Compact for the College of Architecture and Landscape Architecture FY 2004-05

A. Introduction

A.1. Introduction
The College of Architecture and Landscape Architecture’s (CALA) academic and research programs utilize design to address myriad cultural, social, and environmental challenges faced by communities, ecologies, landscapes, cities, and buildings. The college’s faculty and staff pursue 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 instruction programs ranked in the top 10 percent in their respective fields, CALA has a national reputation for community outreach, interdisciplinary research and scholarship, and practitioner connections. The college links education, research, and outreach in service to the students, cultural life, and economy of the state. CALA also has a strong global presence, with several study abroad programs. See www.cala.umn.edu for more information on the college.

CALA consists of seven units:
CALA Administration
Department of Architecture
Department of Landscape Architecture
Design Center for American Urban Landscape (DCAUL)
Center for Sustainable Building Research
Design Institute
Continuing Professional Studies

CALA partners with other University units on three additional centers:
Center for Rural Design (with COAFES)
Digital Design Consortium (with IT)
Center for Changing Landscapes (with CNR)

A.2. Long-term aspirations
CALA seeks to maintain the national and international reputations of its architecture and landscape architecture programs, both of which are ranked among the top in the country. The Department of Landscape Architecture seeks to be ranked among the top three in the country. The Department of Architecture’s recent accreditation review indicated it is “poised for greatness,” which it plans to attain by continuing to build on its current strengths and by attaining ranking in the top ten of the 113 accredited professional programs in North America.

Additionally, CALA seeks to enhance its current standing among the best in the country in the areas of metropolitan design and sustainable design and technology; and retain the position of the Design Institute as one of the top design think tanks in the country. We will attain these goals through our departments and centers, in collaboration with University and external partnerships. Our strategic goals are:

1. Diversify the student body and increase student support and recruitment
2. Increase the T/TT faculty ranks and attract additional noted adjunct faculty
3. Increase efficiency in the use of resources in the delivery of our academic programs
4. Coordinate and diversify our research and outreach activities
5. Increase the capacity and competitiveness of our programs
6. Increase our involvement in and service to the community
7. Increase our visibility through expanded communication

We will be developing benchmarks in the upcoming year to measure progress toward attaining our aspirations (e.g., number of degrees conferred, research funds obtained, amount of student support, etc.).

The compact between the Senior Vice President for Academic Affairs and Provost and the Dean of the College of Architecture and Landscape Architecture for 2004-05 includes the following:
B. Update - Major Long-Term Goals/Priorities from Previous Compacts

B.1. Increase Regular Faculty and Attract Noted Adjunct Faculty
Our objective is to increase the number of regular faculty to 30 by 2015, and to attain the funding to do this. It is vital that we do this because we now serve far more students than we ever have (handled now by hiring large numbers of adjunct faculty) and that the fields of architecture and landscape architecture have changed over the past decade, with increasing emphasis on research and specialized areas of knowledge. To support this, we need a greater number of academic (regular) faculty. A second objective is to attract leading design talent among our adjunct faculty. Both objectives will enhance our ability to attract high quality graduate students and deliver high quality academic programs, thereby enhancing our national reputation. Increasing the number of regular faculty will also enhance our research and scholarly reputation and our ability to conduct college and departmental governance. These objectives address our strategic goals of increasing the T/TT faculty ranks and attracting noted adjunct faculty and increasing the capacity and competitiveness of our programs.

Actions:
1) CALA hired one tenure-track faculty in each department in FY 2004 and plans to hire one tenure-track faculty in FY 2005. However, one tenure-track faculty and one tenured faculty in the Department of Architecture will be resigning at the end of FY 2004.
2) A search currently is underway in FY 2004 to fill a vacant faculty position in the Department of Architecture in the area of digital technology. Targeted areas for hiring new faculty are in the areas of landscape architecture representation, urban design, sustainable design, professional practice, and cultural criticism, consistent with the priorities described in the departmental strategic plans.
3) The Department of Architecture is exploring hiring professor-in-practice positions in order to attract noted practitioners to the adjunct faculty. These would be named positions to emphasize the honorary nature of the positions and to attract top design talent. They will also have a higher base salary than the average adjunct faculty member.

