

University of Minnesota

FY2013 Compact - College of Design

1. What are the unit's key areas of strength and its comparative advantages?

As the most comprehensive design school – in a design city – at a research university in the country, the College of Design encompasses the full range of design disciplines, degrees and options, and is home to seven undergraduate majors, 19 graduate degree programs, and 10 research centers, including the Goldstein Museum of Design.

Our location, and association and community involvement with companies of all sizes that thrive on being design-oriented businesses, ensures that our work and instruction is interdisciplinary and tied to professionals throughout the larger design community. This gives our students a leg-up upon graduation.

However, since coming together as the College of Design in 2006, and after completing strategic plans for each unit in FY11, the common thread that ties our research, instruction and students together is our focus on socially responsible, community-based work: we do design for the 99%.

Beginning last fall, we have begun organizing around that common theme and working toward marketing this distinguishing trait through various channels. We believe that by continuing to help foster these characteristics, while also increasing our commitment to delivering instruction rooted in a three P's – people, planet, profit – approach, we'll continue to move our College in a direction for long-term success.

2. What are the unit's areas of concern and significant challenges?

A significant hurdle for the College of Design continues to be our **geographic split** between the St. Paul and Minneapolis campuses. When the College of Architecture and Landscape Architecture merged with the Department of Design, Housing and Apparel in 2006, the idea was a fully integrated College of Design that could build toward something greater. As noted in the Blue Ribbon Committee report of 2010, in past Compact requests, and, most recently during our capital requests meeting late last year, consolidating our college on one campus would increase faculty and student interactions and foster more interdisciplinary teaching in research.

While we've made great strides over the past 5-plus years, the fulfillment of a fully integrated College of Design that will live up to the promise outlined during the Wave 1 reorganization, will continue to be a significant challenge moving forward.

Based on the latest news that the Armory solution will not appear in the University's next three capital requests to the legislature through 2018, we have outlined potential short-term remedies in this compact request.

Another concern on the horizon is **declining applications and enrollments**. While many of our programs have seen growth in the past five years, as is the case with most of the University, we're concerned with the current drop-off and projections for the future.

As noted above, we are addressing that concern in part by better promoting and highlighting our comparative advantages. We are also doing more outreach outside of our geographic area and appreciate the University's work to do the same. In this document you will also find that our compact requests align with addressing this concern as well.

The long-term viability of one of the College's premier centers, the Center for Sustainability Research is at risk because of the need for financial stability. The increasing financial problems of the University as a whole put more pressure on every unit to be self-sufficient and to generate ICR revenue to cover administrative costs. However, most CSBR projects are funded through State and local governments, producing little or no ICR. Through a request for recurring funds (see addendum), we have plan to integrate CSBR more fully with the School of Architecture and ensure its long-term success.

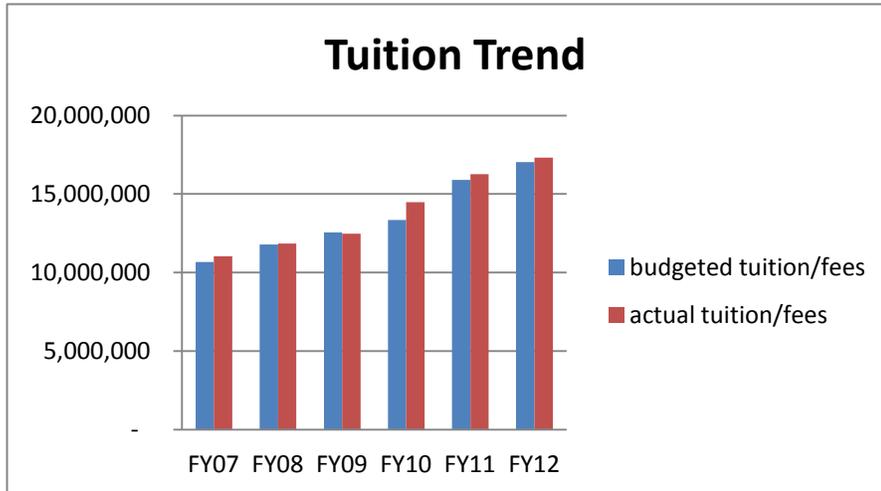
Our Department of Landscape Architecture co-manages a dual degree program with the Humphrey School of Public Affairs: **Master of Urban and Regional Planning**. This partnership is currently under review to ensure programmatic and financial equity for each partner.

