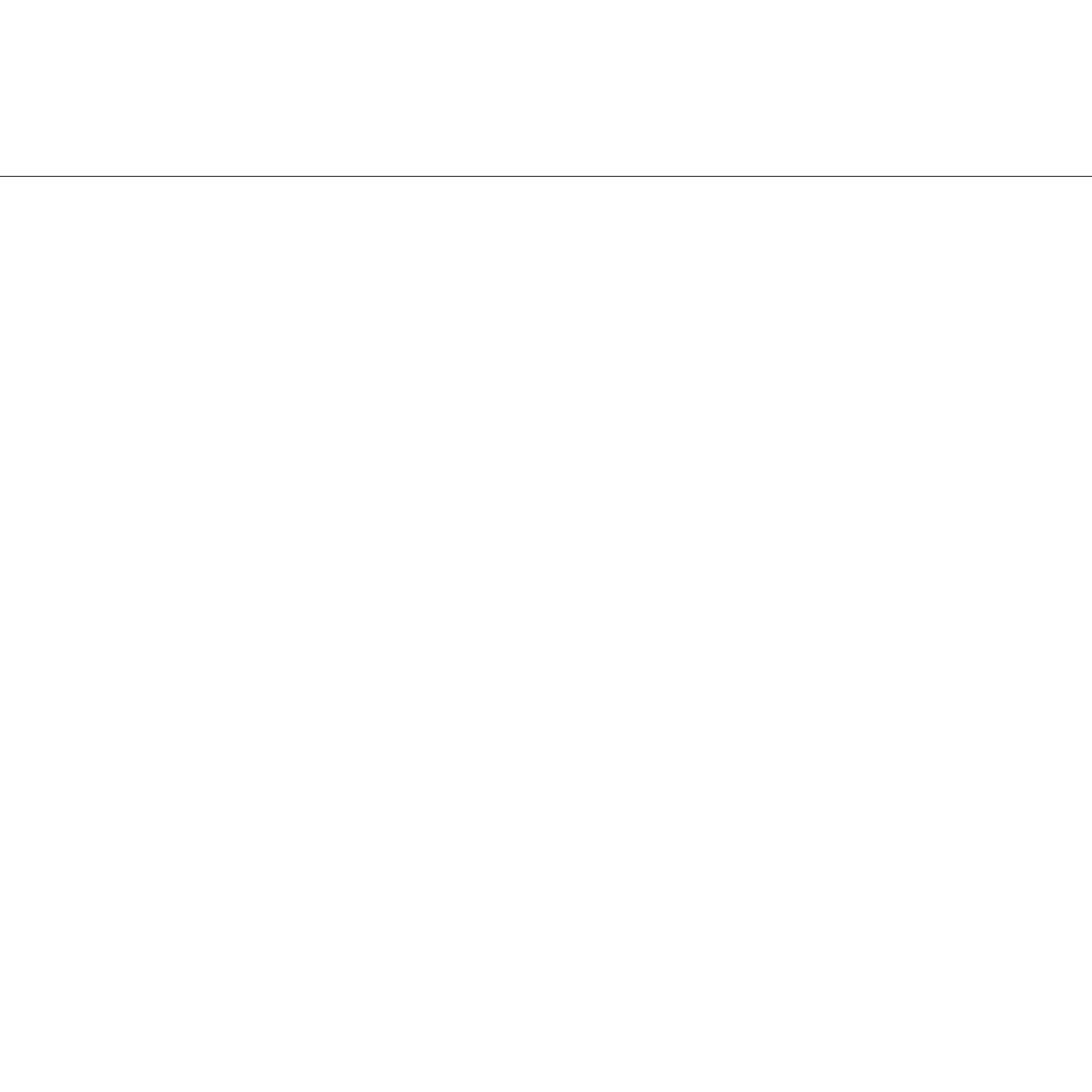


NC STATE UNIVERSITY COLLEGE OF DESIGN

# COMPACT PLAN







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## » FOREWORD

### DEFINING THE THIRD DOMAIN OF KNOWLEDGE ON CAMPUS

**T**he domain of design knowledge is emerging as a distinct discipline with a history and a manner of thinking and doing that constitutes the third point of the triangle of human accomplishment complementing science and the humanities. It is a position emerging from design practices demonstrated in studios and progressive design offices and evolving within progressive institutions around the world resulting in the development of the D School concept. It is a question being fervently pursued as every segment of business and social inquiry is attempting to understand the evolution of creative thought and action to address critical societal issues. As the domain of design knowledge is gaining greater presence among prestigious academic institutions and in industry, we do not find the awareness of this paradigm on our campus. This is an indicator that must be changed for the campus to understand and realize the potential of the College of Design. It is an indicator we must address to stimulate the growth and accompanying resources that can foster the leadership position that is expected of the College. The development of the design domain complements a strong tradition on the NC State campus dedicated to the scientific method and the pursuit of science, technology, engineering and mathematics defining our world in ever greater detail and with an understanding of its underlying physical properties. The development of the design domain presents a counterpoint to the study of the humanities dedicated to providing a social and ethical context for the pursuit of knowledge. To study design is to consider what does not yet exist. It is an endeavor that anticipates what is to come.



