Compact for the College of Architecture and Landscape Architecture
FY 2002-03

Introduction—The Design-Based College

The College of Architecture and Landscape Architecture (CALA) is dedicated to advancing the quality and value of the designed environment. All of CALA’s academic and research programs utilize design as a basis for reasoning and acting on the myriad of cultural, social, and environmental challenges of the world around us. The foundation of the college’s knowledge bases lie in the disciplines and professions of architecture and landscape architecture. Landscapes, cities, and buildings are the foci of study. Within the college each unit questions, explores, and seeks to define and redefine the organizing principles and practices of its discipline and profession.

CALA’s mission is pursued in the highest academic traditions of the University through 1) excellence in teaching; 2) the exploration and dissemination of knowledge through scholarship, research, exemplary professional practice, and artistic production; and 3) the advancement and application of professional knowledge and expertise through discipline-related service.

CALA offers the only accredited degrees in architecture and landscape architecture in the state. With instructional programs ranked in the top 10 percent in their respective fields, CALA also has a national reputation for its community outreach, its interdisciplinary research, and its practitioner connections.

CALA has established priorities based on the changes occurring in the professions it serves. These include 1) the transformation of design and practice because of the computer; 2) the rise of more interdisciplinary teams to deal with the growing complexity of projects; 3) the need for faster access to research-based information on the part of firms; 4) the requirement of continuing education in order to retain one's license; 5) the demand for a greater diversity of graduates able to work across cultures; 6) the growing interest in sustainability among professionals, clients, and communities; and 7) the expansion of design over the life of a project, from strategic planning to facilities management. We have organized our objectives for the coming year with these trends in mind, and with design as the commonality that links them all.

The Diverse College: CALA will continue to diversify its degree offerings, its student body, its faculty, and its intellectual life.

The Extended College: CALA will strengthen its ties with the community through research, outreach, and continuing professional studies.

The Searchable College: CALA will begin to capture knowledge generated by students, faculty, and practitioners in a searchable format.

The Interdisciplinary College: CALA will increase connections both among its units and with other units of the University.

The Green College: CALA will take the lead in applying principles of ecological literacy to its own operations and built environment.

The Nimble College: CALA will seek new forms of pedagogy by leveraging technology and its visiting faculty and fellowship funds.

The compact between the Executive Vice President and Provost and the Dean of the College of Architecture and Landscape Architecture for 2002-03 includes the following:

Major Long-Term Goals/Priorities

B. The Diverse College

1. Expanding and Diversifying Our Regular Faculty Base

Between FY 1992 and FY 2001, regular faculty FTE in CALA decreased by nearly 10%, going from 23 FTE in FY 1992 to 20.75 FTE in FY 2001. This represents a decrease of 3 people. Although these numbers are not high, they have a significant impact on the ability of CALA to deliver academic programs or conduct college and department governance.

CALA started to rectify this situation by hiring one new tenured faculty in the Department of Architecture in FY 2002. Additionally, Clint Hewitt joined the Department of Landscape Architecture as a full-time tenured faculty
member. The college intends to hire one or two more tenured or tenure-track faculty in each department during FY 2003, through searches currently underway. The Department of Architecture plans to conduct searches during the next two years to hire two or three more tenure-track faculty.

Funding for these positions comes from unfilled faculty positions, savings from adjunct faculty positions, and increased tuition revenues.

These appointments provide opportunities for the college to diversify its faculty in terms of gender and ethnicity.

2. Degree Offerings in CALA
The Board of Regents approved the B.S. degree with a major in architecture at their October 1999 meeting. Presently, about 40% of the undergraduate students enrolled in Department of Architecture programs are enrolled in the B.S. program.

The B.S. degree program is intended for students who wish to continue their architecture studies for a professional degree. An accelerated status option will allow students to complete the B.S. and M. Arch. degrees in six years rather than seven. The architecture requirements of the B.S. program are deeper and broader than those of the B.A. program. This is particularly exemplified by the requirement that students take two years of design studios rather than one.

The two-year studio requirement allows CALA to capture more of the student credit hours (SCHs) that architecture students take. However, it taxes our space. While we have an enrollment management plan in place, we have an unusually large group of students who are moving through our program now. We anticipate having a more manageable number of students starting fall 2004, when the current group of students have graduated.

