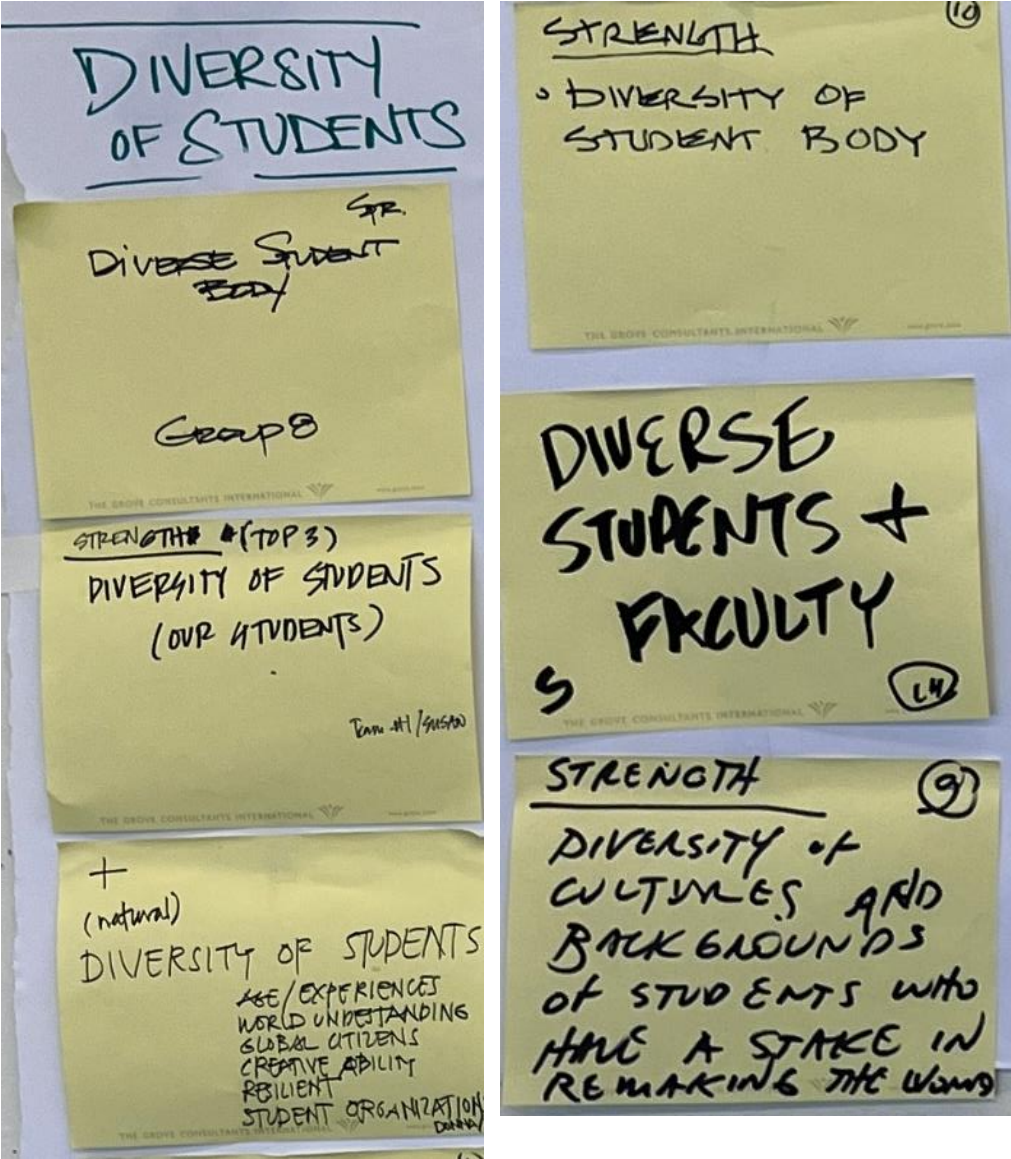
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SWOT EXERCISE: STRENGTHS OVERVIEW

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STRATEGIC PLANNING FACULTY ADVANCE

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STRENGTH: DIVERSITY OF STUDENTS

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DIVERSITY OF FACULTY

ID
 FACULTY TEAM
 DIVERSITY

⑦

DIVERSITY IN DESIGN/TEACHING APPROACHES (tools and methods)

S

T5 / HLI

STRENGTH 2

MULTI-FACETED DESIGN PEDAGOGY

TEAM 2

+

SIZE

PLURALIST
 STUDENT WORK
 DISCIPLINE
 FACULTY

denhaab

STRENGTHS

DIVERSITY

Multiple Disciplines
 Location
 Adjunct to Full Time Faculty

STRENGTH (10)

- FACULTY W/A VARIETY OF PROFESSIONAL & ACADEMIC INTERESTS

STRENGTH (TOP 3)

OUR FACULTY

Team 4 / SUSAN

STRENGTH: DIVERSITY OF FACULTY

SCALE

STRENGTHS

Scale of College
Impact on Region
Impact in Univ.

STRENGTH 3

SCALE/DIMENSION OF
THE COLLEGE AND
INSTITUTION

TEAM 2

STR.

FACILITIES
OPEN PLAN IS A STRENGTH
& WEAKNESS.

GROUP 8

STR.

PROGRAM(+) UNDER
ONE ROOF

GROUP 8

ACCESS TO TECHNOLOGY AND TOOLS
(CRAFT LAB)

ATTRACTS FUNDS AND MARKET
COLLABORATIONS

T5 / MLI

STRENGTH 1

MOMENTUM VIA
GROWTH AND
DIVERSIFICATION
BECOMING A
"DESIGN SCHOOL"

TEACHING OF FUNDAMENTALS

STRENGTH

SOLID
FUNDAMENTAL
SKILLS

STRONG
FOUNDATION
FOR STUDENTS
- Related to Undergrad

T5 / MLI

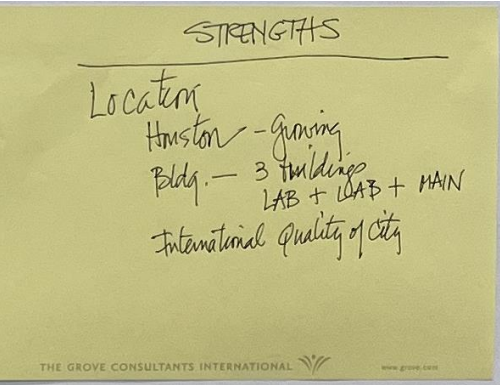
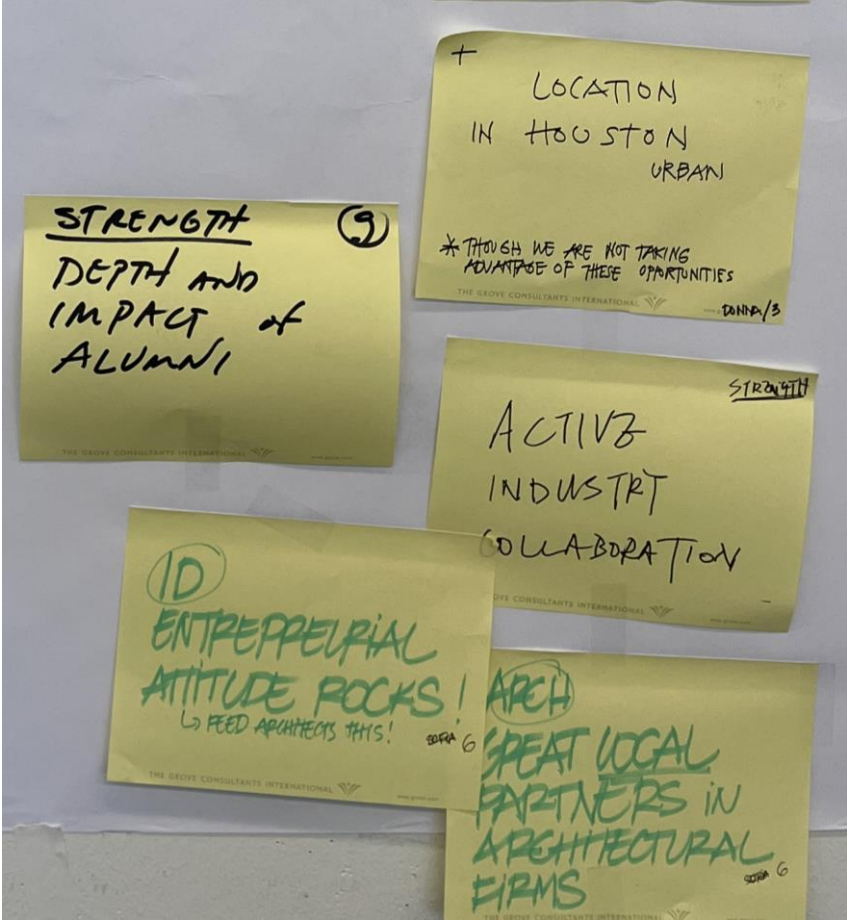
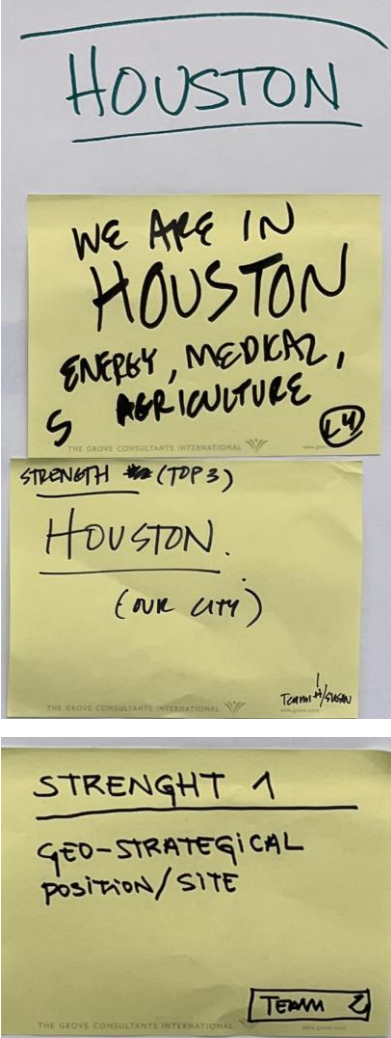
SUCCESS OF
STUDENTS
GETTING INTO
IVY LEAGUES

GROUP 6

AFFORDABILITY

INEXPENSIVE

L4



WEAKNESSES

COMMUNICATION & COMMUNITY

LACK OF COHESION
+ IMPROVEMENT
COMMUNICATION ORGANIZATIONAL SYSTEMS
LARGE SIZE (M+A+D)
W

WIK (TOP 3)
Not communicating with students the breadth of apps. in an expanded field...
↓
and faculty.
Team 11/2021

WIK (TOP 3)
"COMMUNITY" - all the impacts creating H... costs, parking, communities, (build community)
Team 11/2021

WIK
SILENS (pioneering/dep)
Group B

WEAKNESSES
→ Overly siloed Faculty and student body
→ Outreach (students) and engagement and visibility.
→ - TEAM 2 -

W
NEED FOR BETTER COMMUNICATION AND COLLEGIAL APPROACH
TS/MI

W
TO BUILD COLLABORATIVE COMMUNAL EXPERIENCES
- WE DO NOT KNOW EACH OTHER
Team 11/2021

FUNDING

WEAKNESSES
① **RESEARCH FUNDING**
(RESEARCH ASSISTANTS) (ADVISORY BOARD)
W

② **LOW CLARITY OF PROGRAM RESOURCES, A GENDA**
W

LACK OF SUPPORT FOR STUDENTS
WIK / FINANCED MANAGING SPAN/STYL/LEARNING TECHNIQUE FOR PROJECTS
DANNA/S

TO HAVE ENOUGH FUNDING TO ATTRACT TOP TALENT
NOT ENOUGH FUNDS
WIK
GRADUATE STUDENTS - T.A. - RAISE
* RESEARCH UNDERGRADUATE

WEAKNESSES
SCALE: HARD TO FIND SHIP
Arch is 4x Bigger than other disciplines

WEAKNESSES
GETTING TO THE ARCHITECTURE
W

COLLEGE STRUCTURE

WEAKNESSES
FACULTY-STUDENT RATIO IS HIGH → ~~more~~ more targeted and efficient schedule in favor of students
TS/MI

WEAK (TOP 3)
Lack of structure, expectations, roles, opportunities in leadership, community + info. - not enough clarity of roles.
Team 11/2021

WEAKNESSES
NO CLEAR PEDAGOGICAL FOCUS (IN ARCHITECTURE)
W

WEAKNESSES
AREA OF IMPROVEMENT
W/O PH.D. PROGRAM,
NO CULTURE OF FUNDED RESEARCH REQ'D IN TER ONE UNIVERSITY
③

WEAKNESSES
NEED FOR HIGH-LEVEL CURRICULUM REVIEW
W
Coordination among Coordinators with a common goal
TS/MI

WEAKNESSES
NEED MORE DIVERSITY
WIK
• INFLUENTIAL OF DIVERSE SEQUENCE = GOOD MORE OPTIONS
• Arch HAVE Needs to Diversify options
• Open INSURE, HARD TO COLLABORATE + HOME DISCIPLINES + CHALLENGE
③

WEAKNESSES
NO RELATIONSHIP TO OTHER ACADEMIC AREAS
W

TOO LOCAL

WEAKNESSES
- Out reach (Annual) and engagement (Optional) and visibility.
- TEAM 2 -

TOO LOCAL OF A UNIVERSITY
WIK
GROUPS (Studio/Research) TECHNOLOGY GROUP B

③ **DESIGN SPECIALTIES**
↳ HEALTHCARE
LIMITED EXPOSURE - "PROMOTION"
③

TO BUILD A CULTURE OF BUILDING + PROTOTYPING IN THE UPPER LEVELS
WIK
HAS GREAT SKILL IN THIS NO PROTOTYPES

FACILITIES
WIK
• ALLOCATION OF SPACES
FOR STUDENTS FOR FACULTY COMMUNITY LEARNING SPACES
③
③ PREVENTS THE DESIGN / FUNDING (CLARITY OF SPACES)
DANNA/S