Measuring progress:
1) Three new regular faculty are hired by fall 2006, a net gain of one faculty member

2) A plan for hiring professors-in-practice is adopted in 2004-2005, with the goal of hiring the first on next year

Financial plan summary

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B.2. Technology Enhanced Learning and Knowledge Management
We seek to capture and distribute the knowledge generated through teaching, research, and outreach. CALA’s image collections will increasingly be open to the whole college and the wider University. This will set the stage for CALA to become a center for a series of information loops with other college, universities, the professions, and the broader community. This objective addresses our strategic goals of increasing efficiency in the use of resources in the delivery of our academic programs; coordinating and diversifying our research and outreach activities; increasing involvement in and service to the community; and increasing our visibility through expanded communication.

Actions
1) In fall 2002, the college instituted a laptop computer requirement to meet digital capabilities demanded by the professions.
2) We have installed high bandwidth and wireless Ethernet throughout Rapson Hall.
3) New computers and output devices have been purchased for our labs and workshop, with more output devices needed in coming years.
4) DCAUL will have a searchable database of 20,000 images of the Twin Cities available on line in February, 2004. The catalog will be compatible with the other University web initiatives.
5) The CALA Visual Resources Collection will be launching their internal
database via the Internet, containing metadata and thumbnail images of the collection’s holdings of 150,000 images, also scheduled to be online by February, 2004.

Measuring progress:
1) DCAUL and VRC searchable databases go live.
2) Integrate laptop use in 75% of our courses.

Financial plan
Funding this objective is being done primarily through internal funding—general operating funds and technology and course fees. Funding for the DCAUL digital image database is from the McKnight Foundation.

B.3. Graduate Student Recruitment and Support
For CALA to maintain its national ranking, we need to increase our graduate student recruitment to a national level. Currently two-thirds of our students are from Minnesota and Wisconsin. We would like to reduce this to 50%, consistent with the national reputation of our programs and in anticipation of a drop in the number of college-age students in this region. Increasing the geographic diversity and/or diversity of the educational background of our graduate student body also is important to help raise the profile of our graduate programs nationally and to increase the pool from which we draw excellent students. In order to be competitive in attracting the best students for our programs and to improve student diversity, we also need to have the ability to provide students with financial support. Attaining this objective will address our strategic goal of diversifying the student body and increasing student support.

Actions:
1) Develop recruitment plans for each graduate program
2) Refine print and web recruitment materials
3) Continue to seek donor support for scholarships and other student financial aid
4) Pursue alternative funding for graduate students through the Graduate School and other opportunities
5) Offer architecture summer intensive admissions program and a 3+ program for students without a background in architecture
6) Using recurring funding of $65,000 from this compact, CALA will hire a recruitment coordinator to develop and implement a national recruiting plan, as well as developing and stewarding scholarships. CALA will reallocate other funds and the time of faculty and other staff to support the work of this person.

Measuring progress:
1) An increased GPA in graduate admits by 2006
2) An increase in our ethnic and geographical diversity of students, with the number of non-white students to 10%, women students to 50%, and non-Minnesota/Wisconsin students going to 50% by 2010 (see section D for current statistics).
3) Increase donor support for scholarships and other student support by 50% in the next ten years

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B.4. UNESCO—World Heritage at CALA
CALA’s objective is to develop a long-term co-operative agreement with UNESCO’s World Heritage Centre (WHC) to assist in managing the conservation of World Heritage sites, both cultural and natural, around the globe, and especially among under-represented peoples primarily in the Americas, Asia, and Africa. By utilizing the strengths of CALA’s faculty to organize intensive activities such as data gathering, historic research,
reference studies, and design and conservation, a partnership with
UNESCO will enhance the reputation of the college. The proposed pilot with
UNESCO in heritage and natural area conservation in under-represented
countries would greatly expand the college’s growing global presence and
provide a potentially strong recruitment vehicle to enhance diversity,
especially in the M.S. programs (offered currently in Landscape
Architecture and planned for 2005 in Architecture). **This objective will
address our strategic goals of diversifying the student body and increasing
student support, and increasing the capacity and competitiveness of our
programs.**