2. Writing Intensive Courses
In FY 2000 CALA received a non-recurring allocation of $53,870 to support the development of writing intensive courses. The goal in the 1999-2000 compact was to have an enrollment of 1,010 in these courses. The college has been successful in obtaining approval to offer LA 1101, Arch 3401, Arch 5431, and one section of Arch 5450 as writing intensive. During AY 2002, 359 undergraduate students registered for these courses. The college continues to work on getting courses approved.

The writing intensive approved courses require 17 25%-time teaching assistants. The high ratio of T.A.s to students is needed to read and grade papers and work with the students on their writing skills. The funding provided in the 1999-2000 compact has been depleted. In order to sustain the high number of teaching assistants required to provide these courses, CALA will need continued funding in this area. Craig Swan has informed us that we will receive $16,000 in FY 2003 as part of the 2003 compact process. This support will help cover the cost of providing teaching assistants for these courses.

4. International Programs
During the 2001-2 academic year, CALA again offered study programs to graduate students via its two international Port Cities study partnerships in Venice and in Portugal. This summer CALA faculty and staff will hold a planning retreat to reframe our program. This is the final year of funding from the Luso-American Foundation for CALA activities in Lisbon and Porto, Portugal and a new proposal must be created. The Design Center for American Urban Landscape sponsored three Portuguese exchange students from these schools of architecture and this exchange will need to be recast. CALA faculty and administrators also met with representatives from schools of architecture in Lisbon and Porto, Portugal, to discuss joint projects and the logistics of student and faculty exchanges.

During spring semester 2002, the Department of Architecture offered a graduate program in the Netherlands and an undergraduate study tour to Mexico. M-Term study tours to Berlin, China and Japan were also launched by the Department of Architecture. The Netherlands program is an informal exchange with Delft Technical University that will be offered regularly on alternate years, with plans to formalize the exchange.

5. Intensive Summer Program
From the $100,000 non-recurring allocation for the college in the 2000 compact, $18,000 was set aside to develop the intensive summer program. The Department of Architecture offered this program for the first time during summer 2001, with an enrollment of 10. The program will be offered again in summer 2002 with an anticipated enrollment of 20-24. This program is designed for students who wish to enter the architecture graduate program
who do not have an undergraduate degree in architecture.

6. College Diversity Goals
CALA continues its promotion and recruitment efforts through representation at regional college and career fairs. The college is in the process of developing a recruitment plan, to include promotion of CALA’s program identities and faculty strengths nationally and internationally.

CALA has expanded its presence in K-12 with an Environmental Literacy Program in which a CALA adjunct faculty member and CALA students work with Minneapolis high school students to learn computer graphics in the process of designing changes to their neighborhoods. We also continue to support the Architecture Youth Program, which involves over 40 high school students from Minneapolis and St. Paul in visiting design offices and working with CALA students on design projects. CALA provides about $10,000 to support these programs annually, with an additional $15,000 from the Provost’s Office in FY 2001, 2002, and 2003. Scholarships for students of color remain among our top priorities in the campaign.

CALA hired an Asian American woman in a tenured faculty position and an African American male joined the college as a full-time faculty member during FY 2002. In FY 1993, all of the college’s regular faculty were white, with 72.7% being male. In FY 2002, 18.2% of the college’s regular faculty are faculty of color and 31.8% are women. The college continues to look for ways to diversify its faculty and staff.

C. The Extended College

1. Continuing Professional Education
The University provided $50,000 annually for three years (FY 1999-FY 2001) in seed money to fund the CALA Continuing Professional Studies (CPS) program. The program will offer 50 courses in FY 02, with an expected enrollment of 450 students. Gross revenues are expected to be nearly $80,000, making it self-supporting. The program utilizes University and regional experts as instructors and will bring in a nationally recognized expert each term. Work continues in defining the college’s program and mapping out differences between CPS and its competitor, the Minnesota American Institute of Architects.

The program provides educational outreach opportunities to northern Minnesota by offering courses via the ITV network and is exploring broadening opportunities to our alumni in Wisconsin. Enrollment in the marketing and design administration certificates are being evaluated. Work is underway on developing a certificate program in sustainable design.

The program will continue to offer a tuition discount to alumni, faculty, and donors (about 50% of enrollees are members of the CALA community) and will improve its services by offering registration via the Web. CPS is working with the College of Continuing Education on this effort.

The college hired a part-time staff member to assist in the registration responsibilities and is re-evaluating the role of the CPS board. The template for the CPS brochure was also purchased from the graphic designer to minimize production costs. All graphics are now done in-house by the director.