WEAKNESSES
LETTING TO THE ARCHITECTURE
W

WEAKNESSES
"WORKING" OUTSIDE OF COLLEGE NOT IN A RELATED DISCIPLINE
WIK
• TECHNOLOGY in
• REACHABILITY in
Group B

TECH & MEDIA

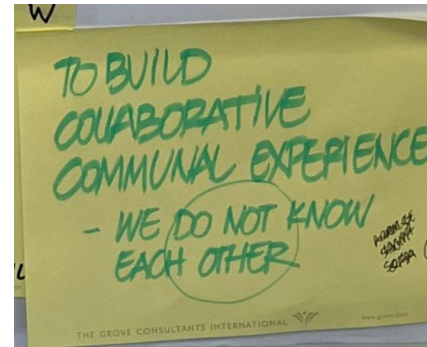
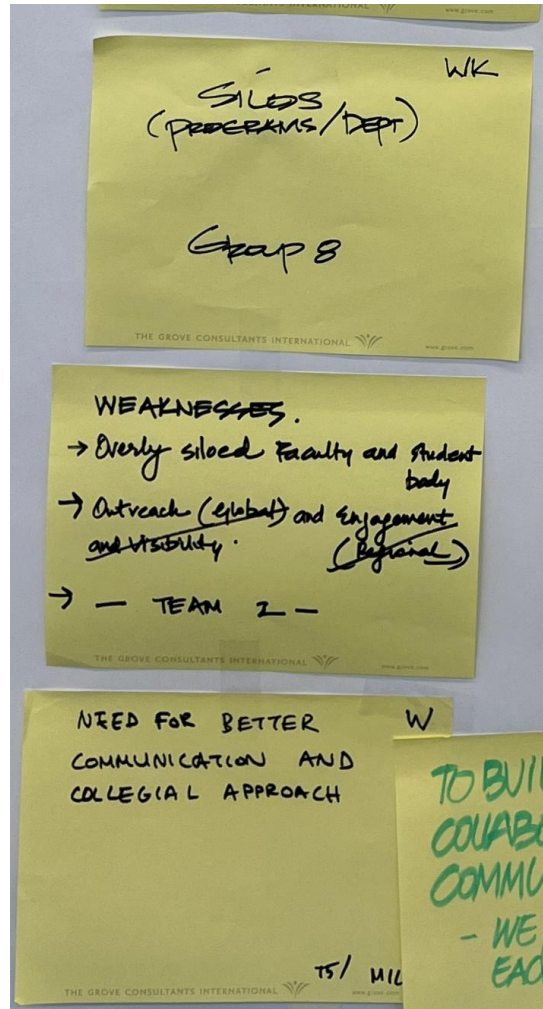
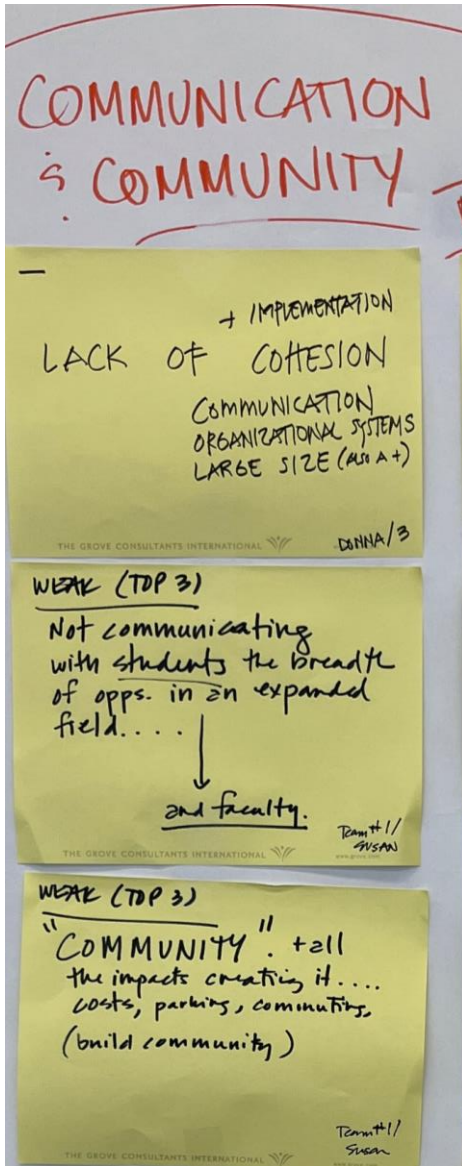
AREA of improvement
POOR INTEGRATION of Digital Media
③
WEAKNESSES
- BEHIND ON MEDIA INTEGRATION

WEAKNESSES
- NEED FOR CONNECTION TO OTHER COLLEGS AT UH.
WIK
WIK
BUSINESS SCHOOL
③

ACT
X-F
INTER
EX
FI

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WEAKNESS: COMMUNICATION & COMMUNITY

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FUNDING WEAKNESSES

WEAKNESSES

① RESEARCH FUNDING

RESEARCH ASSISTANTSHIP

ADVISORY BOARD

② LOW CLARITY OF PROGRAM RESOURCES, A GENDA

LACK OF SUPPORT FOR STUDENTS

COSTS / FINANCE
ALLOCATION SPACE / TIME / LEARNING
TECHNOLOGY FOR STUDENTS

DONNA / 3

TO HAVE ENOUGH FUNDING TO ATTRACT TOP TALENT

NOT ENOUGH FUNDS

ADMIN
OFFICE
MATERIALS
PAINT
SUPPORT

GRADUATE STUDENTS - T.A.'S
+ RESEARCH: UNDERGRADUATE

AREA of IMPROVEMENT

FUNDING FOR

- STAFF
- FACILITIES
- SCHOLARSHIPS

⑨

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COLLEGE STRUCTURE

W WEAKNESS

WEAKNESS (10)

GETTING TO THE ARCHITECTURE

THE GROVE CONSULTANTS INTERNATIONAL

NEED FOR HIGH-LEVEL CURRICULUM REVIEW

W

Coordination among coordinators with a common goal

T5/MILI

THE GROVE CONSULTANTS INTERNATIONAL

FACULTY-STUDENT RATIO IS HIGH → ~~more~~ more targeted and efficient schedule in favor of students

W

T5/MILI

THE GROVE CONSULTANTS INTERNATIONAL

WEAKNESSES

Program and institution overly driven by market logics.

— TEAM 2 —

THE GROVE CONSULTANTS INTERNATIONAL

WEAKNESS (10)

NO CLEAR PEDAGOGICAL FOCUS (UN-ARCHITECTURE)

THE GROVE CONSULTANTS INTERNATIONAL

WEAK (TOP 3)

Lack of structure, expectations, roles, opportunities in leadership, communication + info. — not enough clarity of roles.

(curriculum)

Team #1/2/3/4

THE GROVE CONSULTANTS INTERNATIONAL

WEAKNESS

SCALE HARD TO TURN SHIP

• ARCH IS 4x BIGGER THAN OTHER DISCIPLINES

THE GROVE CONSULTANTS INTERNATIONAL

AREA OF IMPROVEMENT

W/O PHD. PROGRAM, NO CULTURE OF FUNDED RESEARCH REQ'D IN TIER ONE UNIVERSITY (9)

THE GROVE CONSULTANTS INTERNATIONAL

WEAKNESS: COLLEGE STRUCTURE

GF
JURE TOO LOCAL

WEAKNESSES
- Out reach (Global) and Engagement (Regional) and Visibility.
- TEAM 2 -

TOO LOCAL OF A UNIVERSITY (L)

(3) DESIGN SPECIALTY
↳ HEALTHCARE

LIMITED EXPOSURE
"PROMOTIONS" (7)

WEAKNESS NEED MORE DIVERSITY

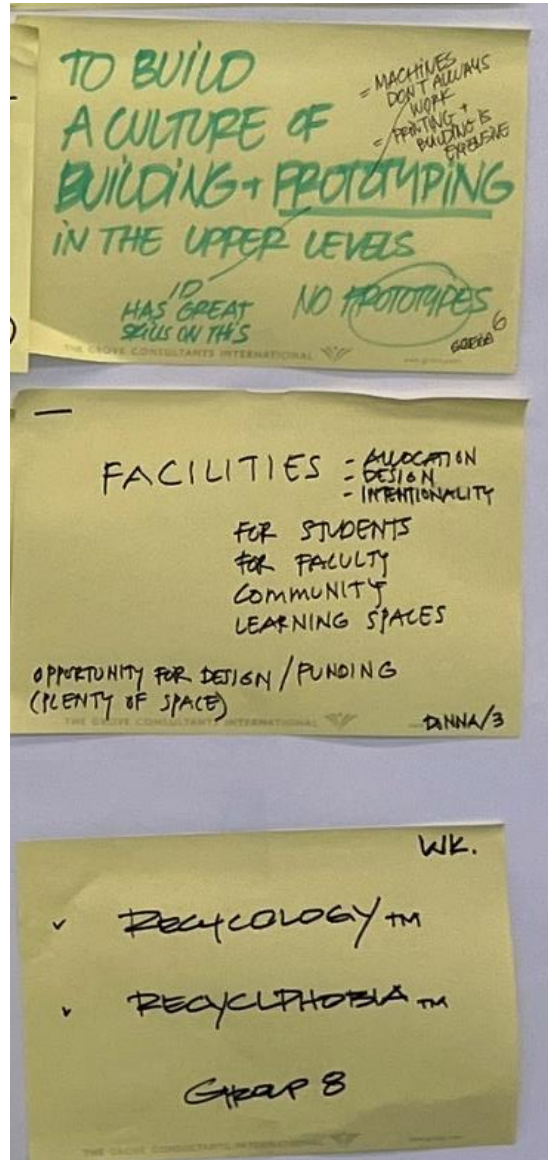
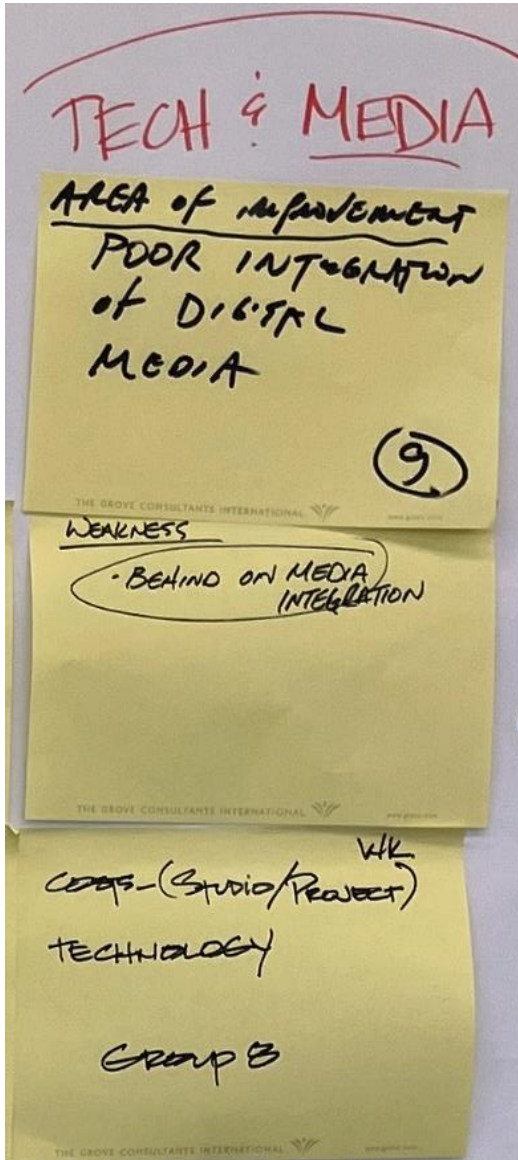
- INFLEXIBILITY OF DEGREE SEQUENCE. = NEED MORE OPTIONS
- ARCH MAJOR NEEDS TO DIVERSIFY options
- OFTEN INSULAR, NEED TO COLLABORATE w/OTHER DISCIPLINES & COLLEGES

NEED TO CONNECT X-UNIV.

LITTLE OR NO CONNECTION TO OTHER COLLEGES AT UH.
W BUSINESS SCHOOL (L)

WEAKNESS (10)
- NO RELATIONSHIP TO OTHER ACADEMIC AREAS

"WORKING" OUTSIDE OF COLLEGE NOT IN A RELATED DISCIPLINE (L)



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OPPORTUNITIES

ACTIVISM

HOUSTON OFFERS ABILITY TO STUDY URGENT ISSUES: CLIMATE CHANGE, PENDING EQUITY, THIRD WARD - STREET CONNECTIVITY TO INDUSTRY

OP (TOP 3) OPPORTUNITIES: Education is an emancipatory project.

POTENTIAL SPACE FOR ACTION, ACTION, AGENCY, & MANAGEMENT.

OPPORTUNITY

GREATER CONNECTIONS TO PROFESSION (CO) & IMPACTFUL LOCAL BUSINESSES

OPPORTUNITIES

MORE FUNDING OPPORTUNITIES, SCHOLARSHIPS, AWARDS, VISIBILITY FOR STUDENTS

'ID' HALL

PARTICIPANT SHOWCASES

INTERACTIVE MEDIA

DESIGN LAB: MED/ENG HUBS

DESIGN LAB FOR SURVIVAL OPP (TOP 3)

MORE LABS - Houston as laboratory + platform for - as center, pumpkin - HOUSTON.

CREAT LAB + FABRICATION GROUP

RESEARCH FUNDING

FUNDING SOURCES

COLLABORATION WITH MED/ENG/COAS

RESEARCH LEARNING BY MAKING

CREAT LAB

TECH BUILD

SUPPORTING STUDENTS

OPEN STUDENTS' MINDS TO OTHER FIELDS IN DESIGN

UX

RESEARCH

POUCH

THEATER, MOVIES...

LIFE COACHING, ADVISING FOR STUDENTS

YR1-4/5 (6)

THE COASTERS

CREATE COMMUNITY + SUPPORT FOR FACULTY

CONNECT STUDENTS GLOBALLY!!!

DIVERSITY OF STUDENTS

DIVERSITY IN HOUSTON/UH/COAD

DOUBLE MAJOR (OR MORE!!!) EVEN OUTSIDE PACT.

COLLABORATION/INTERACTION WITH OTHER TEX SCHOOLS i.e. teachers, reviews

X-POLLINATION INTERDISCIPLINARY

DEVELOP LANDSCAPE ARCHITECTURE PROGRAM

TO PROVIDE BROADER KNOWLEDGE OPPS TO LIBERAL ARTS TO HAVE MORE WELL-ROUNDED, PROBLEM SOLVERS

TO BUILD "POROSITY" INTO OUR DESIGN PROGRAMS TO INVITE OTHER DISCIPLINES TO OUR COURSES

MORE DIVERSE OPTIONS OF WORK OUTPUT

NATIONAL/GLOBAL REACH

COMPETE AT LEAST NATIONALLY!!! (COMMON APP) EDIT PROCESSES

RECRUITING MESSAGING TO FUTURE STUDENTS - 16 VIDEOS

AMBASSADORS

"DESIGN STUDENT" (INFLUENCERS)