3. What is the unit's vision or strategic agenda, as informed by the unit's Blue Ribbon Committee or equivalent effort, for the next three to five years?

- a. What priorities and goals were discussed in recent (approximately three years) compact discussions and what is the status of each? Describe the measured outcomes and impacts.

Strengthen core academic programs: We focused on our fundamental academic mission by investing in the core academic programs housed in the Department of Design, Housing, and Apparel; the Department of Landscape Architecture; and the School of Architecture. Our goal is to maintain the high quality of these programs so that we can continue to attract excellent students, retain fine faculty, promote outstanding research and public engagement, and remain competitive with our peer institutions. **We reinvested in our academic programs** in FY11 and FY12 using the increased tuition revenue generated by those programs. This allowed our programs to deliver a quality curriculum, expand capacity, and **generate more tuition** than budgeted.

Maintain fiscal solvency: **We achieved recent Compact goals** of addressing departmental structural deficits, **establishing tuition and deans' reserves, and increasing our tuition** through increased teaching productivity.



Invest in College infrastructure: Non-recurring Compact funding allowed us to move forward with creating a **state-of-the art Digital Fabrication Laboratory (DigiFab Lab)** and a **large-scale Virtual Reality and Visualization Lab** in Rapson Hall. McNeal Hall investments include the renovation of **computer classrooms** and the creation of an **open-Mac Lab** for our design students. We are also investing in state-of-the-art digital displays in our classrooms. These are necessary investments to existing space in order to remain competitive with our peers across the country.

Increase national recognition, recruiting and program rankings: Design is an agent for transformational change and interest in design thinking, innovation methods, and creativity tools has greatly expanded in many disciplines. Building on its current strengths, the College of Design is well positioned to reach new levels of national recognition. Program quality and stable funding is essential to this aspiration

Our goal is to be **The College of Choice** for students across the country interested in our disciplines. The Blue Ribbon Committee challenged us to build on and promote our brands, and we have taken aggressive steps toward this goal. Through our strategic planning efforts, every academic and research/outreach unit engaged in an exercise aimed at repositioning to (a) attract more students from across the U.S. and abroad, and (b) to compete for the most research funding possible. We have redirected our communications effort in the college, hiring a Director of External Relations who is leading our national marketing, communications and development efforts.

Support Innovative/Interdisciplinary Infrastructure: Design involves not only creative thinking, but innovative fabrication. Compact investments in the digital fabrication lab and the immersive

visualization environment will propel our college into the top ranks of digitally enabled design colleges, and we intend to build on that investment by engaging additional faculty, by ensuring that all students have access to the program and its facilities, and that we have adequate staff to protect the safety of students using the equipment.

b. What are the unit’s goals, strategies, and progress related to University-wide priorities?

Undergraduate Education

i. Academic profile and preparation of new high school and transfer students

New Student Metrics	
Fall 2011	Fall 2010
Freshmen HSR: 85.7	Freshmen HSR: 85.2
Freshmen ACT: 27.3	Freshmen ACT: 27.1
Transfer GPA: 3.25	Transfer GPA: 3.13

ii. Enrollment management

The College of Design recruits and enrolls undergraduates program by program based on academic match, space, and infrastructure capacity. Freshmen are recruited and admitted through the Office of Admissions and transfer students are recruited and admitted through joint effort with the Office of Admissions and program faculty through a competitive review process that is based on academic match, space and capacity.

Each year we work closely with each academic program to determine optimal numbers for incoming freshman and transfer students as well as optimal overall numbers for programs based on course size and type (studio V.S. lecture) and supporting infrastructure.

iii. Student success (including retention and timely graduation)

First Year Retention	
Fall 2010 entering cohort: 88.5%	Fall 2009 entering cohort: 89.1%*
*first year all programs admitted freshmen	