2. Communications: Visual Identity and Web Development
The college’s visual identity and web development is complete. The web site was launched in December 2001. The new design includes pages for alumni relations, private support, and CALA events.

3. Alumni Relations
The college will continue to strengthen its alumni outreach during FY 2003 and will play a large role in the grand opening and dedication of Ralph Rapson Hall. In addition to planning a large reunion affair, the college plans to continue visits to firms—in the region and throughout the U.S.—where the dean can meet with and communicate to alumni the initiatives of the college; maintain a presence to external constituents, including local alumni and practitioners (the CPS program is one such vehicle); and participate in the overall advancement of the college by working closely with the director of development. Production of Works, the CALA alumni newsletter, has been very successful as a communications/news tool and two issues are planned for FY 2003.

4. Building Research Collaborative
CALA, along with the Institute of Technology and the College of Natural Resources, continues to work with building industry companies to develop a corporate and government sponsored building research center. Progress has been slowed by the recent recession.
5. Center for Rural Design
The Center for Rural Design (CRD) was established as an intercollegiate outreach center funded with recurring legislative funds through the University’s Agricultural Research and Outreach Initiative. Since its inception in FY98, the center has been administered through the College of Agricultural, Food and Environmental Sciences (COAFES) with the mission being to focus expertise in COAFES and CALA on the diverse physical, social and economic issues facing rural communities in Minnesota.

The center, under the directorship of Architecture Professor Dewey Thorbeck, brings design as a problem-solving process to rural land issues, with the mission to focus University expertise on the diverse physical, social, and economic problems facing rural America.

Working with agricultural producer groups and industry, small towns, and resource management agencies, as well as faculty and students from the College of Natural Resources, College of Veterinary Medicine, and College of Human Ecology, the CRD staff of architects, landscape architects, planners, and a geographer have dealt with land issues related to rural sprawl and the impact of changing agricultural technologies and an increasing non-farm population on rural landscape character. Rural design activity is growing in sustainable animal agriculture, affordable rural housing, rural/urban edge development, and landscape-scale aesthetic and ecological design.

Interdisciplinary research investment will continue in three strategic areas: creating a rural design curriculum, fostering public understanding of the design process through community-based projects, and developing decision-making tools through GIS and image simulation technologies that can be used to design and build sustainable rural communities.

The Searchable College

1. Computer Requirement
Working, interacting, and learning through the exchange, sharing, and critiquing of conceptual ideas with students, professional architects, landscape architects and designers are the hallmarks of CALA. The professional office has become digital and CALA will now also become digital. Starting fall semester 2002, all incoming CALA students in studio classes (both undergraduate and graduate) will be required to purchase and maintain laptop computers with certain kinds of software. Since CALA design studio education is modeled as a mini-office, we will need to make critical core investments, such as in the provision of ubiquitous high bandwidth Ethernet, that will enable students to learn and exchange ideas in a manner that parallels practice. Other core investments will be made in digital storage and access and visualization equipment (e.g., high capacity servers, LCD projectors, high definition flat screen technology, and digital output resources such as color plotters and high-resolution laser printers). These core investments will enhance the value created by students having and maintaining their own laptops.

The CALA Academic Technology Committee is in the middle of implementing transitional infrastructure improvements that will sustain student, faculty and staff computing when the college fully moves to Ralph Rapson Hall. Improvements in server capacity and speed, network bandwidth, printing devices, and teaching lab computers have been slowly implemented as the transition to the computer requirement is implemented. CALA has also begun to acquire laptop computers for all faculty to match the requirements placed on students.

**Core Investments in Studio – Technology Access Fees**
As more and more students with laptops connect to CALA’s network generating large graphics, GIS maps, 3D models, and animations, CALA will need to support and facilitate the exchange and access of this digital knowledge via its network and Internet. The studio servers and plotters are a core investment that will be purchased from funds generated by the technology access fees:

- 16 high capacity servers @ $3,110 $49,760
- 8 color plotters @ $7,625 $61,000
- 4 high resolution laser printers @ $6,750 $27,000

**TOTAL CALA INVESTMENT** $137,760

**Core Investments in Classroom Resources – Funding requested from the Executive Vice-President and Provost**
This core investment will be needed to enable classrooms to be served simultaneously with digital projectors.
16 LCD projectors @ $4,500 $72,000
1 HD flat screen technology $8,500
TOTAL CENTRAL INVESTMENT $80,500

2. Knowledge Management—Integration of and Access to CALA Digital Assets

As CALA studios and classrooms become increasingly computerized, the college plans to bring everyone in the college, students as well as faculty and staff, on-line, developing common electronic formats for the work done in CALA, and then systematically capturing the knowledge generated through teaching, research, and outreach in a way that can be organized and easily accessed.