MAPPING FROM ARCHITECTURE TO NAT'L/GLOBAL DESIGN SCHOOL

OPPORTUNITIES

GULF COAST EPICENTER

OPPORTUNITIES

IDENTIFY SYNERGISTIC OPPORTUNITIES BETWEEN PROGRAMS IN COAD

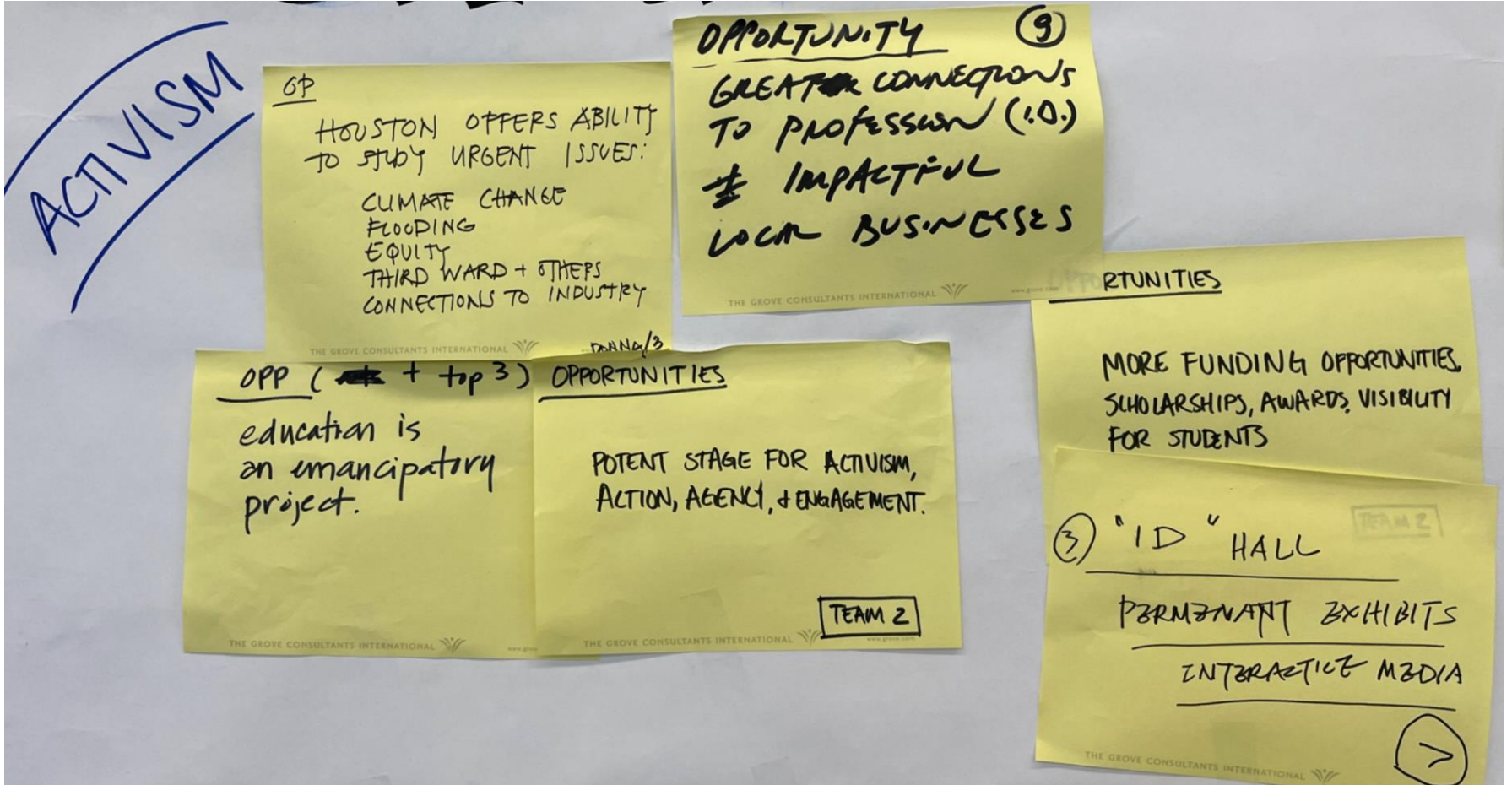
INTERDISCIPLINARY COLLABORATIONS AS PART OF A LARGE UNIVERSITY

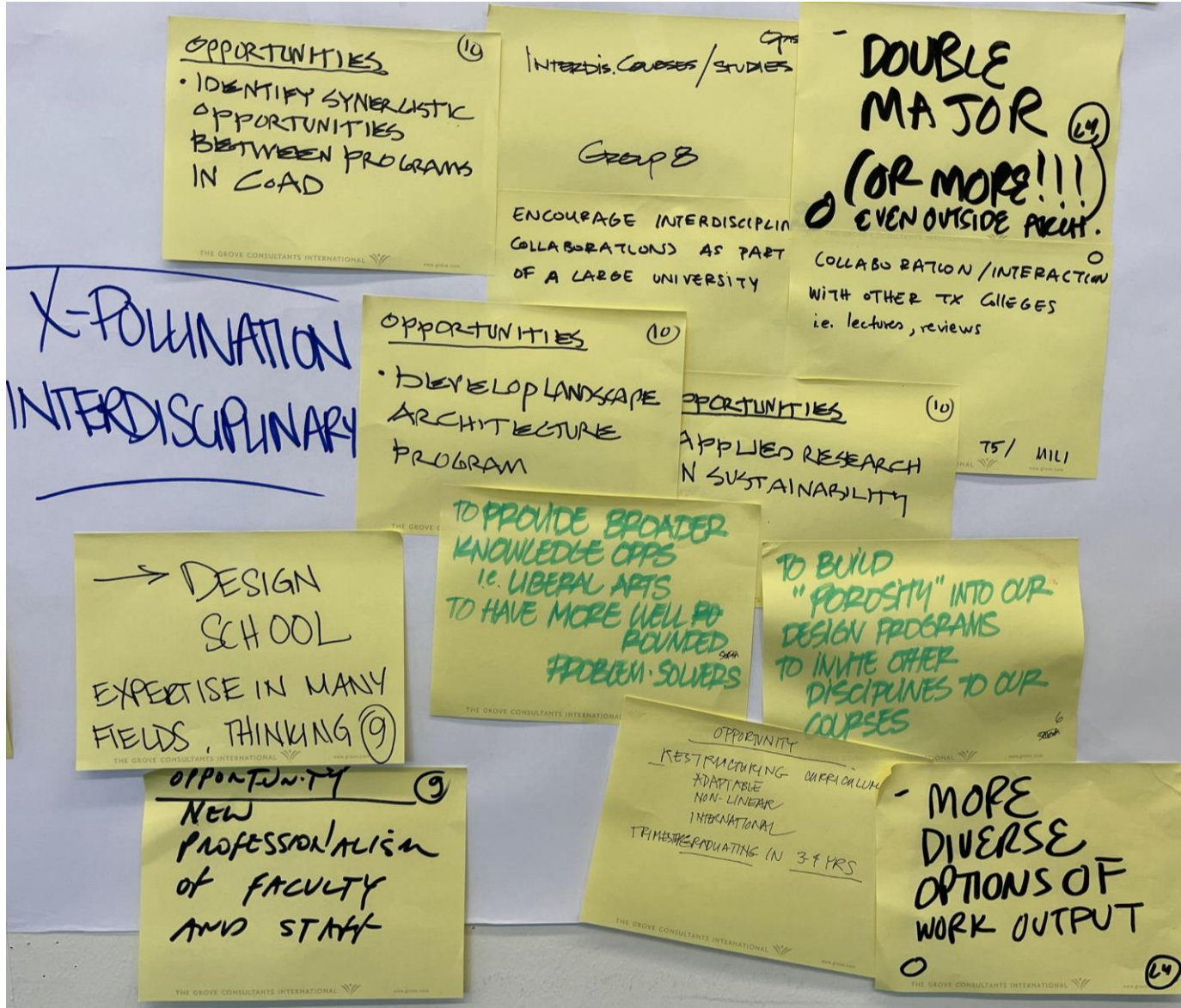
ENCOURAGE INTERDISCIPLINARY COLLABORATIONS AS PART OF A LARGE UNIVERSITY

APPLIED RESEARCH IN SUSTAINABILITY

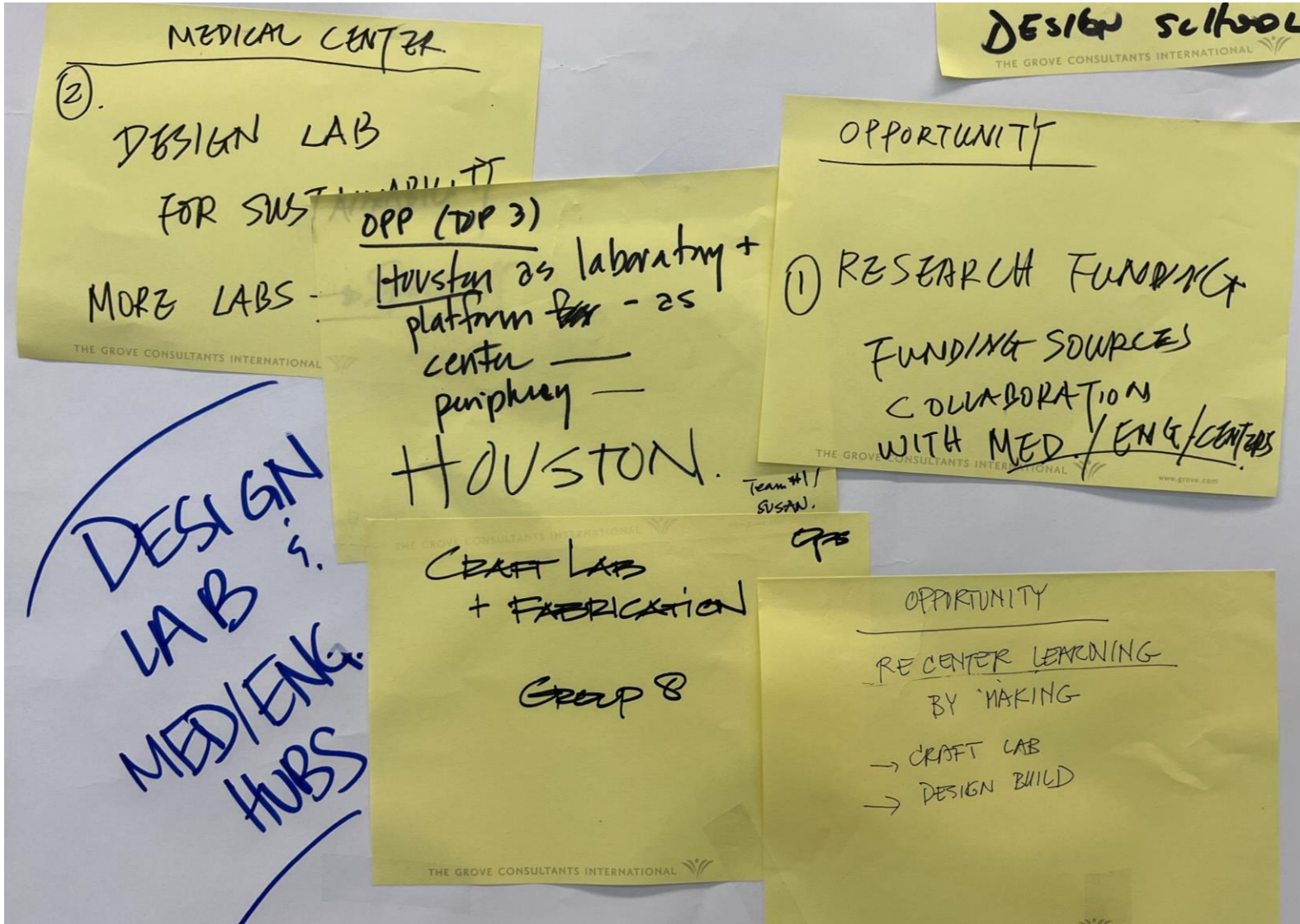
RESTIMULATING OVERALL FACULTY AND STUDENT INTERDISCIPLINARY COLLABORATION THROUGHOUT THE COLLEGE

SWOT EXERCISE: OPPORTUNITIES OVERVIEW









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DAY ONE BREAKOUT GROUPS

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DAY ONE BREAKOUT GROUPS

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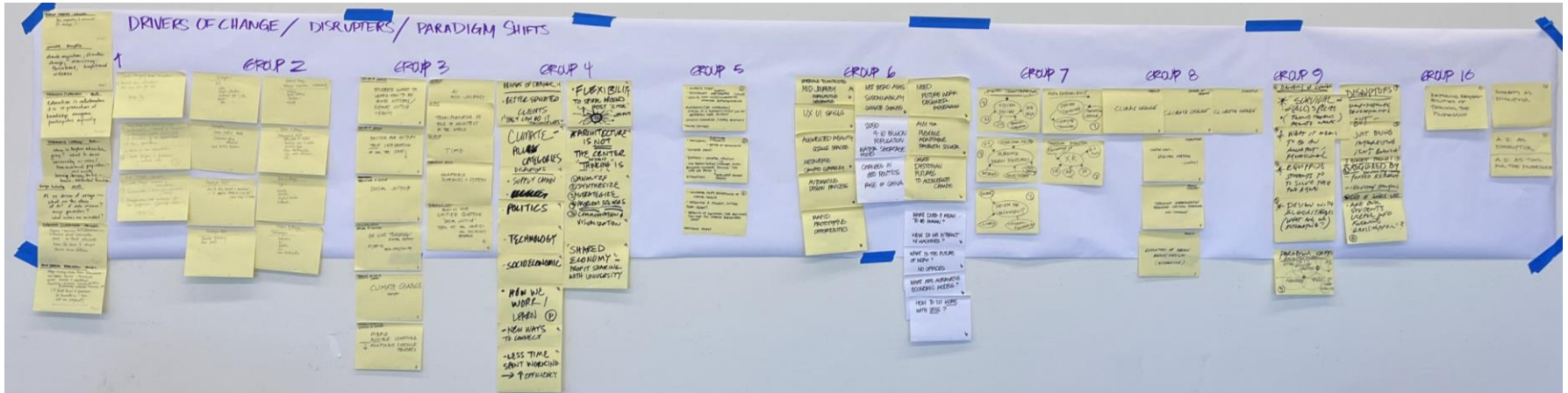
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DAY ONE BREAKOUT GROUPS