**Actions**
1) CALA faculty have made contacts with UNESCO; we have been visited
by a UNESCO World Heritage Centre official and one faculty member serves
as a consultant to UNESCO
2) A study abroad trip occurred in India during holiday break, 2004. India is
one of UNESCO’s targeted countries
3) Develop M.S. degree tracks in architecture and landscape architecture in
the areas of design and cultural preservation. Landscape Architecture
already has a path in its M.S. program focusing on World Heritage sites.
These programs have the potential for the development of a future Ph.D.
program
4) Develop a visiting fellowship program to provide technical support for
teaching and research
5) Develop connections and processes to allow cross-disciplinary
participation in design, cultural anthropology, geography, policy, law, and
ecology
6) Using recurring central funding of $50,000 from this compact, we will
develop the program over the next three years. Once the program is
developed, we will be using the recurring funding to support faculty
summer salaries and graduate assistants to implement the program and build
partnerships at World Heritage sites.

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* Costs of the study abroad program are paid through program fees.

**B. 5. Master’s Degree Development – Architecture and Landscape
Architecture**
The Department of Architecture seeks to develop new tracks within
CALA’s M.S. degree program in digital design, sustainable design, and
possibly other areas. The Department of Landscape Architecture also seeks
to rejuvenate its tracks within what had been an important degree for
research-oriented students. Developing strengths in the research-oriented
M.S. degree programs would facilitate the transition to offering a Ph.D.
program, when we decide to pursue that route in the future. Attaining these
objectives will enable us to connect CALA faculty and departments to our
various centers; provide a graduate student base for undergraduate
teaching; connect curricula, scholarship and outreach; enhance our
research and scholarly reputation; deepen and broaden our disciplines; and
attract high-ability research-oriented graduate students. **These objectives
will address our strategic goals of diversifying the student body and increasing
student support; coordinating and diversifying our research and outreach activities; and increasing the capacity and competitiveness of our programs.**

**Actions:**
1) Conduct a market study to determine interest in new tracks within the
M.S. degree program during 2004
2) Develop the curricula and courses during summer 2004
3) Work with the Graduate School and Provost’s Office in obtaining final
approval during fall 2004

Measuring progress:
1) Market study shows an interest in developing some of the tracks
2) Program is in place by fall 2005
3) 12-16 students are admitted to the program by fall 2006
4) Saving from having graduate student teach (as opposed to adjunct faculty) together with tuition revenue generated from new courses creates enough revenue to self-sustain the program by FY 2008
5) Using recurring central funding of $40,000 from this compact, we will develop the program over the next few years. Once the various programs in the MS degree are developed, we will use the recurring funding to support program activities and graduate research assistants. The directors of graduate studies have been charged with implementing this program.

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B. 6. New Curricular Tracks
The Department of Landscape Architecture seeks to establish two tracks in the undergraduate B.E.D. degree program: the landscape design track and the landscape planning track. The first track will be taught in collaboration with the Department of Horticultural Science. While both tracks meet the requirements and interest in pursuing the professional degree, they also prepare students at the undergraduate level for employment in the nursery and landscaping industries. This objective will address our strategic goal of increasing efficiency in the use of resources in the delivery of our academic programs.

Actions:
1) Joint program has been submitted to the Provost’s Office for approval.
2) Program is expected to be launched in fall 2004.

These programs were approved by the Board of Regents in March 2004.

Measuring progress:
1) Approximately 20 current or new B.E.D. students enroll in this program in fall 2004
2) Approximately 20 horticulture students enroll in LA courses during FY 2004-2005

Financial Plan: Work to date on this program has been a part of the usual faculty and staff workloads; i.e., no new funds were devoted to development of the program. If additional sections of courses are needed to accommodate additional students, we anticipate the tuition revenue generated by those sections will cover the cost of hiring adjunct faculty or graduate teaching assistants.