To study design is to  
consider what does not yet  
*exist.* \_\_\_\_\_

It is an endeavor that  
anticipates

### *A Culture of Collaboration*

The College of Design is committed to a culture of collaboration. Presently, joint degree programs are offered with the Colleges of Humanities and Social Sciences, Textiles and the UNC/CH Department of City and Regional Planning.

Others are emerging such as programs with the College of Natural Resources. The College is also engaged in partnerships with the Colleges of Engineering, Management, Textiles, the UNC/CH School of Medicine, and WakeMed Health and Hospitals. The College is also active in the community with a Downtown Studio, the Contemporary Art Museum and a growing relationship with the Marbles Kids Museum organization. In addition, the College continues to seek and is involved with a variety of subjects involving North Carolina Cooperative Extension.

**Clearly, the College of Design Community has grasped the importance of collective intelligence.**

what is to come.

## THE ENVIRONMENTAL SCAN

**T**he College of Design exists in a context of professional and social transformation. This is a time when the assumptions regarding design education are under serious reconsideration. With the changes under way, the College must develop an operational model for a complex design community to confront its own time with the courage and insight that characterized its beginning. Design education in this context must connect with industry and related design professions to address the increasing demands placed on graduates who seek more meaningful roles in their work lives. In this environment, demands are placed on faculty and students to act with an agile spirit embracing rapid change with no promise of success.

The College of Design has an important role to play in the societal shift from a consumption paradigm to a sustainable paradigm, a shift that is being forced upon us by the physical limits of our environment. In order to achieve this difficult task, the curricular programs in the College must teach students to be proficient in design thinking approaches that are simultaneously effective in generating positive social, economic and environmental outcomes. Rather than being a simulacrum of a 75-year-old revolution in thought, the College of Design community must validate through continuing accomplishment, the position of **Design as the Third Domain of Knowledge** within the academy.

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## *The College of Design must address:*

### » Societal imperatives challenging the relevancy of design define the expectations to:

- Respond to a society that is becoming extraordinarily complex
- Expand access to the College for a diverse student population
- Internationalize the student experience
- Expand life-long education
- Establish a collaborative culture of scholarship and engagement
- Utilize new instructional technologies and techniques
- Seek partnerships across the campus

### » A transforming student body requires new approaches. Students today:

- Are digitally literate
- Demand more service from faculty and staff
- Have fiercely competed educationally from an early age
- Address pressures that undermine an innate love of learning
- Range from wealthy to financially disadvantaged and may themselves be parents

### » An agile posture is required to:

- Connect with rapidly transforming industries and professional offices in private and public settings
- Prepare students for success and excellence within a rapidly transforming culture
- Accept accountability for educational outcomes that include interdisciplinary approaches
- Understand the implications of increasing parental scrutiny and expectations
- Respond to the requirements of federal research institutions and accrediting agencies

## section 2

### THE CONTEXT FOR PLANNING

#### *Key Findings from Recent Program Reviews*

The following strengths and weaknesses reflect statements made within recent reports provided by national accreditation reviews conducted by the National Architecture Accreditation Board, the Landscape Architecture Accreditation Board and the National Association of Schools of Art and Design for Graphic Design and Industrial Design.

#### STRENGTHS

College-based selective admission process leads to an exceptional student body

The multidisciplinary context of the College provides a comprehensive curricular experience

The College has an excellent infrastructure of staff support and a diverse and accomplished faculty.

The NCSU Libraries and its relationships with regional institutions

Although constricted, the facilities provide for an enriched 24-hour studio culture

The College has a well-developed international studies experience

The College has extensive connections to the design professions

There is a growing research and sponsored project culture in the College

#### WEAKNESSES

There is insufficient collaboration among the academic units of the College and the campus.

The College offers few courses to the University that meet general education requirements.

Too few faculty are involved in research, extension, sponsored projects and scholarship

High teaching and service loads hamper faculty scholarship and outreach efforts.

The facilities allocation makes interdisciplinary activity difficult: there is a need for dedicated research and demonstration space, a larger branch library, and office and classroom space.

There is a deficiency of College operating, Graduate Student Support Plan (GSSP), and scholarship funds.