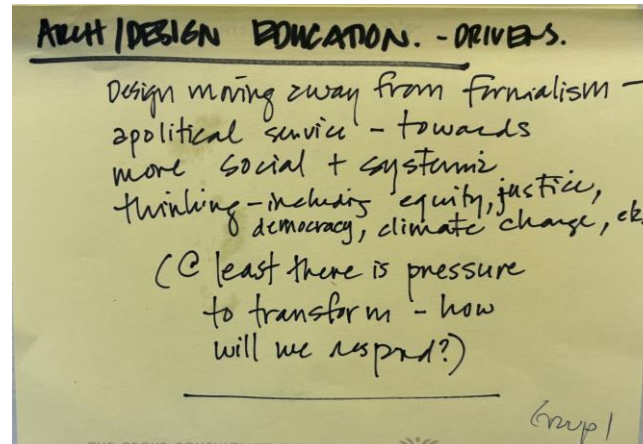
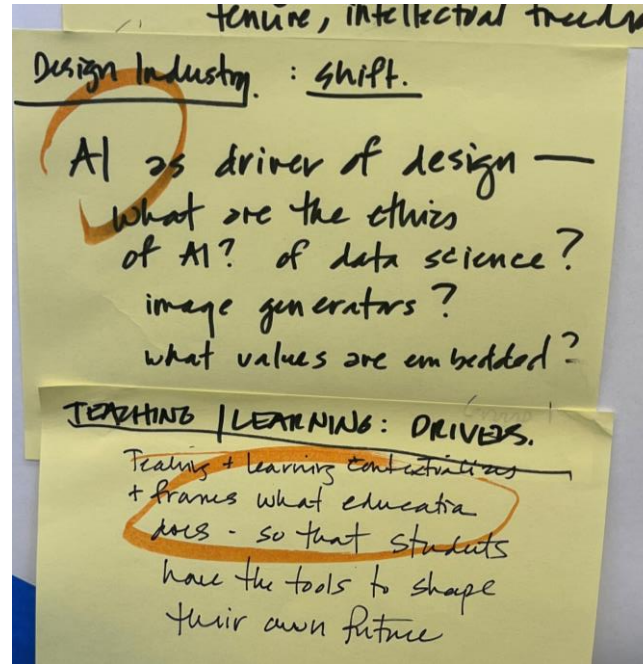
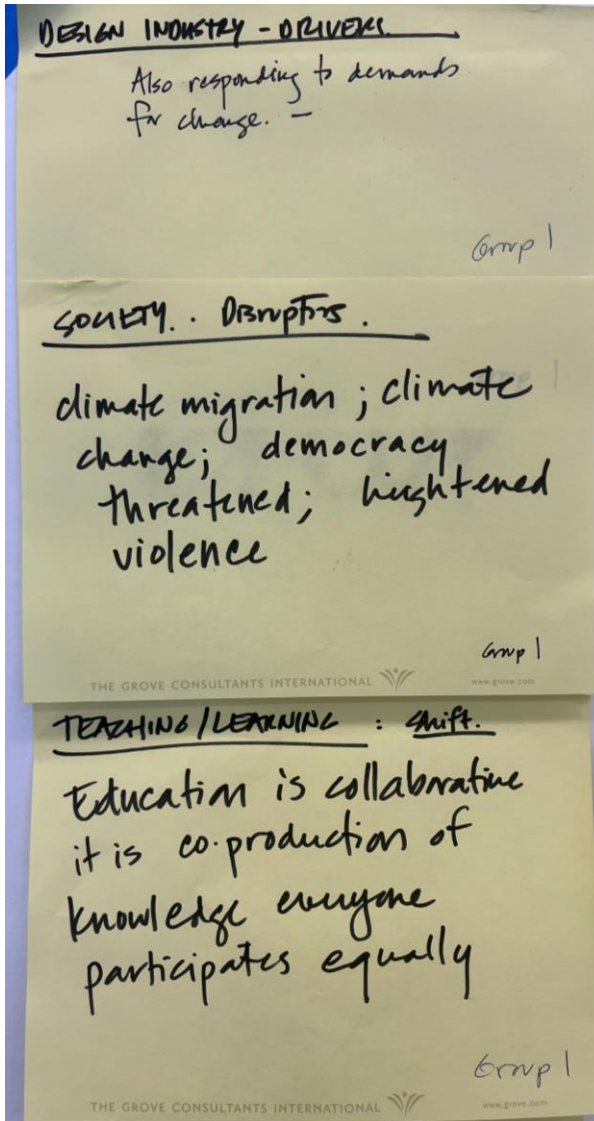
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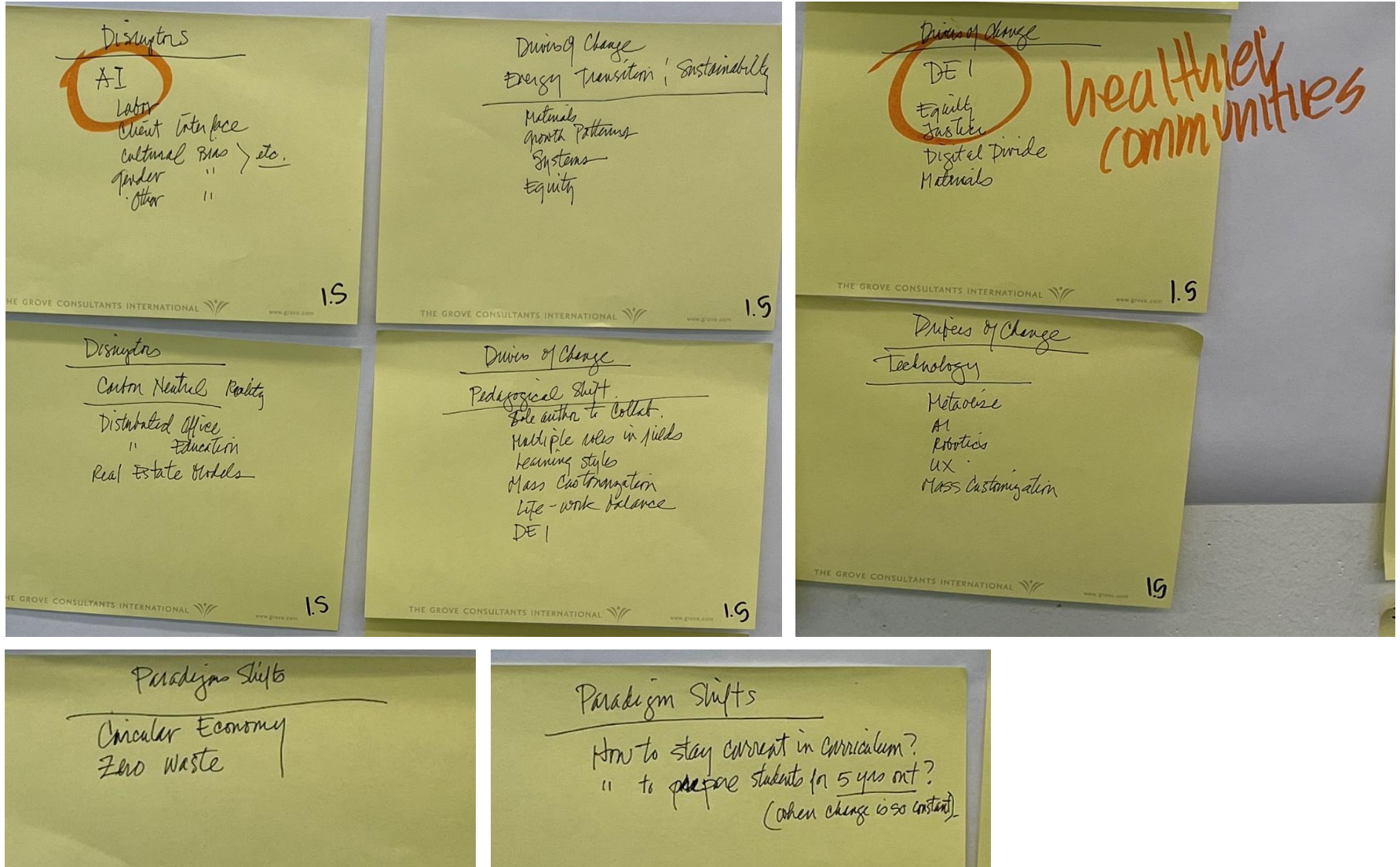
8/15-16/2022



OVERVIEW: DRIVERS OF CHANGE/DISRUPTERS/PARADIGM SHIFTS







Deal Changes / ~~Dist~~ Disrupters.

④ Student drive education.
Not one size fits all.

Group (2)

① Pressing trends and Drivers of change.
→ Digitalization (evolving) (Exponential)
→ that could create equity gaps.
→ Jettison of the digital tools.
→ Easy abstraction.

→ Access to information

② Climate Change + Pandemics.
→ economic crisis

②

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Deal Changes / Disrupters

① Climate Change awareness + education.

② Environmental + Political education (theory).

③ Disappearance and mutation of the profession. (Develop resilience)

Group (2)

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DRIVER OF CHANGE

STUDENTS WANT TO
LEARN HOW TO BE
GOOD CITIZENS
SUPPORT JUSTICE
+ EQUITY

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DRIVER OF CHANGE

PASSION FOR HISTORY
TRUE INTEGRATION
OF ALL THE ISSUES ↓

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~~PARADIGM~~
DRIVER OF CHANGE

SOCIAL JUSTICE

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ARCH/EDUCATION
DRIVER OF CHANGE

ON. LINE TEACHING/
DIGITAL SUPPORT

HYBRID DESK CRITS/PIN. UPS

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TREND DRIVER OF CHANGE

CLIMATE CHANGE
interruptor

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TEACH/LEARNING
DRIVER OF CHANGE

HYBRID
FLEXIBLE LEARNING
↓
ADAPTABLE SCHEDULE
STRUCTURES

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DISRUPT.

AI
MID JOURNEY

DISRUPT.

TRANSFORMATION OF
ROLE OF ARCHITECT
IN THE WORLD

DISRUPT.

TIME

PARADIGM SHIFT

ADAPTABLE
SCHEDULES + SYSTEMS

PARADIGM SHIFT

FOCUS ON ONE
UNIFIED QUESTION
"SOCIAL JUSTICE"
TOPIC AT ALL COURSES
ALL DISCIPLINES
RESEARCH

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DRIVERS OF CHANGE 4

- BETTER EDUCATED CLIENTS
"THEY CAN DO IT THEMSELVES"

CLIMATE -
~~ALL~~
CATEGORIES

DISRUPTORS 4

- SUPPLY CHAIN
- ~~UNIVERSITY~~
- POLITICS 4

- TECHNOLOGY 4

- SOCIOECONOMIC 4

- HOW WE WORK / LEARN (P) 4

- NEW WAYS TO CONNECT 4

- LESS TIME SPENT WORKING. 4
→ ↑ EFFICIENCY 4

"SHARED ECONOMY" - PROFIT SHARING WITH UNIVERSITY 4

Profit Sharing

4

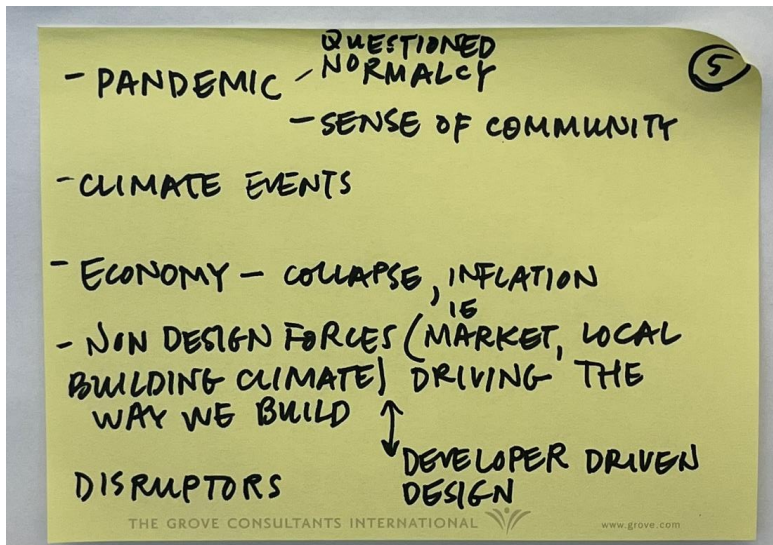
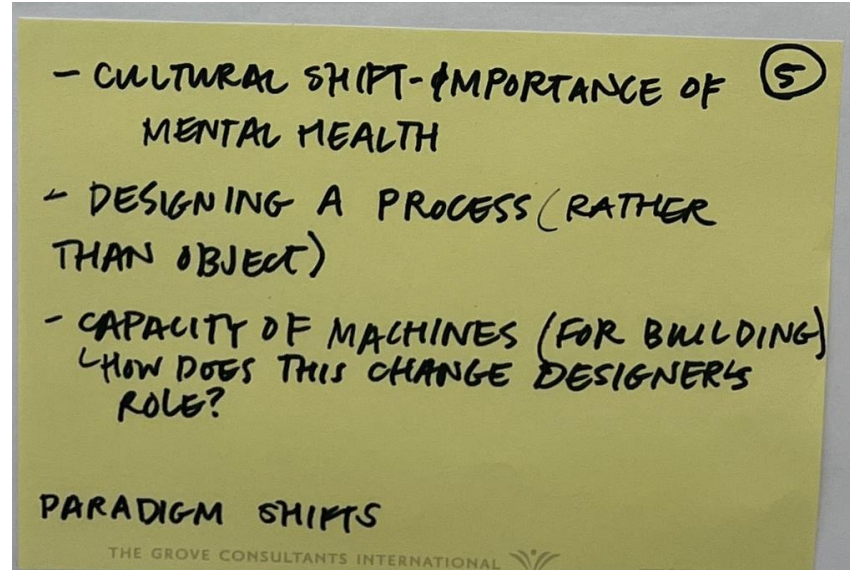
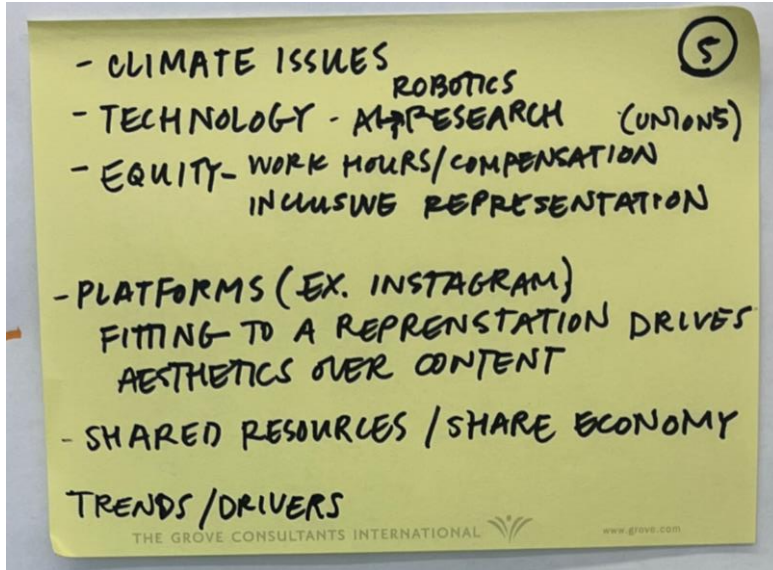
• FLEXIBILITY TO SPIRAL AROUND HOST "SCHOOL" 4

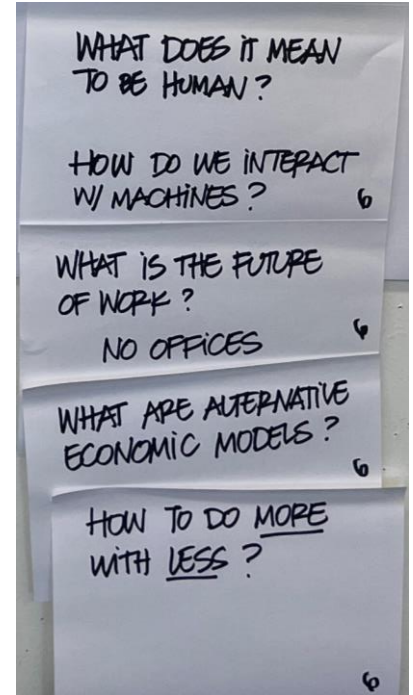
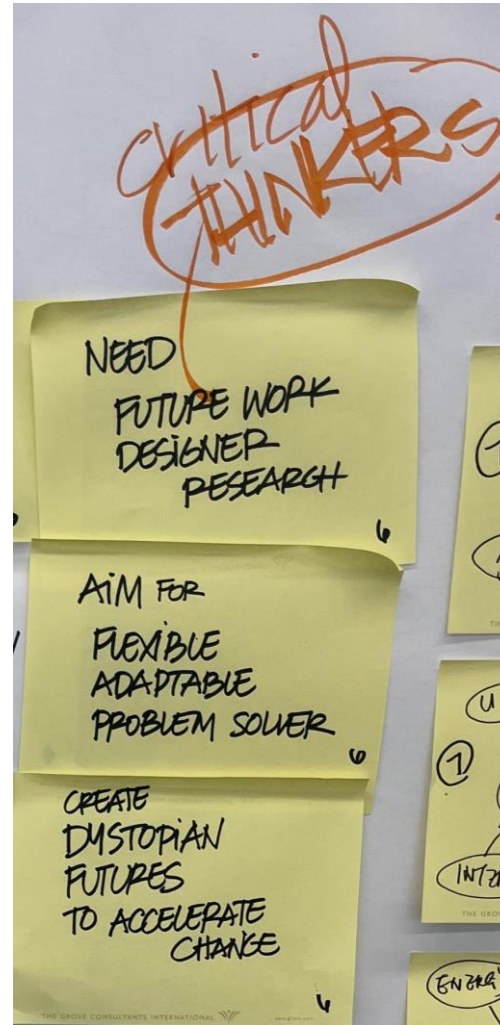
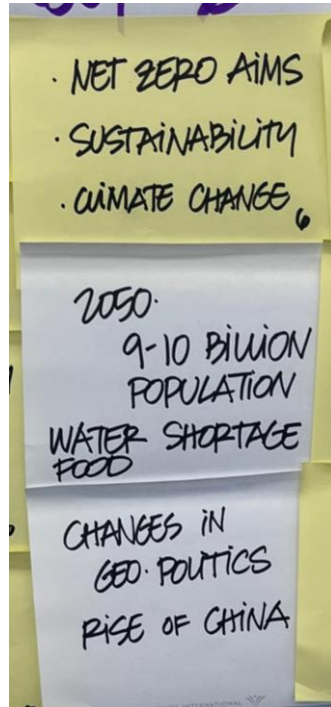
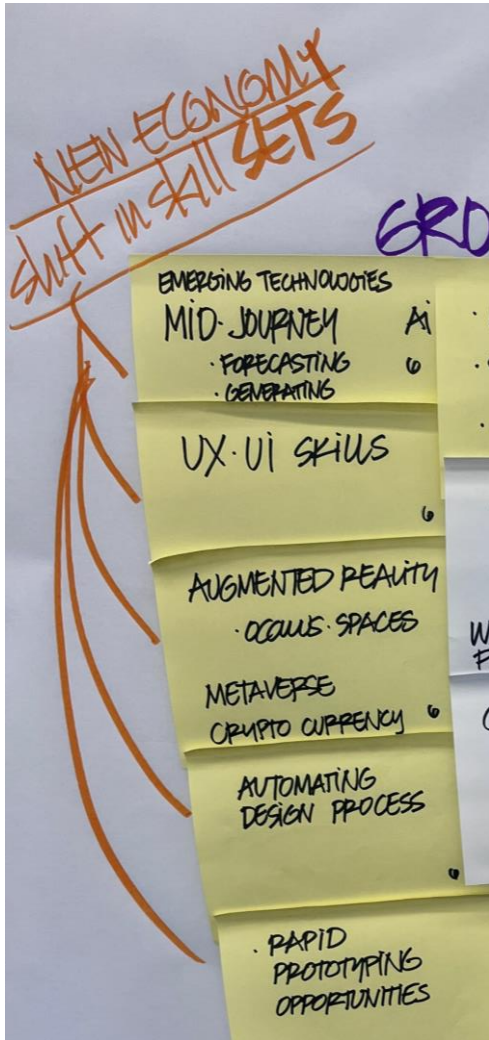
pandeamic / normalcy, community