B. 7. Certificate in Metropolitan Design
The DCAUL has developed a certificate program in metropolitan design. Outcomes of the program include an increased profile of urban design issues in CALA, the University, and the wider Twin Cities area; uniting of our educational and outreach missions; and increased tuition revenues. This objective will also address our strategic goals of increasing the capacity and competitiveness of our programs and increasing involvement in and service to the community.

Actions:
1) The certificate has been approved by the Regents.
2) An associate director has been hired.
3) The basic courses for the certificate been developed and offered through the Department of Landscape Architecture; other courses will continue to be developed during spring and summer 2004.
4) The program will be launched in fall 2004.
Measuring progress:
1) Program will have 15 students enrolled in certificate courses in fall 2004
2) Program is self-supporting by FY 2007-2008

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* Other contributions will come from fees/tuition charged program participants.

B.8. Commission on Environmental Science and Policy
Three colleges—CNR, HHH, and CALA—will seek to move forward as much as possible the report of the Commission on Environmental Science and Policy (available at www.umn.edu/enviro). **CALA’s involvement with the Commission on Environmental Science and Policy will help us to attain our strategic goal of increasing our involvement in and service to the community.**

Actions
1) The deans of CNR, HHH, and CALA have met to discuss how to proceed and have identified interested faculty in each college.
2) In the coming year, we hope to establish several efforts that will help the University capitalize on its inherent, but unrealized strengths in environmental learning, discovery, and public engagement. We hope that by the end of the academic year, there will be several highly visible and effective efforts that will have long-term benefits.

Measuring progress
Progress will be measured in the quality of the ideas generated and the actions taken by the task force funded by this effort. Another measure will be the number within the University and the larger community affected by their work, and the promise for future fundable efforts.

Financial plan
As part of the 2003-2004 compact process, $100,000 was allocated to CNR in FY 2004 and FY 2005 to lead this effort. CALA has received $25,000 of the 2003-2004 funding from CNR and will use it to move ahead with item C.1. of this compact.

B.9. Center for Changing Landscapes
The Center for Changing Landscapes (CCL) was formed in FY 2003 to address issues of sustainability for changing rural, urban, and urbanizing landscapes, and to build capacity and effectiveness for addressing the problems of changing landscapes and to inform site, local, regional, and state decision-making about present and potential land uses and their implications. The current conception of it involves utilizing the capacity within CNR and CALA to help the statewide planning effort. **CALA’s involvement with the CCL will help us to attain our strategic goal of increasing our involvement in and service to the community.**

Actions
1) CCL co-directors are communicating with state and regional agencies and organizations to identify issues and linkages between issues and stakeholders.
2) They are currently developing a mission statement and a strategic plan.

Measuring progress:
1) Mission statement and plan for moving the center forward in place by the end of FY 2003-2004
2) The center is able to sustain itself, with secure funding—ideally hard funding, or at least continual and dependable soft funding, by FY 2006
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* CALA and CNR each received $40,000 in FY 2003 and FY 2004.
** CALA’s portion of an LCMR grant for FY 2004 and FY 2005.

## C. New Goals/Priorities

### C.1. Building a High-Performance Campus
CALA is forming several partnerships with University units that could result in a more high-performance and cost-effective campus:
- Partnership with the University architect’s office having CALA students as project managers for campus projects
- CALA faculty are participating on the Campus Sustainability Policy Task Force
- Service on three University-wide efforts: to develop a framework for updating the Twin Cities campus master plan, to develop research in using campus buildings and land in the generation and storage of hydrogen as part of IREE, and to connect the Twin Cities campus to the Mississippi River and to the downtown
- Involvement by students (Green Light and landscape architecture studio), faculty, and the CRD in efforts to define sustainable futures for the development of the UMore Park

We would like to discuss how our efforts in this area could be better orchestrated, financed, and integrated into the University’s planning, design, and facilities management activities. Faculty and students could evaluate campus buildings, providing an excellent hands-on educational experience. This activity could also contribute to a more sustainable campus, increased awareness of campus environmental issues, and helping the University to improve operations and reduce costs; this last will provide the University leverage at the Legislature. With funding from the Provost’s Office, an integrated approach to partnerships could be devised and a recurring role defined during FY 2004-2005. **This objective will address our strategic goal of increasing our involvement in and service to the community.**