The initial phase of this work has taken the form of a revised web site design and the implementation of a new graphic identity program. When fully implemented, this array of largely web-based media will set the stage for CALA to become a center for a series of information loops with other colleges, universities, the professions, and the broader community.

CALA will need people and computers to organize similar and disparate types of data. Currently, our strategy is to have centers with their own servers, with repository and access characteristics appropriate to their mission. Some collections (e.g., the CALA Visual Resources Collection) will be broadly open to the whole college and the wider University. The searchable college will need startup projects and staff for management and updating. Two key places where pilots are already underway are GIS (ArcInfo) in the Department of Landscape Architecture and DCAUL and an Access database used by the Center for Sustainable Building Research and other collegiate units and faculty. Additionally, the CALA Visual Resources Collection will be launching their internal database via the internet, containing text and thumbnail images of the collection’s holdings, by August 2002.

3. Expanded relationship with and support of the Architecture and Landscape Architecture Library

Even though the Architecture and Landscape Architecture Library is administratively under the University’s Libraries, CALA believes the library is an essential component of the college. CALA also recognizes the value of the collection and of the services the library offers to CALA faculty, students, and staff, community professionals, and the University community at large. The Architecture and Landscape Architecture Library is a branch library serving the only accredited architecture and landscape architecture professional programs in Minnesota. Therefore, CALA is taking steps to expand our support of the library in CALA affairs.

A Library Advisory and Advocacy Committee, comprised of CALA faculty, a student, staff, and representatives from the Design Institute and CALA Advisory Board, has been established to help develop a mission and vision, and set the priorities and strategies for future relationships. The committee has been charged to work with the librarian and the library administration to establish funding and support enhancements for the library in the short-term and long-term. The short-term commitments include CALA’s annual support of $5,000 for community building events and activities the library hosts, such as celebrating faculty and staff publications and accomplishments, exhibitions, donor receptions, open houses, and student orientations. The first celebration of faculty and staff publications was held in September 2001. A list of faculty publications has been produced. The college’s long-term commitment has been demonstrated through an ongoing process of fund-raising and through its funding of all the fixed furnishings of the library in its location in the new wing of Ralph Rapson Hall.

The Design Institute (DI) committed to providing annual funding of $5,000 to build library resources supporting programs and fellowships that the DI sponsors. This $5,000 funding from the DI is for purchasing design-related books and multi-media materials to house in the collection of the Architecture and Landscape Architecture Library. Matching annual funding of $5,000 by the Libraries Collection Development Team has been committed to support the additional periodical subscriptions in design and to supplement the architecture and landscape architecture acquisition fund in those interdisciplinary areas.

E. The Interdisciplinary College

1. Design Institute

The Design Institute (DI) has redefined its mission to focus on knowledge mapping and visualization, public domain infrastructure, and new processes and practices. The DI pursues this agenda by creating partnerships, research and educational programming, produced by a small full-time staff
and a growing roster of Design Institute fellows.

The DI conducted four major projects in 2001, Janet Abrams’ first full year as director:

• The Seven Pines Design Summit brought the first group of Design Institute fellows together from various locales around the U.S., to meet one another, share their work-in-progress, and help shape the DI’s future direction.

• Co-sponsored with the American Association of Advertising Agencies’ Minnesota chapter and the Walker Art Center: the 2001 Creative Summit at the Guthrie Theater.

• Hosted in collaboration with the Midtown Community Works Partnership: The Midtown Crossings Workshop, an interdisciplinary workshop in which creative design prototypes were developed for new bridges and amenities along the Midtown Greenway in Minneapolis by three teams comprised of community members, local artists, and world-class architects and engineers. The results were presented in a public forum and have directly influenced the thinking of city, county, and state officials as they set guidelines for the project in which some 30 Greenway bridges may be rebuilt over the next 30 years. The DI published an eight-page brochure on the workshop that was distributed as part of the City of Minneapolis and Hennepin County’s solicitation for the design team to create the first two bridges to be reconstructed, in 2003, at the Chicago and Park Avenue crossings.