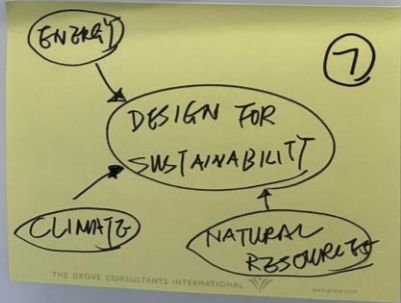
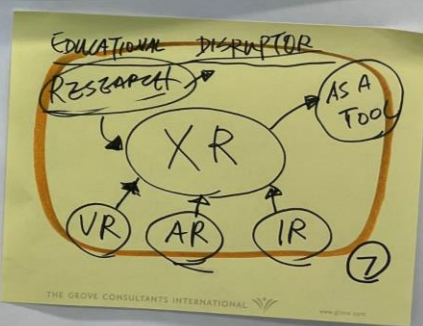
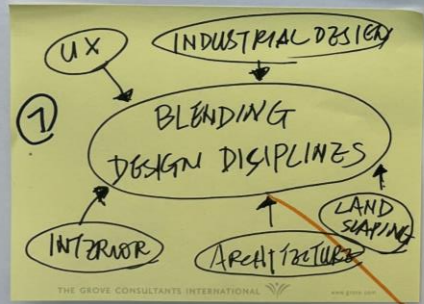
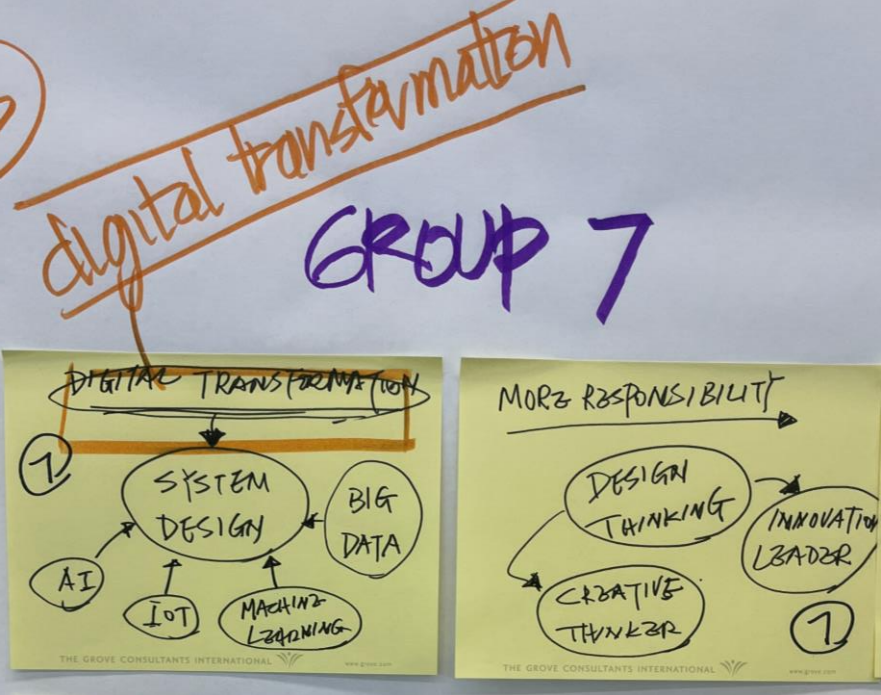
* ARCHITECTURE IS NOT THE CENTER DESIGN "THINKING" IS 4

labor / life balance / work education paradigm

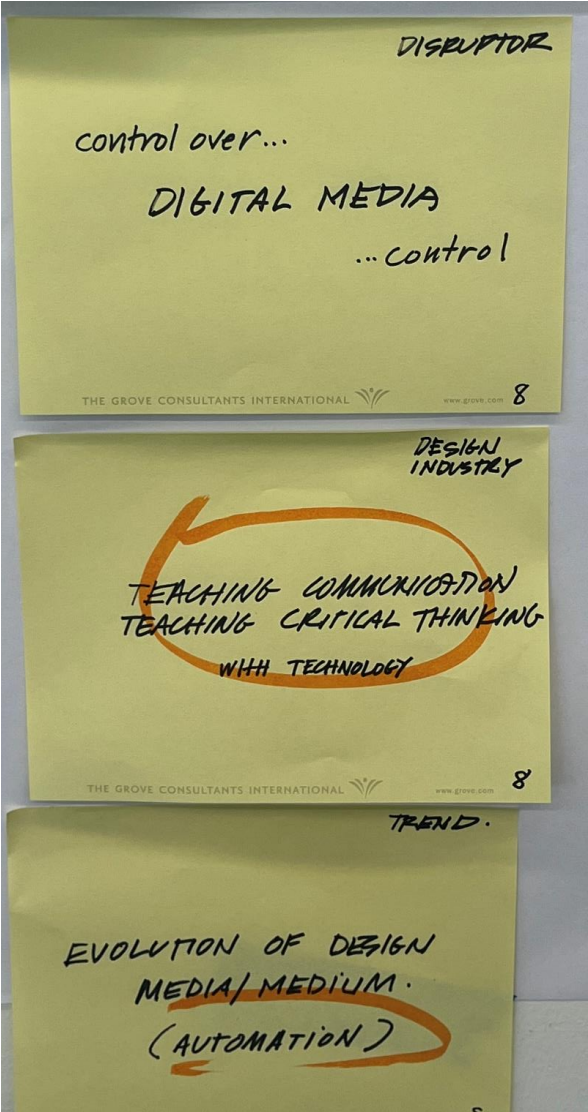
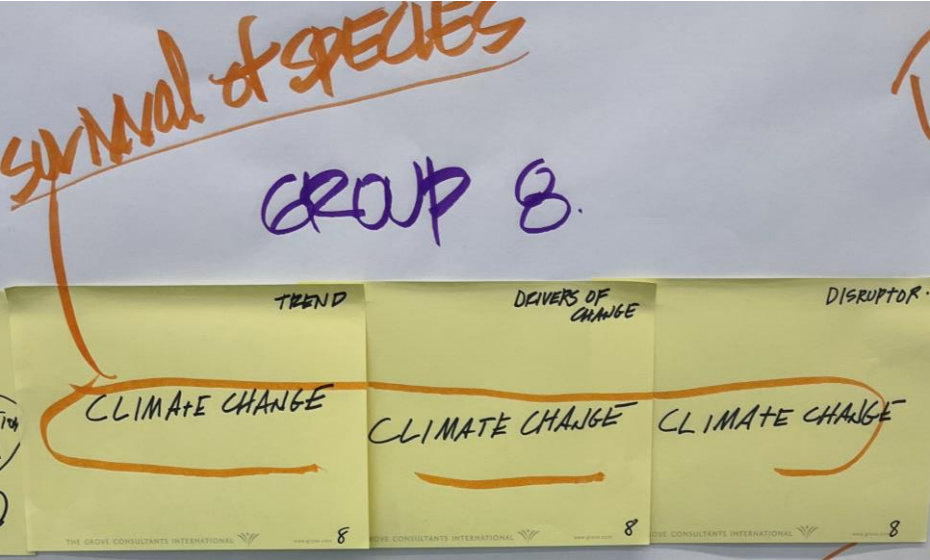
- 1) ANALYZE 4
- 2) SYNTHESIZE 4
- 3) STRATEGIZE 4
- 4) PROBLEM SOLVERS 4
- 5) COMMUNICATION & VISUALIZATION 4







Interdisciplinary
at higher levels
& collaboration



Leadership

GROUP 9

DISRUPTOR

CLIMATE CHANGE

Automation

AI

DISRUPTORS

COMPUTATIONAL DEVELOPMENTS
BUT -

JUST BEING INTERESTING ISN'T ENOUGH!

3 BIGGEST TRENDS

REQUIRED BY UNIVERSITY

- FUNDED RESEARCH
- INDUSTRY SPONSORS
- END OF SINGLE-USE
- ARE OUR STUDENTS USEFUL W/O KNOWING "GRASSHOPPER"?

PARADIGM SHIFTS

ARCHITECTURAL INTEL. (A.I.)

INTEL. INTUITIVE ABILITIES

AI

↓

KNOWLEDGE

FILES

COMP. CAPACITY

Profession

How the Future is changing
Defend our role!

we should be leading in AI

Watch for BARRIERS

① DRIVERS OF CHANGE

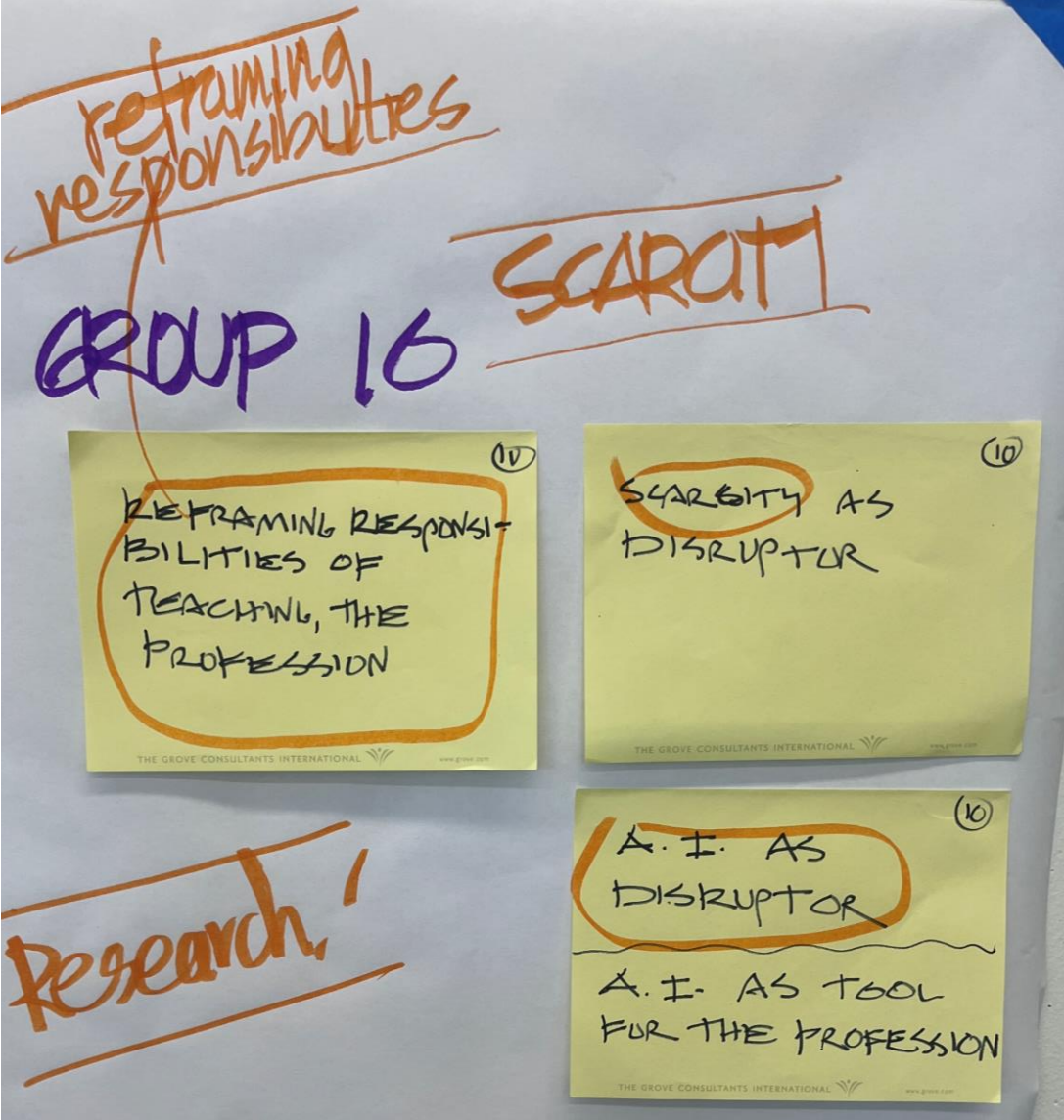
- * SURVIVAL of "THE" (ALL) SPECIES
- (TREND TOWARD) REMOTE WORK

② WHAT IT MEANS TO BE AN ARCHITECT / PROFESSIONAL

③ EQUIPPING STUDENTS TO SOLVE THESE TWO ABOVE

④ DESIGN WITH ALGORITHMS (WHAT ARE WE AUTOMATING?)