Graduation Rates	
4 year	57.5%
5-year	71.6%
6-year	NA

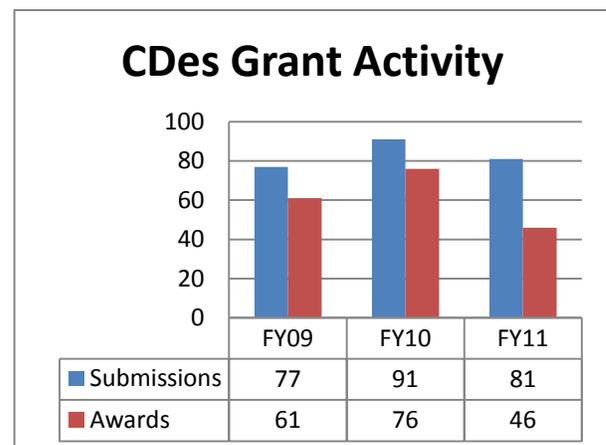
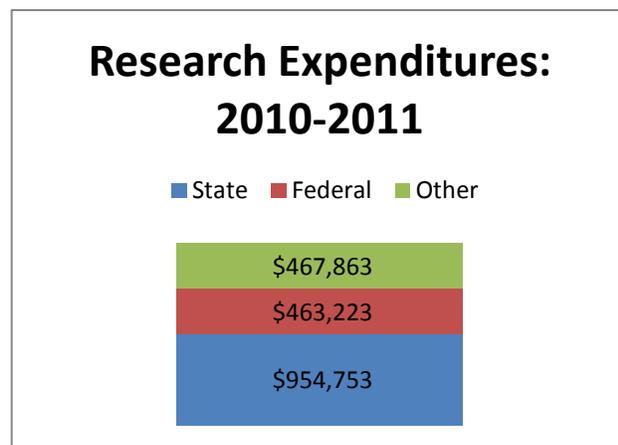
Graduate or Professional Education

To date, graduate enrollment has remained steady. That is likely to change in the near term. As mentioned earlier in the document, we are paying close attention to the national trend in declining enrollments, specifically in our MArch program. Our M.S. programs (Heritage Preservation Concentration and Sustainability track) have the capacity to grow, but it is unlikely that this growth will offset the decline in the professional program.

We have plans in place to focus attention on targeted marketing and recruiting. We continue to invest in technological tools (VR Lab, Digital Fabrication Lab) to ensure that we are as competitive as possible.

The enrollment situation is exacerbated by the lack of funding for our highest quality recruits. See below for a request for funds to assist in this regard.

Research and Scholarship



All faculty in the College of Design are engaged in research; six faculty in the department of Design, Housing, & Apparel are supported by AES and MES funding and receive access to research funding through their appointments. Substantial research is carried on in six college-level centers which develop their own operating funds, often in excess of \$2.5 million dollars.

A significant challenge for the College, both within the centers and seen in the research of the faculty is a general lack of funding in the disciplines of the College for research. While some areas have federally funded research, a substantial portion of the College, units such as architecture, can often only participate in a supporting role.

In addition, substantial areas of the College are engaged in creative scholarship and outreach that is supported by the State of Minnesota which does not pay ICR on their funded projects. Projects such as the development of a new state energy standard for buildings, development of

recreational trails in the State of Minnesota, or research on housing construction do not include indirect cost recovery; this limits the capability of research centers to seek additional funding opportunities.

The focus of research in much of the College is applied, and can also be described as outreach or engagement. Supporting the College's broader goal of design for the public good, CDes faculty have engaged in projects that include: design for the redevelopment of large iron ore pits in northern Minnesota; redesign of urban parks and neighborhoods to combat crime; design oriented creative activities in inner city neighborhoods; and planning aid to rural communities.

Equity and Diversity

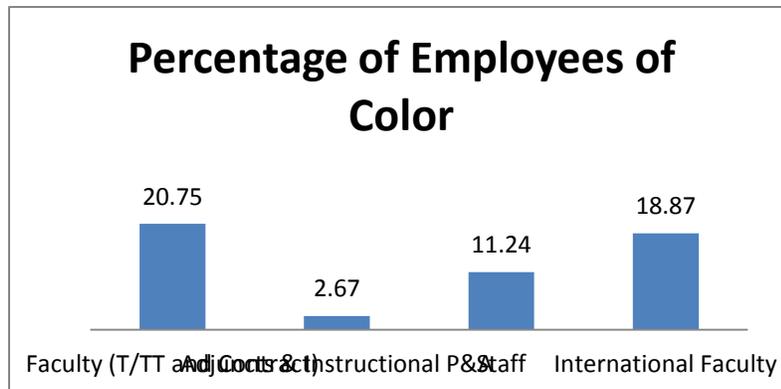
2011-2012 Students of Color

- Graduate: 10.6%
- Undergraduate: 12.6%

Staff have participated in diversity training in groups and individually, with members taking the IDI as a group and receiving training around the group's and individual's intercultural development. Staff members also have enrolled in the new OED Certificate program.