• Co-sponsored with the Minneapolis Institute of Arts and Minneapolis College of Art and Design: Just the Type, a two-day international conference on typography, was. The DI’s funding supported the participation of keynote speakers Stefan Sagmeister and Paul Mijksenaar, who gave an additional seminar at the University to an invited audience including members of the Metropolitan Council, Metropolitan Transit, The Minneapolis Star Tribune newspaper and University faculty. An expert on transit signage, Mijksenaar subsequently provided feedback to the Met Transit’s Light Rail Transit design team, on its proposed signage system.

Considerable energy has gone into the personnel, fiscal, and physical aspects of the DI during 2001. After securing a $1 million gift from the Target Corporation in April 2001, the DI re-organized its accounting system, moved into new offices in Nicholson Hall, set up an in-house graphic design studio, and hired two full-time staff, a part-time intern, and a graduate research assistant.

In addition to staff, the DI has hired over 15 Design Institute fellows for diverse projects. A faculty advisory board has been created with faculty from the Departments of Design, Housing and Apparel, Architecture, Mechanical Engineering, the Department of Art at UMD, and the Carlson School of Management. The DI has assembled a sounding board of advisors, which held its first meeting in April 2002.

A comprehensive audit of the design minor undergraduate curriculum was done in spring 2001, which resulted in the establishment of a design minor action group. A new design minor coordinator will be appointed to implement its recommendations by the end of FY 02.

The DI has created several print and electronic publications and developed a mailing list and email listserve of over 1,000 local and international names. The Design Institute 1998-2000, an eight-page newsletter summarizing projects conducted before Abrams’ tenure, was published in March 2001; a new DI newsletter will be published this spring covering activities since fall 2001.

The DI website (http://design.umn.edu), launched in 2002, features extensive reports on DI events and research, and includes the Knowledge Circuit, a review of international conferences on design and new media. Dispatches, a monthly email bulletin of DI-hosted and related design events, was initiated in March 2002.

The Midtown Crossings Knowledge Map — the first in a series of DI knowledge maps — was published in October 2001 in conjunction with the Midtown Crossing Workshop. Two more knowledge maps are under way: one on the U.S. voting experience, another on the sustainable campus. These will be published in summer and fall 2002 respectively.

The DI continues to launch new initiatives. Big Box/Little Box, an ongoing, off-campus series on design, mass retailing, and economies of scale, began in spring 2002. Gravity Will Be With Us, a furniture design/build studio, will be co-sponsored by the DI and the Department of Architecture during the summer semester. The DI will co-host the 2002 Summer Design Series in July
with the Walker Art Center and AIA Minnesota. The DI will present its major project for 2002 in July: the five-day Target-supported Design Camp for teens age 14-17.

As the DI looks ahead to producing the Target-supported 2003 Twin Cities Design Celebration, its need for expanded space and a permanent home becomes more pressing. In the next year, the DI envisages hiring additional full-time staff and aims to create a space where DI fellows, both from within and beyond the Twin Cities, can spend substantial periods of time in residence, working on research projects, teaching, and participating in other ways in university life.

2. Interdisciplinary instructional activities
CALA continues to be active in the master of urban and regional planning program offered through HHH; and is working with the planning and the construction management programs to integrate course offerings in CALA with their needs.

3. Urban design programs
The Design Center for American Urban Landscape (DCAUL) will welcome its new director, Ann Forsyth, in July 2002. Under Forsyth’s leadership, DCAUL will enhance its long-standing community research partnerships and complete development of an urban design certificate program initiated during Bill Morrish’s tenure. And, for the first time since its formation, DCAUL will share space with other departments and units in CALA’s recently completed building. All of these activities signal change for DCAUL, which translates into new interdisciplinary opportunities.

For several years, DCAUL and its community partners have been exploring subregional urban design and planning as a vehicle for regional growth management. Because of their fragile position in a metropolitan region experiencing accelerated growth at its edge, communities and areas developed between 1945 and 1965 have been the focus of this work. Approach as an interdisciplinary exercise, this research has involved transportation planners, economists, ecologists, demographers, housing experts, and local governments. Geographic Information Systems (GIS) has been used as a tool for integrating the spectrum of issues subregional work entails, for transitioning between scales and for communicating among stakeholders. Outcomes of this work are seen in 1) new regional planning and implementation strategies, 2) local approval of development projects based on livable community (a.k.a. Smart Growth) principles, 3) a subregional land use and transportation model that enables local communities and regional and state agencies to engage in a well-informed planning discussion, and 4) local commitment to pursue adoption of best practices that use livable community principles. DCAUL will continue to investigate this critical research area and to develop new tools to facilitate interjurisdictional thinking, planning, and implementation.