DRIVERS OF CHANGE/DISRUPTERS/ PARADIGM SHIFTS: GROUP 9



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UH COAD WE BELIEVE STATEMENTS

GROUP 1

- WE BELIEVE THAT EDUCATION SHOULD BE OPTIMISTIC
- WE BELIEVE THAT STUDENTS SHOULD BE RESPONSIBLE
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

GROUP 2

- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

GROUP 3

- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

GROUP 4

- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

GROUP 5

- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

GROUP 6

- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

GROUP 7

- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

GROUP 8

- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD
- WE BELIEVE THAT EDUCATION SHOULD BE A PUBLIC GOOD

THEME: THE UNIVERSAL HUMAN EXPERIENCE

METHODS: CAPABILITIES

EVIDENCES: BASED DESIGN

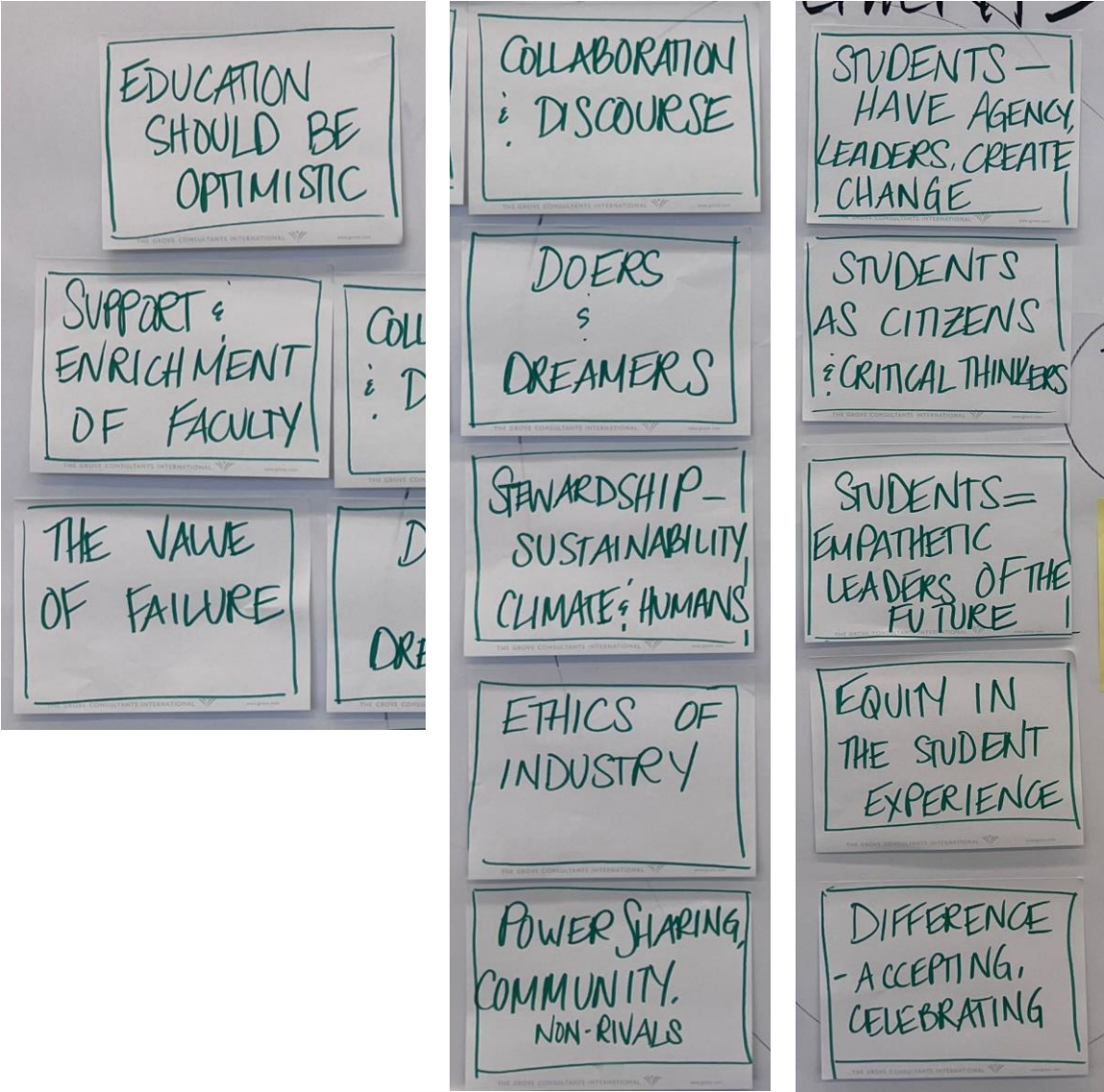
WE BELIEVE STATEMENTS:

- EDUCATION SHOULD BE OPTIMISTIC
- SUPPORT + ENRICHMENT OF FACULTY
- THE VALUE OF FAILURE
- DOERS & DREAMERS
- STUDENTS AS CITIZENS / CRITICAL THINKERS
- STUDENTS - HAVE AGENCY LEADERS, CREATE CHANGE
- STUDENTS AS CITIZENS / CRITICAL THINKERS
- STUDENTS - EMPATHETIC LEADERS OF THE FUTURE
- ETHICS OF INDUSTRY
- EQUITY IN THE STUDENT EXPERIENCE
- POWER SHARING COMMUNITY, NON-RIVALS
- DIFFERENCE - ACCEPTING, CELEBRATING
- STEWARDSHIP - SUSTAINABILITY CLIMATE, HUMANS

OVERVIEW: WE BELIEVE STATEMENTS

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EMERGING THEMES: WE BELIEVE STATEMENTS

GROUP 1

WE BELIEVE EDUCATION

~~##~~ SHOULD BE:

- OPTIMISTIC
- CO-PRODUCED
- EQUITABLE
- COMPASSIONATE
- EXPLORATORY
- EMANCIPATORY
- NON-BINARY
- QUESTIONED

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GROUP 1

WE BELIEVE STUDENTS:

- HAVE AGENCY ; SHARED RESPONSIBILITY
- ARE DIVERSE AND NON-MONOLITHIC
- SHOULD BE CATALYSTS OF CHANGE AND AGENCY

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GROUP 1

WE BELIEVE ~~FACULTY & STAFF~~ INSTITUTIONAL AGENTS.

- PROMOTE HEALTHY LEARNING ENVIRONMENTS
- IN A SHARED EDUCATIONAL RESPONSIBILITY
- DEMONSTRATE OUR VALUES (BEING SELF-REFLECTIVE)

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WE BELIEVE INDUSTRY SHOULD ~~BE~~

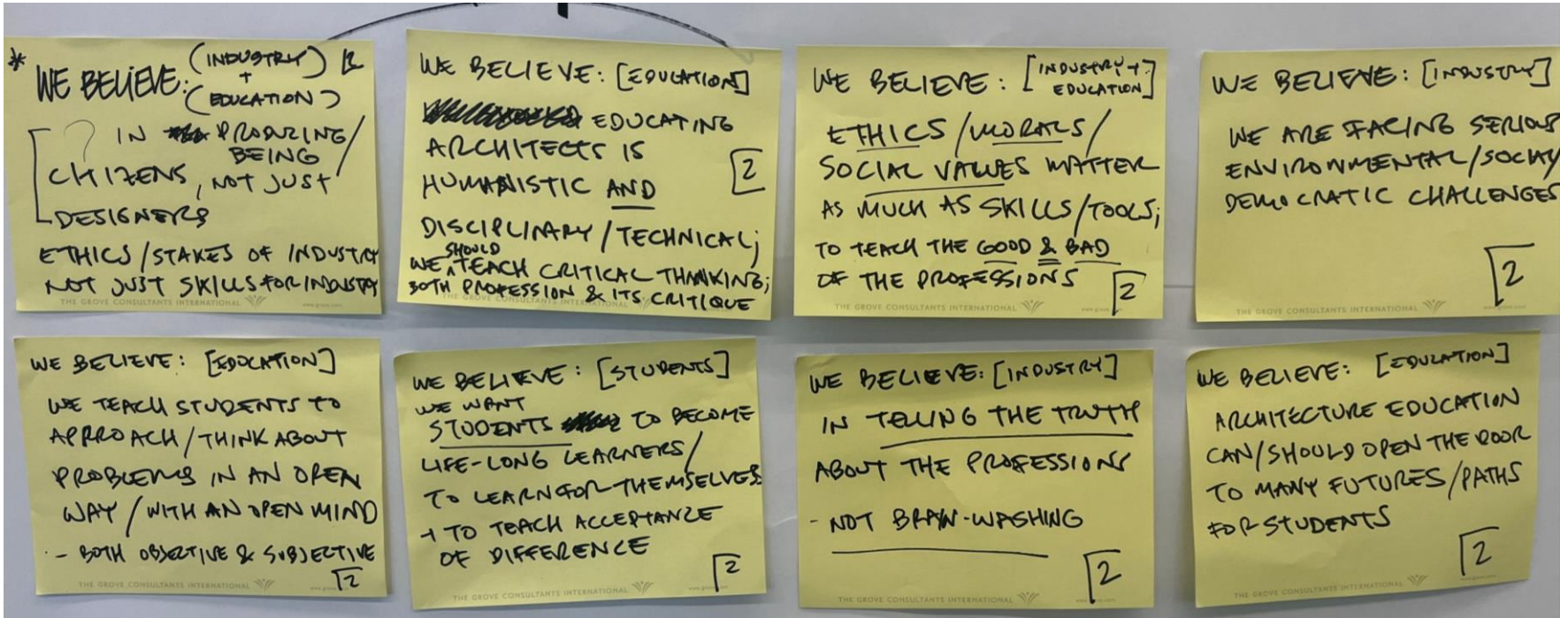
- BE ETHICAL
- BE A STEWARD OF THE ENVIRONMENT
- SUPPORT ITS WORKERS
- BE POLITICAL

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GROUP 1

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We believe that we shape ^③
the future of the industry,
society, and the entire planet
through the development of
critical design citizens.

INDUSTRY
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We believe design ^③
education should be
inclusive, adaptable, and
aspirational in order to
create future world
changers.

Education
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WE BELIEVE OUR FACU
& STAFF ARE ADAPTABLE,
COLLABORATIVE, AND DIVER
LEADERS OF DISCOVERY &
PRACTICE WHO INVEST IN
DEVELOPING CRITICAL DESIGN
CITIZENS.

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WE BELIEVE OUR ^③
STUDENTS ARE POSITIVE
CHANGE AGENTS AND
WILL BE EMPATHETIC,
GLOBAL LEADERS OF
TOMORROW.

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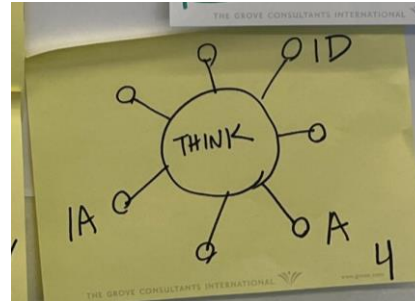
INDUSTRY
 ACCESSABILITY.
 - EDUCATION
 - RESOURCES
 - EQUITY.
 - EQUITY.
 - CROSS COLLABORATION

SELF-DISCOVERY

- APPLIED THINKERS
 - FOSTERING HEALTHY COLLABORATIVE ENVIRONMENTS
 - COMMUNITY/COLLABORATION
 - ACADEMIC FRAMEWORK TO SUPPORT INDIV/COLLECT SUCCESS
 - ~~AGENCY~~
 - ~~COLLABORATION BY DESIGN~~
 - PROGRESSIVE INSTITUTION
 - AGENT OF CHANGE
 - EVOLVING / CHANGING

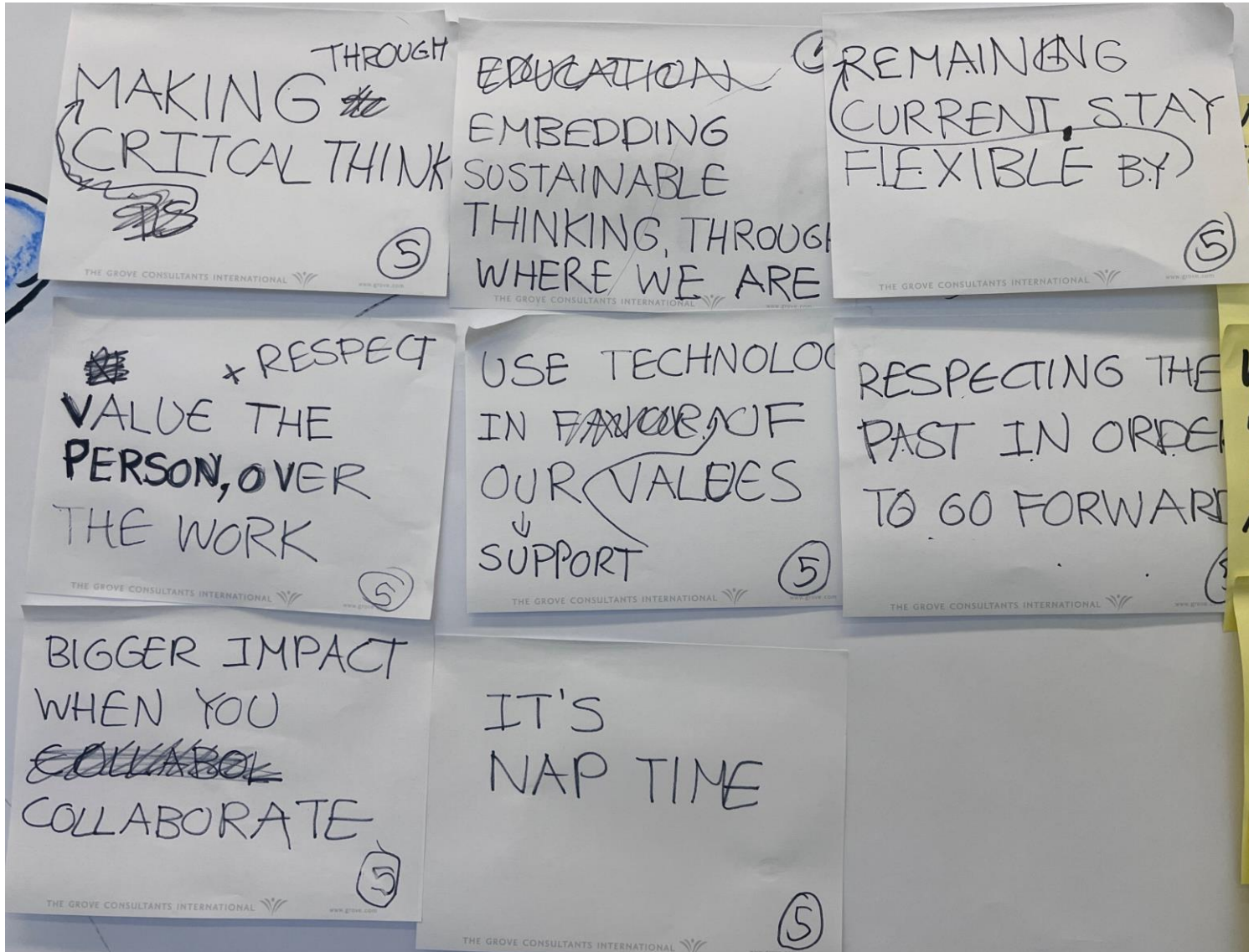
- EXPERIMENTATIONS
 - FOSTERING INDIVIDUAL/ COLLECTIVE
 - LEARNING FROM FAILURE
 - SELF-AWARENESS FINDING THEMSELVES

- SHARING / TEACH OTHER.
 - SELF-DISCOVERY.
 - CREATE THEIR OWN PATH
 - ASPIRATION - WHO WE WANT TO BE.
 - CREATE THEIR OWN PATH/ JOURNEY → FLEXIBILITY
 - CREATE THEIR OWN PROGRAM



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WE BELIEVE STATEMENTS: GROUP 5

THEME ①
THE UNIVERSAL HUMAN EXPERIENCE

METHODS + CAPABILITIES ②
GROUP 6

EVIDENCE BASED DESIGN ③

EXPENSE/SEEK

PRACTICE TOWARD RIVER NON-COMPETITIVE RESOURCE COMMUNITY

WE BELIEVE IN **TRUE POSITIVE IMPACT** TO THE COMMUNITY.