### Actions
1) Greening of CALA (e.g., waste management and recycling, curriculum development) supported in AY 2003
2) Student-organized Green Light lectures and workshops supported in AY 2003 and 2004
3) A “green map” of the campus completed with funding from the Design Institute
4) University architect supervises students as project managers (as directed study for course credit) of small campus-wide construction projects
5) Framing of revisions to campus master plan to address sustainability on multiple fronts

### Measuring progress
1) CALA students recycle and reuse studio materials
2) CALA faculty incorporate approaches to sustainability in their coursework
3) Outline guide to sustainability of campus buildings completed in 2004
4) CALA students start working with Facilities Management on campus projects during AY 2005
5) Partnerships focused on campus sustainability are formed with University Architect, Facilities Management, and Campus Master Planning
6) Progress on revision of campus master plan such that sustainability is demonstrably integrated into revised principles, requests for proposals for key projects (e.g., stadium, Mississippi River connections), and standards by which projects are reviewed
The college will proceed with this effort at a reduced level using compact money from the previous year, which is part of the two-year, $100,000 fund granted to CNR, CALA, and HHH, as noted in item B.8. of this compact.

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C.2. Documenting and communicating the value of community service
In coordination with other units or initiatives such as the Council on Public Engagement, we want to create a process in which we quantify the value of community service in terms of dollars and then communicate its effects. This would be a pilot effort that the University can then use this process to document effects of outreach and civic engagement University-wide and produce media coverage of benefit to all. This will enhance the University’s reputation and provide leverage for obtaining state funding. This objective will help CALA to attain our strategic goals of increasing involvement in and service to the community and increasing our visibility through expanded communication.

Without the support of central funding, CALA will be unable to proceed with developing processes of use to the entire University. CALA will proceed with the following actions:

Actions
1) CALA will reestablish its research council in 2004, which will, among its other duties, begin to generate a master list of all of the research and outreach efforts in the college.
2) Research and outreach accomplishments of CALA faculty and staff will be emphasized on the CALA website.

Measuring progress
1) Process for putting information on the web is in place by the end of FY 2004
2) Research council completes inventory of CALA research and outreach efforts and develops process for quantifying outreach and civic engagement by the end of FY 2005

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C.3. Center for Rural Design
CRD, an outreach center shared by CALA and COAFES, seeks to preserve, improve and protect rural landscapes, cultures, and communities through innovative design strategies. It has worked on a variety of outreach projects this past year, including design assistance to several rural communities, the state's dairy industry, and the University's UMore Park. This initiative proposes to tap the reserve account at UMore Park to develop material that the management of the property can use to attract public and private entities to develop projects that align with the research mission of the University. This effort will help us increase our involvement in and service to the community.

Actions
1) An interdisciplinary workshop was held in CALA to look at the development and research opportunities at UMore Park.
2) An interdisciplinary team will be assembled to prepare the development and marketing materials necessary to attract further investment. Funding will buy the time of key faculty and provide staff and graduate student support.
3) A precinct plan of the proposed “research village” in the northeast quadrant of UMore Park will be developed and vetted with the University and Rosemount communities.

**Measuring progress**
1) Completion of the plan over the course of FY 2004-2005
2) Interest in and response to the development and marketing efforts

**Financial plan summary**
The Center for Rural Design has received a $100,000 grant from the IREE fund, and is currently seeking a match for that grant in order to proceed with establishing planning and energy efficiency guidelines for UMore Park.

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<thead>
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<th>Item</th>
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<td>Preparation and printing of materials</td>
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<tr>
<td>Other contribution</td>
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<td>RRC contribution</td>
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<td></td>
</tr>
<tr>
<td>Total contribution:</td>
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</tbody>
</table>

**D. Diversity Assessment and Planning**

CALA continues to make steady progress in diversifying its faculty, staff, and students in terms of ethnicity, gender, geographical location, and experience. New faculty hiring appointments in the next few years provide opportunities for increasing faculty diversity. In FY 2004, 19.2% of the college’s regular faculty are faculty of color and 38.5% are women. 39.39% of our students are women, but only 6.25% are students of color (excluding international students). 32.68% of our students are not from Minnesota and Wisconsin.