In 2002, DCAUL will assess and retool its current approach to providing livable community technical assistance. DCAUL helped to introduce the concepts of livable community to the region and state. Many neighborhoods and communities have embraced these concepts and have applied them in local developments. It is timely for DCAUL to step back and reflect on how it can best serve Minnesota communities in the future. Items for consideration are new areas and methods of assistance, resource investment, and funding sources.

Development and delivery of an urban design certificate program remains a priority for DCAUL and CALA. Clearly, there is national interest in urban design and its role in regional growth management, as well as growing interest within the planning profession to complement a traditional degree with urban design expertise. Previous research into establishing a program will be updated and a strategy for moving forward will be prepared.

Additionally, DCAUL will remain actively involved in teaching courses, seminars, and studios and guest lecturing in departments across the University. Currently, Arch 5711: Design Principles of the Urban Landscape draws directly on active research within DCAUL. Students in this course interact with DCAUL research fellows and tap resources assembled at the center. To the extent feasible, research products are made available to students and the public as downloadable documents from the DCAUL web site. Forsyth, who will hold a joint tenured faculty appointment in the Departments of Architecture and Landscape Architecture, will continue to offer courses.

Along with moving to new space, DCAUL will evaluate its organizational and funding structure. A projected decrease in revenue from its endowment
and commitment to outreach require DCAUL to explore options for broadening and stabilizing its funding base.

4. A Design and Technology Center for Changing Landscapes
CNR, in collaboration with CALA, proposes a Design and Technology Center for Changing Landscapes. The center will be an interdisciplinary research focus building on existing University strengths in technology and design to address issues of sustainability for changing rural, urban, and urbanizing landscapes. Housed jointly in the two colleges, this center will be a catalyst for linking existing expertise in natural resources management, landscape architecture, and urban design and planning.

Research will encompass remote sensing, geographic information systems, modeling for predicting landscape change, and landscape and urban design-focused approaches that generate alternative design scenarios. Research will be conducted across scales at the regional, sub-regional, district, neighborhood, and site levels. Emphasis will be on producing research results that inform local, regional, and state decision-making with respect to present and potential land uses and their implications.

CALA, together with CNR, estimates that $425,000 will be needed to support this center. The EVPP is committing $40,000 non-recurring for 2 years ($40,000 in FY03 and $40,000 in FY04) to develop competitive proposals to outside agencies to fund this center. The colleges will produce a 3-5 page concept paper by October 1st for discussion with the Bush Fund.

5. Bridging the River
The Mississippi River is one of the great natural and historic features of our country, indeed, in the world. The University of Minnesota is the only academic institution that bridges the river—the very terms East Bank and West Bank are central to our lexicon and millions of dollars have been invested in reconnecting the University’s physical landscape to the river. The program Bridging the River invites the University to invest in reconnecting the University’s intellectual landscape to the river.

The Department of Landscape Architecture, through CALA, requests $100,000 from the Executive Vice President and Provost in recurring funds. These funds would be used to establish and maintain Bridging the River, an interdisciplinary teaching, service, and research program that connects programs and departments at the University to diverse off-campus programs at the local, state, and regional level. Funding will support a 75% FTE position to direct the program, as well as support for students working with off-campus partners. The program’s director will serve as a resource and information center for students and faculty wanting to become involved in river-related work, as well as for off-campus partners seeking ways to collaborate with particular University programs.

F. The Green College

1. CALA Building Sustainability
CALA has moved back to its renovated building and will be moving into its addition shortly. Faculty are concerned about the sustainability of the building and the immediate site since these are the core concerns of the college’s disciplines, and the dean is concerned that CALA project a model of sustainable practices to the campus.

In many ways Ralph Rapson Hall will be a striking contemporary presence on campus. Some new technologies are built into its structure, including translucent glass walls that will bring daylight into endwalls of the addition. The college intends to use the building as a research site to develop sustainable practices in conventional and unconventional settings.

John Carmody, director of the Center for Sustainable Building Research has secured the donation of a photovoltaic array for the roof and a readout display that will let students and others know the quantitative value of solar energy. Since the furniture specified in the budget cannot be afforded and, similarly, since the site development recommended by the consulting landscape architects could not be built, the college will make opportunities of these situations. A green furniture design and construction studio will be offered this summer. The dean has created and staffed the CALA Green Light program as a way of soliciting student ideas for sustainable practices in these areas. Faculty have offered and will continue to offer studio problems based on these issues.