We partner with OED, local area schools (*Bruce Vento School in Saint Paul*) and outside agencies (*Big Brothers/Big Sisters*) to provide that introduces kids of color to the idea of college and how to think like a designer.

Employee Profile: People of color



Internationalization

The College of Design has one of the highest percentages of students studying abroad (8.8%). We continue to partner with the GPS Alliance on: *Curriculum Integration* efforts ensuring solid semester- and year-long study abroad options for our undergraduate programs; supporting specialty M- and J- term programming offered by our faculty for both undergraduate and

graduate students; supporting half semester and full semester faculty-led programming including spring semester in Oaxaca for undergraduates, a professional architecture student service trip to Haiti to assist with infrastructure reconstruction; a graduate landscape architecture/architecture program to study urban form and urban design on the water's edge; and the newly launched freshman seminar abroad initiative.

Public Engagement

Design is, at its core, working for the public good, and the work of all fields of the College of Design involves engaging with the public, communities, and individuals. Design recognizes that we work in the public interest, and that we have responsibilities to broader world. Our faculty work with schools in helping students learn design thinking; they work with shopping areas to develop better means of retailing; they forecast the housing foreclosure crisis; and they teach and train to mitigate deadly and common radon gas in homes.

While most faculty are engaged with projects outside the University, the Centers of the College also are substantial source of external efforts. These range from trail planning throughout Minnesota, development of energy standards for the State, planning for the historic preservation of the ancient public squares of Zanzibar, and research and training on the design of surgical systems and procedures.

The College of Design is recognized internationally for its efforts in public interest design and engagement. The College of Design has, through its strategic planning effort, declared a substantial effort in design for all; Public Interest design is being investigated as a potential new major in the College; substantial funds are supporting work in design thinking and communities.

What are the unit's top priorities that will be pursued over the next three to five years?

As noted at the outset, based on the strategic plans of each of our units, we're working toward an enhanced recognition of our distinguishing traits, while also increasing our commitment to delivering enhanced instruction; focused on ensuring our students, upon graduation, understand and are prepared for the social, environmental, and economic ramifications of each problem they address and every decision they make in their work, and be capable of both conceiving and implementing unique ideas through actionable plans, projects and strategies.

As part of that, we've put our money where our mouth is by recently sending out an RFP focused on gathering the ideas of faculty and staff where work can align with our enhanced vision and way forward to the future. This investment falls in the range of \$125,000 - \$150,000. We received proposals totaling nearly \$350,000 – further evidence that our College is overwhelming motivated to fulfill our vision.

Along those lines, we're also investing in what's known as Public Interest Design - design for the 99%. We're currently working on a case study – due out in March – that will detail the national 'lay of the land' in the field, what's already happening here at the university in this area, and how our College can take advantage of the opportunity moving forward in the

future. We believe this is an area ripe for growth, it builds on work we're already doing, and aligns with our vision for a way forward for our College.

The areas of Geo-Design, Service Design and Experience Design do as well. We're continuing to work with partners in and outside of the University and currently believe that with very little investment, we will be able to continue down the right path as a College in the next 3-5 years.

Addendum: Funding Requests/Significant Financial Concerns –

Items representing an absolutely critical need or unique opportunity for program funding – Address a true “academic” programmatic need or opportunity rather than an administrative or structural issue

Priority # : Sustainability (CSBR)

Requesting \$200,000 recurring and \$75,000 non-recurring funds to support T/TT position

A critical need for the College of Design deals with the directorship of the Center for Sustainable Building Research. The director of our largest center in the College will be resigning in December 2013 and will need to be replaced. Currently the position is funded solely from direct engagement in grant activities; ICR is not available on most of the center's work. Support is sought for a permanent, tenured faculty line housed in the School of Architecture to serve as director of the Center.

Should a new director not be hired, it is anticipated that the work of the Center will be substantially harmed and close. The work of the center core to the academic mission of the College, and all units would be affected by its closing.

Note that a substantial percentage of the work of the center is for clients who are unable or unwilling to pay ICR [which would support a director]. Paramount among these clients is the State of Minnesota, for which the Center does the majority of its work in the areas of energy sustainability and building research. These areas are critical to the health of the State but only direct work is compensated by State funds.