We are committed to increasing the diversity of our student body. CALA continues to support the Architecture Youth Program, which involves disadvantaged high school students in visiting design offices and working with CALA students on design programs. The objective of this program is to encourage disadvantaged youth to attend college. CALA provides about $10,000 to support this program annually. Since its inception in FY 1997, about 240 high school students have participated in the Architecture Youth Program. Of these, 12-15 subsequently enrolled in CALA.

CALA has a need for increased national graduate student recruitment and scholarships. In order to bring a diverse pool of outstanding prospective students to campus, we will need to increase our visibility and attractiveness through measures such as those described in section B. We anticipate that a national recruitment effort, together with the UNESCO program, will increase our student diversity. The UNESCO program, in particular, has the potential to increase the diversity of our students’ experiences and backgrounds.

Climate issues in CALA are addressed through communication. We established a staff consultative committee to keep the dean informed of staff climate issues. CALA staff attended a workshop on the respectful workplace over winter break. We will continue to maintain a high degree of openness in admissions and hiring to candidates from underrepresented populations; and continue to broaden curricular offerings from a cultural perspective. We will also assess current practices in awarding financial aid.

We intend to continue to realize the gradual transformation of the culture in the college that is ongoing. Our college has been built from academic units of relative professional focus and homogeneity into a dynamic and relatively diverse college (in its faculty and constituencies, if not yet its student body). Further efforts to broaden our global and national reach will only enrich our students and faculty assuming that we can afford the necessary investments.
E. Outreach and Civic Engagement

Outreach and civic engagement is integrated in all we do. Our pedagogy involves studios working on community projects, as well as having practitioners teaching as adjunct faculty. All of our research has a strong outreach/civic engagement component. Specific examples include:

- Studios held in conjunction with Habitat for Humanity
- Two proposals to COPE
- Designing and building low-income housing in St. Paul through the Wilder Foundation
- The Center for Sustainable Building Research’s website on energy-efficient windows
- Development of a sustainable design guide used by the building industry
- DCAUL’s image database, the purpose of which is to provide free high-quality aerial images of the Twin Cities region to civic and neighborhood groups, environmental organizations, design professionals, and news media. Civic engagement is evaluated by website hits and media coverage.
- Design Camp has reached over 200 teens in the two years since its inception. The purpose of the program is to introduce teens to the design process. The camps have received national coverage and video documentaries have been shown at several international design conferences.
- Big Urban Game, held in September 2003, engaged over 4,000 people as volunteers, on-line participants, and visitors. The purpose was to draw attention to design, most specifically to get people to see their surroundings with fresh eyes. Civic engagement was measured through participation, national media coverage, and connections with city council members and 15 neighborhoods. The Design Institute is currently creating a licensing scheme for the BUG as cities in the U.S. and Canada have expressed interest.
- Nine Twin Cities knowledge maps were published in 2003, which garnered considerable attention across the country. The Design Institute is currently creating a map distribution and information dissemination plan.
- Typeface Twin Cities was developed as part of the Twin Cities Design Celebration in 2003. The winning font, Twin, and the book of the project (Metro Letters) published by the Design Institute, have garnered worldwide media coverage.
- Student work with the City of Venice in the Port Cities study abroad program
- Hosting of international conferences
- The Continuing Professional Studies program continues to offer courses to practitioners—architects, landscape architects, contractors, and interior designers. Almost 2,000 seats have been filled in CPS classes since the first semester of offerings in fall 1999.

F. Enrollment Management

We continue to recruit and look to other ways to increase the enrollment in the B.E.D. degree program while instituting ways of meeting the continued high demand of our undergraduate architecture programs. Developing new tracks in this program, described in section B.6. above is one approach.

In an effort to meet continued high demand of our undergraduate Architecture programs and to assure degree completion in a reasonable amount of time the admission process for the architecture majors has been adapted to somewhat stagger our enrollment while still meeting the demand of as many interested students as possible.