2. CALA Living Labs
The CALA Living Labs project is best described as a crossroads or a forum
where the University, design professions, construction industry, and product manufacturers come together in support of ecological design education, research, and practice. The Living Labs project is a faculty- and research fellows-led pilot that brings together design students, faculty, practitioners, researchers, and industry representatives in an exploration of the art and science of ecological design. The project promotes ecological innovation in landscape architecture, architecture, and interior design education, research, and practice. The physical facilities of the college, the campus, and the region are living laboratories for teaching and research. The characteristics of the investigations (e.g., the design of the streetscapes, gardens, construction yards, and buildings) enable changing educational demonstrations and provide resources and facilities that support and enhance the knowledge base of design research and practice. The CALA Living Labs project provides an organizational matrix and physical center to integrate ecological design efforts across disciplines and bring together groups with diverse perspectives to address the relationships between design and ecology, aesthetics, economics, human factors, health, and construction. The goals of the project are to:

- Enhance ecological literacy in the design professions
- Facilitate innovation in ecological design education, research, and practice
- Foster collaborations across disciplines and amongst educators, researchers, practitioners, and the design industries

3. Center for Sustainable Building Research
The Center for Sustainable Building Research (CSBR) was established as an informal unit within CALA on July 1, 1997. In the past 4.5 years, CSBR has brought over $3 million in outside research money to the University. Building research activity is substantial and growing in the following areas: sustainable design, energy-efficient buildings, windows and glazing research, improved building delivery process, building science and engineering, and human factors in transportation.

The interdisciplinary nature of CSBR is reflected in the staff, which includes architects, mechanical engineers, and psychologists. In addition several faculty in CALA as well as in other units such as the College of Natural Resources and the College of Human Ecology are involved in CSBR activities.

The CSBR organizes and effectively expands the research and outreach missions of CALA, working with other units to enhance CALA’s teaching mission, and serving as an interface to a number of key groups

Several interrelated issues and opportunities combine to make CSBR an important component of CALA’s long-term program. These intersecting opportunities are driven in part by rapid technological change in the building industry, the information technology revolution, and growing societal concerns about the impact of buildings on the natural environment.

There exist potentially excellent opportunities to expand and develop building research through a collaborative of building industry companies in the region. In addition, design professionals, building industry groups, and building owners (including Minnesota’s public agencies) have an increasing demand for research-based information and education concerning buildings. Finally, potential exists to enhance the educational programs and facilities within CALA in the area of building technology, one of the rapidly advancing areas where research, information technologies, and education must become integrated.

From the 2002 compact process, the Executive Vice President and Provost has committed $75,000 in recurring funds to partially fund base support for a director position in the CSBR. Having hard funds for the director position is essential in providing stable leadership and operational support. The remaining funding needed could come from endowments, foundation support, direct support from the building industry, state funding to act as a resource and training center for state buildings, and income from design assistance, training, and fees to access the knowledge base.

F. The Nimble College

1. New Design Pedagogies and Enrollment Management
The number of undergraduate students enrolled in CALA as architecture and landscape architecture majors has more than tripled since fall 1999, due to the new B.S. program. Additionally, the number of B.A. majors in architecture and B.E.D. students enrolled in CLA has increased, with an overall increase in the number of undergraduate students majoring in CALA programs of 88% since fall 1999. Undergraduate enrollment in the
architecture programs have increased by 86.7% (going from 275 students in fall 1999 to 452 students projected in fall 2002), while undergraduate enrollment in the landscape architecture program has increased by 124.1% (going from 29 students in fall 1999 to 65 students projected in fall 2002). Interest in these programs shows no signs of diminishing. Additionally, graduate enrollment in architecture and landscape architecture increased by 53.7% since fall 1999. We expect the graduate enrollment to level off at fall 2002 enrollment of 225.

The primary constraint to these projections is space. The college will need to accommodate approximately 225 graduate and 275 undergraduate students in studios in academic year 2002-2003. Space in the expanded and renovated Ralph Rapson Hall allows for 170 graduate student studio workspaces—a shortfall of 55 workspaces—and 140 undergraduate student studio workspaces—a shortfall of 135 workspaces.