WE BELIEVE IN **LEARNING OUTCOMES THAT** ~~NEEDS~~ **HOLISTIC UNDERSTANDING OF THE UNIVERSAL HUMAN EXPERIENCE.**

ENABLE A WE BELIEVE **GOOD FACULTY** ARE SUPPORTING STUDENT CONFIDENCE AND CAPABILITIES TO IMPACT THE PROFESSIONS).

WE BELIEVE IN OUR STUDENTS AND THEIR CAPABILITIES TO LEAD, CREATE, AND SOLVE THE CHALLENGES FACING MANKIND.

WE BELIEVE IN **DOERS** TO BE DESIGN PRACTICE LEADERS.

WE BELIEVE IN **DREAMERS** TO EXPAND THE BOUNDARIES OF INNOVATION.

We believe in **thinking long** TO PROVIDE A PERFORMANCE CONTEXT REFLECTING THE NEEDS OF FUTURE GENERATIONS.

We believe in **professional practice + research** TO SUPPORT INNOVATION.

WE BELIEVE IN **CREATIVE THINKERS** TO SOLVE **PROBLEMS**. WICKED

We believe in **Diverse Perspectives** TO PROVIDE **RESILIENT SOLUTIONS**.

We believe in **constructive discourse** TO ADDRESS MEET THE COMPLEXITY OF CHALLENGES FACING SOCIETY.

We believe in **UNDERSTANDING A CAUSE + CONSEQUENCE** TO INFORM DESIGN OF PRODUCTS BUILDINGS AND PLACES.

We believe in **the "purpose" of design** to begin with the end in mind.

WE BELIEVE IN **ENTREPRENEURSHIP** TO ~~PROVIDE~~ **REALIZE DESIGN SOLUTIONS.** BUSINESS

We believe in **leveraging design performance** TO ~~MEET~~ **DEMANDING ENVIRONMENTAL CONTEXTS.**

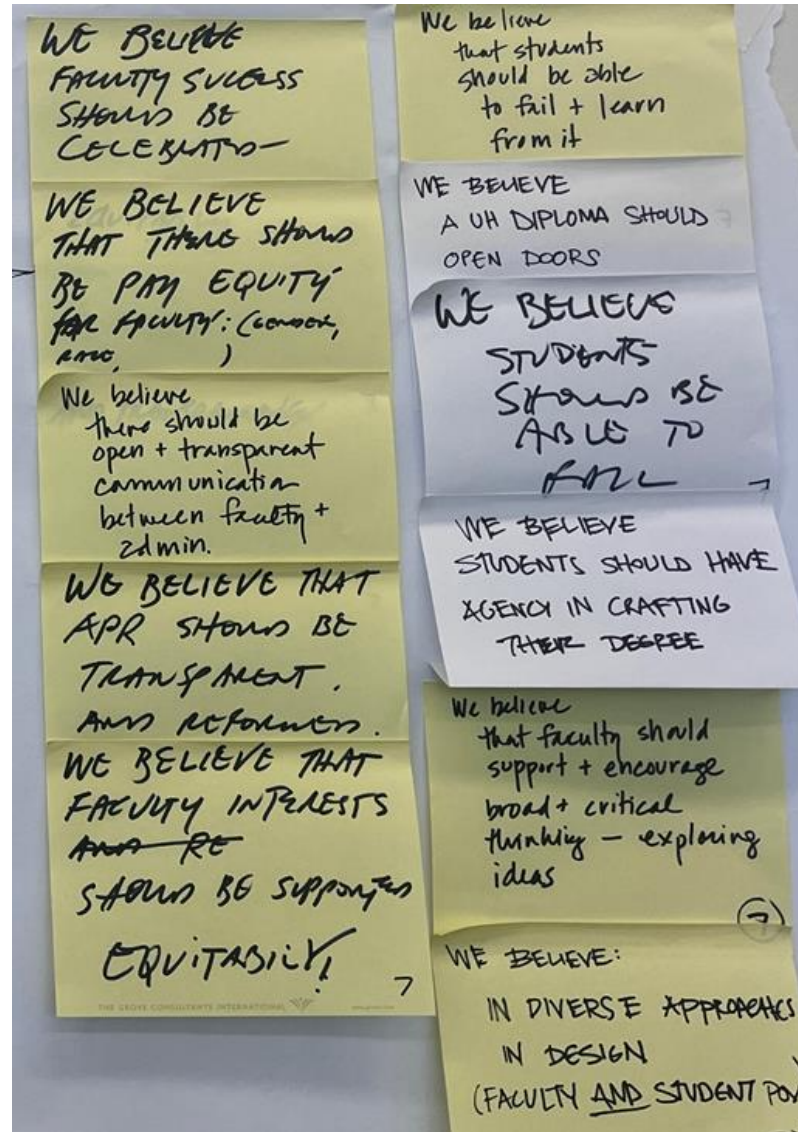
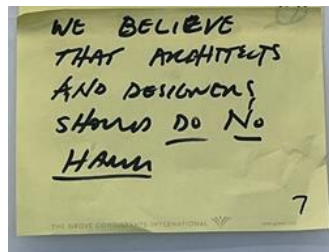
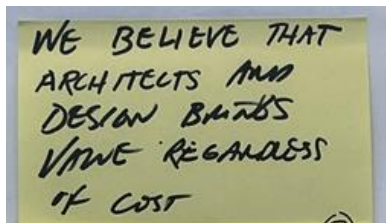
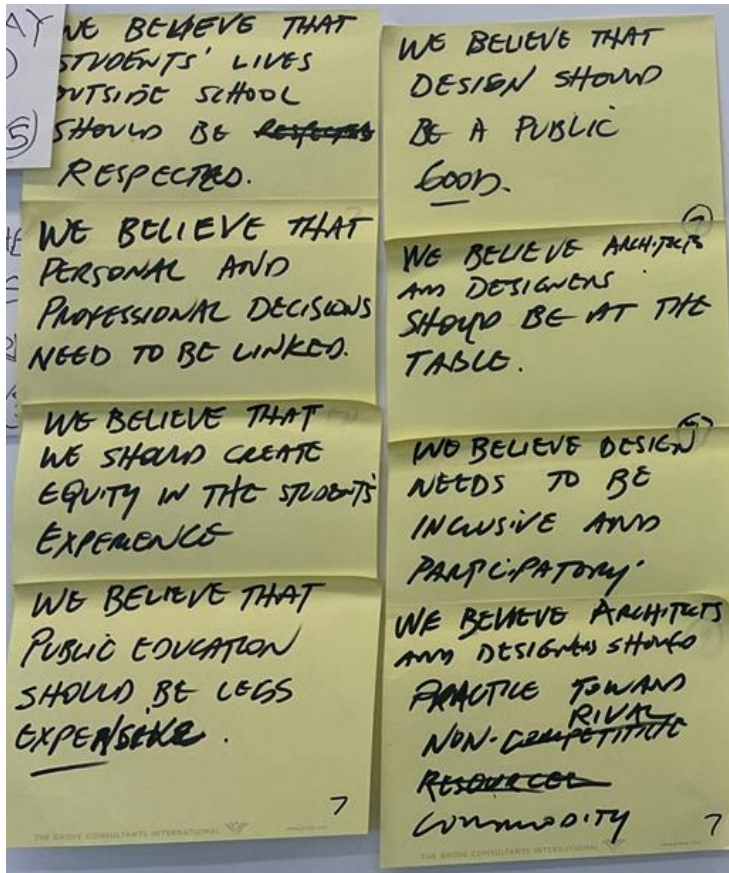
WE BELIEVE IN **FAIL FAST** TAKE RISKS TO SUPPORT INNOVATION.

We believe in **resource stewardship** TO SUSTAIN CIVIL + NATURAL COMMUNITIES.

We believe in **human(e) values + resources** TO GUIDE REINVESTMENT IN CITIES.

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⑧

- WE MUST COLLABORATE W/ NATURE
- WE CAN MUST LEARN THROUGH THE-PROXIMATE
 - AFFORDABLE
 - EQUITABLE

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WE BELIEVE ⑧

- WE MUST COLLABORATE W/ IN AN OPEN MINDS APPROACH
- IN THE PRIORITIZATION OF MULTI DISCIPLINARY INTEGRATION

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⑧

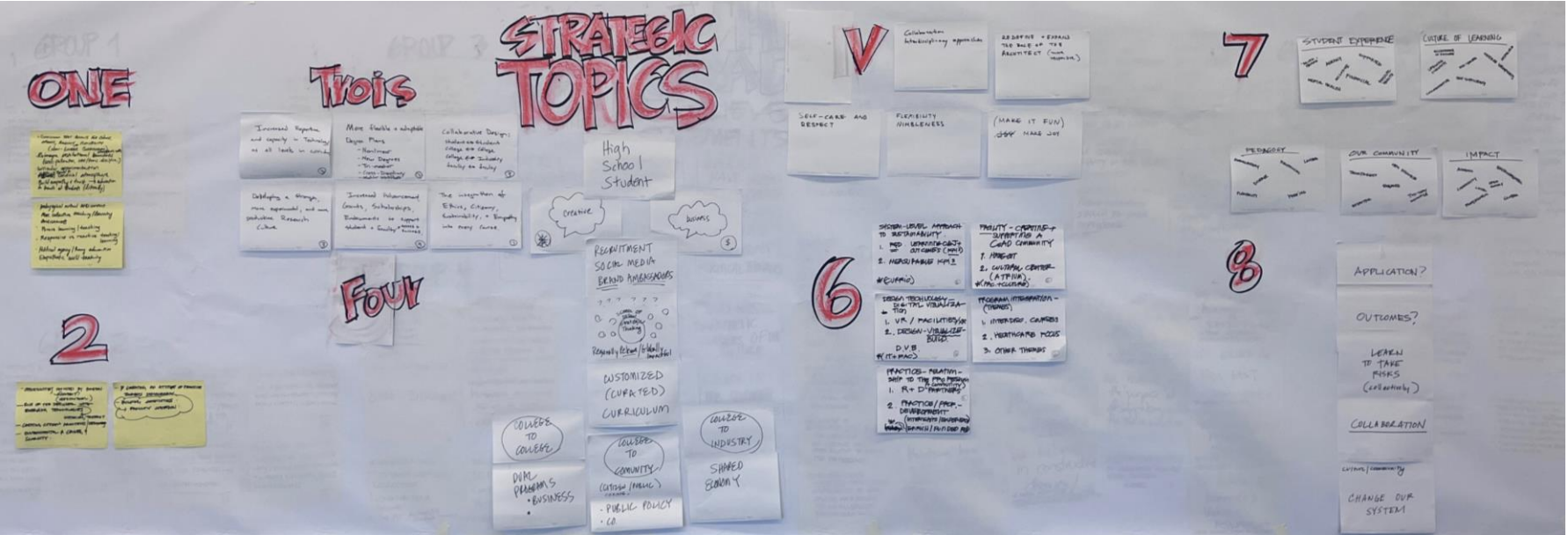
- IN THE INTEGRATION OF THINKING, MAKING, CREATING & DEVELOPING APPROPRIATE SKILLS
- IN THE PERFORMANCE OF SCALE APPLICATION CONCEPTUALIZATION INTEGRATION IMPLICATIONS

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⑧

- IN ENRICHING ACADEMIA, THE PROFESSION, OUR COMMUNITIES THROUGH INSTILLING VALUES THROUGH
 - ESTABLISHING POSITIONS
 - REFRAMING CONVENTIONS
 - TRANSFORMING THE ~~REPEAT~~ CONVENTIONAL

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ONE

2

- CURRICULUM THAT ALLOWS FOR CHOICE, OPTIONS, AGENCY, FLEXIBILITY
(Non-LINEAR CURRICULUM)
 - Reimagine institutional boundaries ^{at a public walk}
(cross-pollination, inter/trans-discipline...)
 - Curricular experimentation
 - ~~Recreate~~ ^{BUILD A} convivial atmosphere
 - Build empathy & trust → education in hands of students (literally)
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- OPPORTUNITIES PROVIDED BY HOUSTON.
(CONTEXT)
(GEO-POLITICAL)
 - ROLE OF THE DESIGNER WITH EMERGING TECHNOLOGIES
HISTORIAN, THEORIST
 - CREATING CITIZEN ARCHITECTS / DESIGNERS
 - ENVIRONMENTAL & CRISIS, & SCARCITY.
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- pedagogical method AND content
 - More collective teaching/learning environments
 - Porous learning/teaching
 - Responsive vs reactive teaching/learning
 - Political agency/theory education
 - Empathetic world-making
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- CREATING AN ATTITUDE OF PRACTISE TOWARDS DEMOCRACY.
 - BUILDING COMMUNITIES.
 - FACULTY COOPERATION.
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Twois

Increased Expertise
and capacity in Technology
at all levels in curriculum

③

More flexible + adaptable

Degree Plans

- Nonlinear
- New Degrees
- Tri-semester
- Cross-Disciplinary
- Modular Workshops

③

Collaborative Design:

student ↔ student
College ↔ College
College ↔ Industry
faculty ↔ faculty

③

Developing a stronger,
more experimental, and more
productive Research
Culture

③

Increased Advancement,
Grants, Scholarships,
Endowments to support
student + faculty → access + success,

③

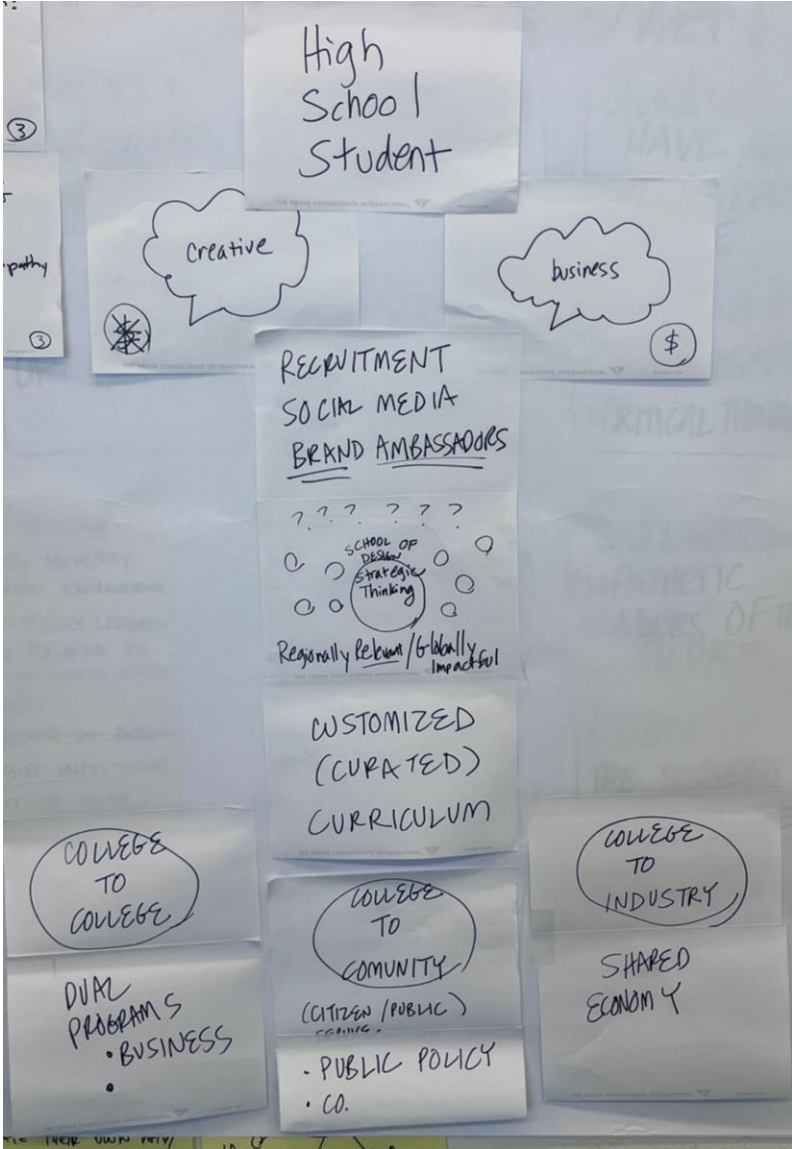
The integration of
Ethics, Citizenry,
Sustainability, + Empathy
into every course.