The undergraduate design studios are the center of the architecture programs, yet their demand for space limits our enrollments. The department continues to look at creative ways of offering this experience to as many students as possible, trying to achieve a balance between demand and resources and our obligations as a land grant public institution.

Students with 90 or more credits
CALA is a non-freshman admitting college; all of our students transfer into the program. Most of our students complete their undergraduate degrees with between 120 and 130 credits and in 4 to 5 years.

Students who have completed 140 to over 200 semester credits fall into one of the following categories:
- Non-degree seeking students who have already completed at least one undergraduate degree
• Students pursuing a dual degree or double major
• Students who came to our majors late in their undergraduate academic careers with between 60 and 90 credits and need 60 or more credits to complete their degrees

Our retention of students with 90 or more credits is very high because, once they are admitted to CALA, they have declared their majors and are focused on completing their degrees. The few occasions that students drop out or stop out with more than 90 credits are usually due to personal issues such as finances, family emergencies, or health issues.

CALA has submitted materials and is working with the Office of the General Counsel to ensure that their admissions programs meet constitutional standards as set forth by the U.S. Supreme Court.

G. Facilities Issues

CSBR is currently housed in 1425 University Avenue. Its operations and the synergies of CSBR’s mission with other CALA units would be significantly improved by location within or near Rapson Hall. Due to past severe indoor air quality health problems in 1425 University, many of our faculty and staff cannot work in that building.

Our goal is to move out of 1425 University and have our studios in the classroom space in Rapson Hall, when other classroom space is built or renovated on campus.

We will submit a proposal for the Capital Oversight Group to construct a 20,000 square foot research facility on the flat roof of the 1960s wing of Rapson Hall, a building initially designed to take another floor. This facility will provide space for our Center for Sustainable Building Research, our landscape architecture research, our daylighting lab, our materials lab, and for our M.S. research assistants. Just as importantly, the facility itself will serve as a testing facility for research in green roofs and in building envelope and systems, for which our faculty are nationally known. This facility would provide us a place in which various systems and their interactions could be monitored and changed. The 20,000 square feet will cost between $4 and 6 million, depending upon the extent of the facility’s fit-out. If approved by the Capital Oversight Group, we will pursue private, foundation, and government support for this project.

While the Rapson Hall addition to the college has helped relieve our space shortage, the increased demand for our programs and research continues to create space problems. We currently have approximately 225 graduate and 275 undergraduate students in studios, while space in 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.

CALA is interested in utilizing space in the existing Bell Museum facility when the museum relocates. This is not as ideal a location as the classroom space in Rapson Hall or the link area between Rapson Hall and Mechanical Engineering. Should those spaces become available when other classroom space is built or renovated, we are interested in those spaces.

H. Other Financial Issues

An internal loan for $345,000 has been approved for CALA, by the provost. We submitted our proposal to use this money for building improvements and furnishing. We also have $400,000 in Foundation funds for building improvements. We have started to make some of these improvements and want to see how much we can accomplish with the $400,000 before acting on the $345,000 loan.

Tuition may be close to the market capacity for architecture and landscape architecture graduate programs. We sense that tuition cannot continue to increase by 10-20% each year. We will explore using more fees as tuition plateaus.

In FY 2004, we increased the tuition band in our graduate programs from 9-17 to 12-17. New students pay for the new band, continuing students pay for a lower band. In FY 2005, only one class will be paying the lower band (the third year students). By 2006, all students will be paying for the higher band, which more accurately represents the cost of providing graduate education.

I. Compact Development
The college’s departments and centers have produced strategic plans, a process that is ongoing. Faculty and staff have also created consultative committees to report to each other and the administration to build communication and consensus on future directions.

All faculty and staff have had an opportunity to provide input into the compact planning priorities and issues. Compact issues have been discussed at faculty and staff meetings, and preliminary drafts of the compact were distributed via email to all faculty and staff, with requests for input.

Historical Allocation Summary
FY1999 through 2003 Compact Investments

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**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.

K. Reports Summary and Allocation Summary
Faculty Sabbatical Support  
Grad School/Research Support  
Other Costs  
Total  

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* 3-year commitment  
**Partner with CNR which is also receiving $40,000 in FY03 & FY04