In fall 2002, the college will institute the laptop computer requirement. The intent of this change is to reframe the skill sets of designers to match digital production expectations in the marketplace. The laptop requirement will also incur some change in the forms of adjustment of design pedagogy, which in this college has been based traditionally in a proprietary, office-style studio environment. The laptop will have the effect of making students more mobile and, potentially, less dependent on the studio as a physical resource.

The space crunch combined with the onset of IMG budgeting and the analysis of costs of degree delivery (e.g. the costs of studio is quite high) have caused the college to form an enrollment management task force to report to the dean on alternatives to current course offerings and pedagogies and other measures that might be implemented to bring the situation into better balance. Among the most-likely to be implemented proposals are:

- higher GPA requirements for entering undergrads
- trimester-like offerings (to take advantage of summer space)
- more general offerings of large lecture courses at the 1000, 3000 and 5000 levels
- higher tuition for graduate students – better relationship to costs of degree delivery
- changing the pedagogical and curricular foundations of our studio-based education tradition to meet our space needs. This may include the introduction of shared studio desks for some studio offerings

3. Facilities
The University Honors Committee and Board of Regents have approved the expanded and renovated Architecture and Landscape Architecture Building be named Ralph Rapson Hall in honor of Ralph Rapson, who headed the School of Architecture from 1954-1984. The dedication of the building is scheduled for October 5.

We have already outgrown our space in the renovated and expanded Ralph Rapson Hall. With the growth of existing programs, especially in externally funded research, the college will have to maintain a permanent presence in 1425 University Avenue. Some studios and research offices occupy the first and second floors of this building. However, for that building to be fully utilized, the basement will have to be fixed to permanently eliminate the mold problem we experienced while using that space and the ventilation system in the entire building remodeled to prevent the spreading of mold.

1425 University Avenue is probably the last on campus to be designed by the founder of the School of Architecture, Frederick Mann. The college proposes it be renamed in his honor and established as a CALA studio and research center.

One of the most important agendas for the future will be the design and construction of a new research addition to house the growing activities of the Living Labs groups and especially the Center for Sustainable Building Research. There is no space in the remodeled Ralph Rapson Hall for CSBR, now located in 1425 University Avenue. A future facility is envisioned for the CSBR in the space to the south of Ralph Rapson Hall that will replace the link to Mechanical Engineering. This facility will also include other technology teaching spaces and serve as a living laboratory for sustainable design. CSBR requires proximity to other CALA units so it can enhance and unify building research and education in the University, professional practice, and industry.

Productivity and Service
CALA is working toward exceeding the 95% mandate utilizing the University’s available electronic document entry. Financial Forms Nirvana is used for the majority of financial transactions for CALA. The Electronic
Grant Management System (EGMS) is currently being used for all PRF submissions. College accounting staff will be developing and implementing protocols for departments and centers in the use of the EGMS for proposal and budget information.

**Compact Development**
All faculty and staff have had opportunity to provide input into the compact planning priorities and issues. Compact issues were discussed at faculty and staff meetings. Preliminary drafts of the compact were distributed via e-mail to all faculty and staff, with requests for input.

**Facilities Issues**

**Data Profile**
For a display of planning data related to the College of Architecture and Landscape Architecture, refer to a link off the University web site managed by the Office of Institutional Research and Reporting at [http://www/irr.umn.edu](http://www/irr.umn.edu). This site contains standard financial, staffing and student information.

Unit specific goals related to certain measures will be displayed here.

**Financial Issues**

A. **Tuition** – The agreed upon tuition revenue estimate for the College of Architecture and Landscape Architecture is $4,246,089 for fiscal year 2002-03.

B. **ICR** – the agreed upon ICR revenue estimate for the College of Architecture and Landscape Architecture is $61,243 (49.5% of $123,723) for fiscal year 2002-03.

C. **Fees** -

**Reports Summary**
Concept Paper for Design and Technology Center for Changing Landscapes due October 1, 2002.

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**Historical Allocation Summary**
**FY1999 through 2002 Compact Investments**

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<th>FY1999</th>
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<th>FY2001</th>
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<td>Technology Infrastructure</td>
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<td>Intensive Summer Program, Urban Design Programs</td>
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<td>K-12 Youth Design Camp*</td>
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<td>Center for Sustainable Design Research</td>
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* Years 1 & 2 of 3-year commitment

**Allocation Summary**
**FY 2002-03 Compact Investments**

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<td></td>
<td>Year 3</td>
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* Year 3 of 3-year commitment