Sustainability may be the central, core understanding of the design fields. It touches all aspects of our College and is critically essential to society as a whole. Sustainability is recognized by the College as essential to our curriculum and offers a range of courses and degree programs that help students learn in this area.

Priority # : Product Design

Requesting \$150,000 recurring and \$150,000 non-recurring funds for T/TT position:

A new Product Design Program was established with compact funding provided in 2008. The program has had a very successful beginning, and our initial expectations have been met. We are now seeking to expand the program by introducing undergraduate minor and major programs. We presently have only one faculty member developing and teaching in this program. We request \$150,000 recurring for a second T/TT position to provide additional teaching and administrative support for the growing program.

The success of the product design program hinges on powerful connections among design, engineering and business. The program will become known for its innovative and highly integrative approach to research and education and will advance CDes' commitment to sustainability and social engagement and the University's strategic positioning goals through a creative and critical engagement with the economic, social, technological and ecological processes through which goods and services are conceived, developed and used. As one of the few such programs in a major research university, it will leverage our current strengths, attract top students and faculty, and raise both the College's and University's standing in research in design. Working in partnership with the private and public sectors, our product design program will be a key economic engine for the region as design becomes ever more important in global competition.

Priority # : Space

Requesting \$300,000 non-recurring funds for an academic technology investment pool:

The College of design will be on two campuses for at least another decade. We want to move ahead with piloting new ways of using space and engaging the digital environment to explore new ways of teaching and learning. We anticipate using less space in the process of rethinking it, and yet, because of the one-year delay in reducing the cost pool charge for space, it provides no short-term incentive for reducing our space use or for encouraging faculty, staff, and students to do so.

We also see an opportunity in our two-campus location to prepare our students for working in virtual teams across the globe. We would like to invest in digital communication equipment like that which our students will encounter in the work world that would enable them to work on joint projects simultaneously on the Minneapolis and St. Paul campuses and across disciplines. We see the ability to work in virtual teams as a key skill that our students will need in order to thrive in the increasingly global nature of the design economy.

This non-recurring request would serve as an investment pool to be used to invest in equipping faculty and staff with the digital technology they need to work in more flexible and less space-intensive ways. It would also provide a funding source to enable us to invest in new kinds of furniture and equipment needed to enable us to work and teach in new ways. We have asked for a non-recurring amount because we believe that, with this one-time investment, our new use of space will pay for itself in a recurring way through lower on-going cost pool charges.

Requesting \$500,000 non-recurring funds to preserve the unique GMD Collection

The only comprehensive design museum in the Midwest, GMD plays a crucial role in object-based teaching and research through the preservation of cultural heritage and design artifacts. However, this essential teaching resource is experiencing a dramatic lack of space. Most critical is a congested room constructed in the expansion of McNeal Hall that contains 45% of the collection - over 8,000 items of historic apparel plus 6,000 flat textiles - in the original 1976 fixed wooden cabinets. This space houses some of the objects most often used by faculty for

class study and requested by visiting researchers. It also includes some of the most fragile objects in the collection. Replacing the current cabinets with a compact storage system, cabinets that move to open an access aisle, will maximize the available space, enhance object preservation, and expand access for faculty and students. This museum-quality metal system is also a long-term investment that is transportable when CDes' McNeal Hall operations eventually move to the Minneapolis campus.

Assessing increases in graduate programming due to recent decentralization of the Graduate School

Requesting \$305,000 recurring funds to support Graduate Education

Although the recent decentralization of the Graduate School has resulted in some efficiency due to changes in areas such as handling of applications, our overall workload has increased. We recently reconfigured a vacant position in the School of Architecture to provide assistance to the DGS, but additional support is needed. The departments of Landscape Architecture and Design, Housing and apparel are also asking for additional help. In order to efficiently handle the increased workload we are asking for a recurring amount of **\$80,000** to provide a new college-level position that would handle the consolidated needs of all departments.

A second result of the decentralization has been the continued disadvantage that we have experienced as a college with primarily professional programs, and only a small number of doctoral students. We presently contribute about \$330,000 to the graduate school pool for Block Grants, First Year Fellowships and Doctoral Dissertation Fellowships. We have typically only received back approximately \$125,000, primarily because the metrics have favored Ph.D. programs. We recognize that there is some potential for a more equitable distributions onetime in the future, and are very willing to complete with other programs based on metrics that don't inherently disadvantage our professional programs. We are asking for a recurring amount of **\$225,000** until metrics are created that respond to the realities of professional programs.