③

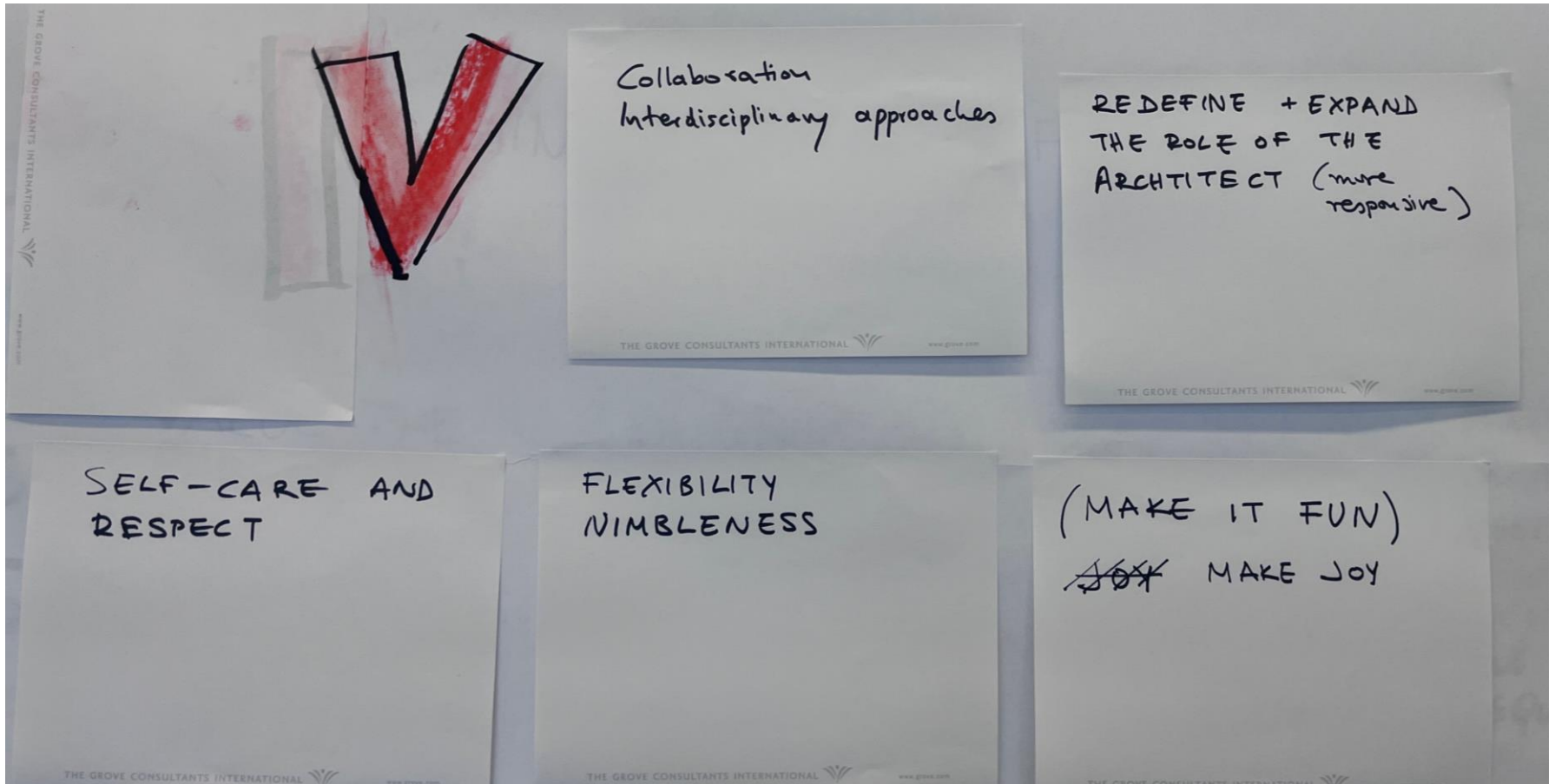
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FOUR



STRATEGIC TOPICS: GROUP 4





SYSTEM-LEVEL APPROACH
TO SUSTAINABILITY.

1. POD. LEARNING OBJECT+
OUTCOMES (KPI'S)
2. MEASURABLE KPI'S

*(CURRIC)

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FACILITY - CREATING +
SUPPORTING A
COAD COMMUNITY

1. HANGOUT
2. CULTURAL CENTER
(ATRIUM)

*(PAC.+CULTURE)

PROGRAM INTEGRATION -
(THEMES)

1. INTERDISC. COURSES
2. HEALTHCARE FOCUS
3. OTHER THEMES

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DESIGN TECHNOLOGY -
DIGITAL VISUALIZA-
TION

1. VR / FACILITIES/XR
2. DESIGN-VISUALIZE-
BUILD.

D.V.B.
*(IT+FAC)

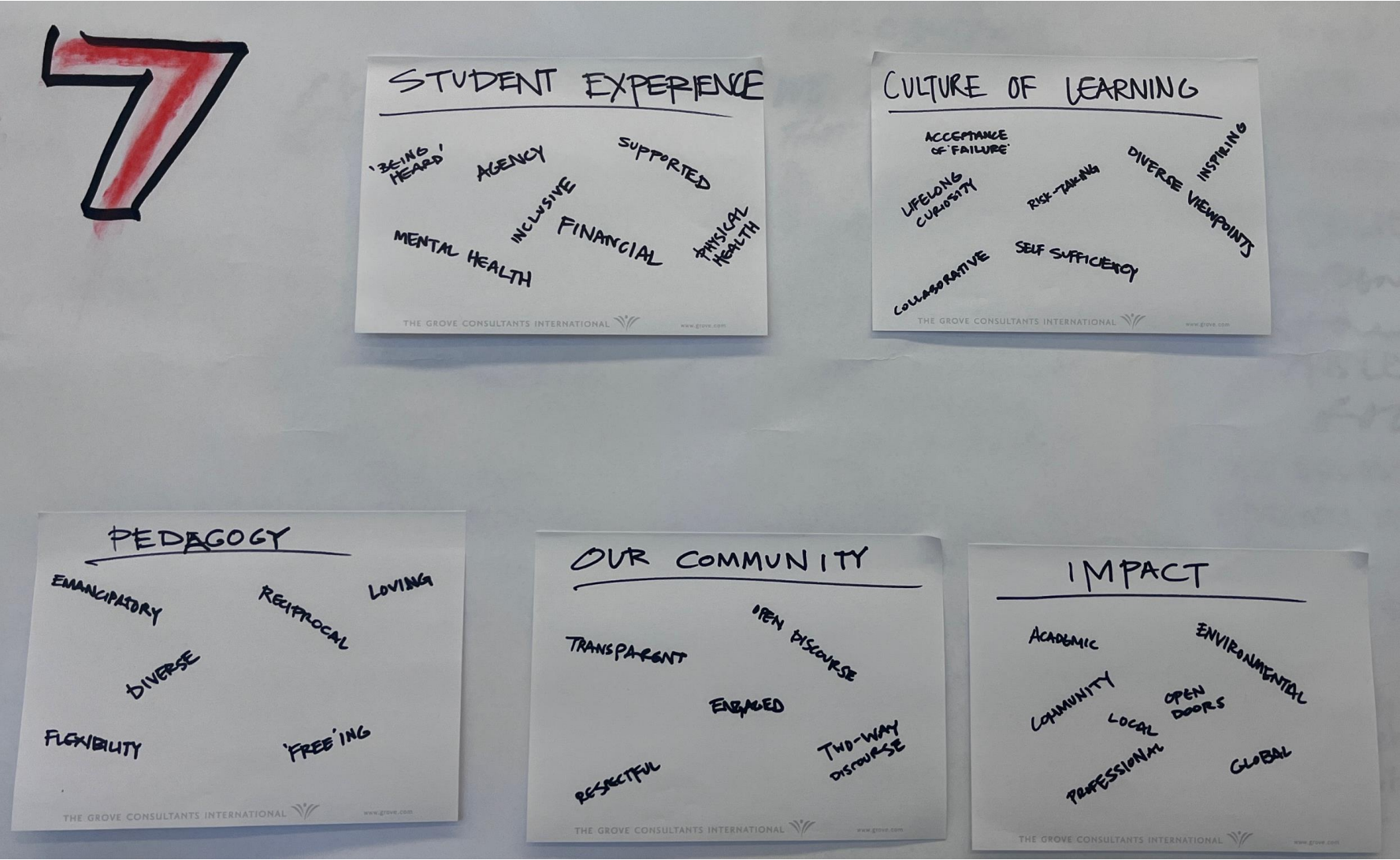
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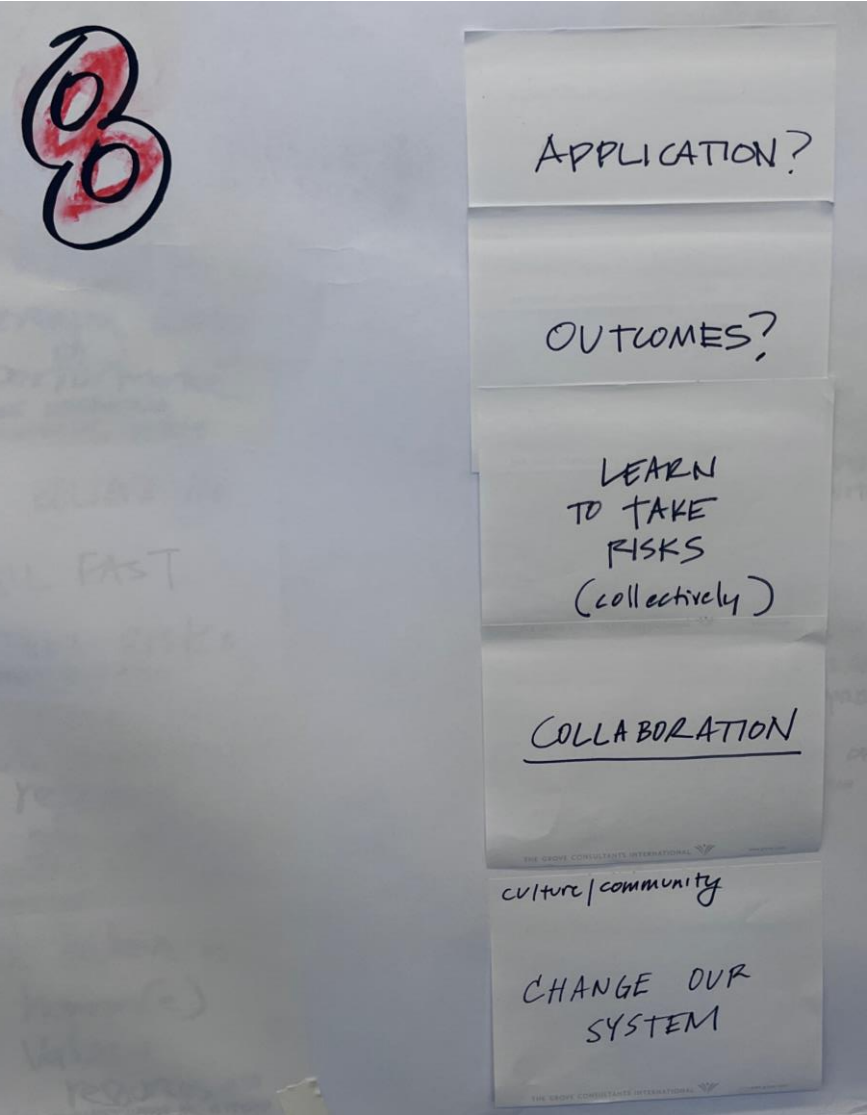
PRACTICE-RELATION-
SHIP TO THE PRO FESHA
(+ COMMUNITY)

1. R+D PARTNERS
2. PRACTICE/PROF.-
DEVELOPMENT

*(INTERNSHIPS/EXPERIENC)
(ENRICH / FUNDED RES)

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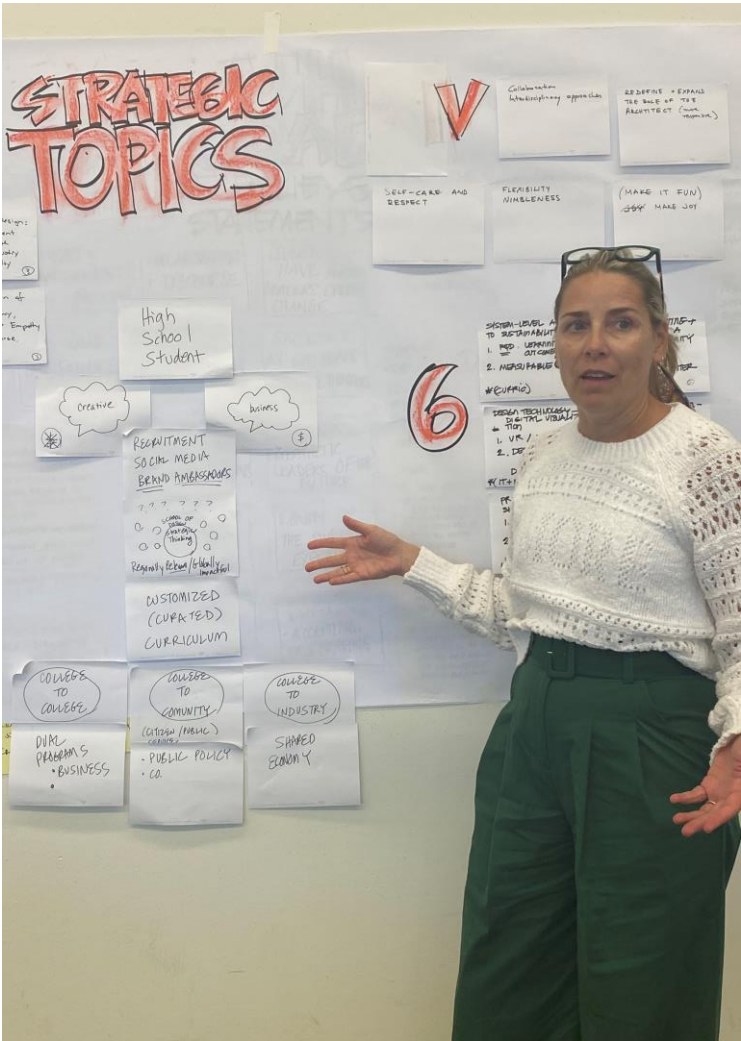






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DAY TWO BREAKOUT GROUPS

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DAY TWO BREAKOUT GROUPS