## DASHBOARD MEASURES

» THIS SECTION IS A SYNOPSIS OF COLLEGE PROGRESS ON SELECTED UNIVERSITY MEASURES.

### *Faculty Percent Female / Staff Percent Female / Student Percent Female*

There is progress in the hiring and promotion of women faculty. There is a need for appointments in the School of Architecture. There is a substantial representation of women among College support staff. The population of women in the College is 52 percent.

### *Faculty Percent of Color / Staff Percent of Color / Student Percent of Color*

The College has made progress in the hiring of faculty of color. There is a need for the hiring of faculty of color in the School of Architecture. There is good representation of people of color among the staff. Students of color represent approximately 7%. The tenured / tenure-track faculty is 41.3% female and 19.6% of color.

### *Faculty Percent International / Staff Percent International / Student Percent International*

The faculty is 4.3% international, the staff is 0% international, and the students are 6% international.

### *Mean Salary Increase White Male Faculty / Mean Salary Increase Female Faculty / Mean Salary Increase Other Male Faculty*

The mean salary increase for white male faculty was 15.1%, influenced by the hire of a department chair, for female faculty 8.9%, for other male faculty was 7.9%. The mean salary increase for female T/TT faculty was 8.2% compared to 7.9% for other males.

### *Actual / Targeted Headcounts*

Although targets were established with some growth in mind, no new resources were available to continue growth, and the plans were not implemented. Therefore undergraduate enrollment is 94% of target. The master's level is 100% of target. The PhD Program is 76% of target.

### *Undergraduate SCH / FTE Instructional faculty*

The undergraduate SCH/FTE ratio is 223. This number is relatively constant across the years.

### *Graduate SCH / FTE Instructional Faculty*

The graduate SCH/FTE ratio is 85. This number is relatively constant across the years.

### *Instructional Expenditure Dollars / SCH*

The instructional expenditure dollars per SCH is \$481.

### *Development Receipts*

The 2006-2007 development receipts will be approximately \$1.2 million compared to \$432,884 in 2004-2005.

### *Research Expenditures*

The 2006-2007 research expenditures are expected to be \$750,000 compared to \$609,000 in 2005-2006.

### *FTE Graduate Students / FTE Faculty*

This ratio is rising and is presently at 1.53. There is some concern in the College about this.

### *Seniors Quality of Instruction in Major*

This response remains in the 90% range.

### *Alumni Pursuing Further Education*

The number of alumni pursuing further education remains in the 75% range since a master's degree or additional one year to achieve a Bachelor of Architecture beyond the four-year degree is required for licensure.

### *Alumni Working Full Time*

Survey numbers are unreliable, anecdotally this is the most attractive hiring market in the design professions for more than 50 years.

### *Retention Rates*

The second year retention rate is 94%. The six-year undergraduate retention rate is approximately 85% from year to year.

### *Seniors Participating in Co-op, Internship*

Seniors participating in co-op experiences ranges from 35 to 40%.

### *Students Participating in International Studies*

Students participating in international studies ranges from 40 to 45% annually.

## » FORECAST

### *Outside Trends of Influence*

**T**he College of Design community is challenged by external forces as never before. The demand for design extension assistance is placing considerable pressure on academic programs. Evolving technology in the professions is demanding a response in curricular experience and program support. Environmental concerns are being reflected in the expectations for the College to lead in research and professional preparation on the subjects of sustainability and regenerative practices. There is an increasing demand for the College to teach collaboration as a fundamental proficiency of a design education.

#### *Growing Expectations for Engaged Activity*

Building on a tradition of service learning and applied scholarship, the concept of Design Extension is evolving from the expressed need of individuals and communities who engage the College by seeking assistance for economic development and entrepreneurship initiatives. The College is expected to act as a “think tank” on community and economic development, providing for individuals of varying capabilities.

#### *Evolving Technology*

New technologies, particularly digital information management, simulation and analysis systems, rapidly transform the conduct of the design professions. The implications of new technologies on design outcomes also include the social practices and values represented by the introduction, application and evaluation of new tools and means for doing things in people’s lives. A design school of the 21st Century must address the adaptation of traditional practices to new tools and technological systems; the development of new technology; and the social, cultural and economic consequences arising from the rapid acceleration of technological influence in everyday life.

#### *Issues Surrounding Sustainability*

The College must prepare students to generate, apply and test new knowledge to address the quickly increasing challenges of urban growth and development. This encompasses learning and applying strategies and methods in design and development of healthy and sustainable communities. At the forefront are issues related to water consumption and waste management, energy consumption and stewardship of precious natural resources and infrastructure. This challenge, for example, demands the development of courses and evaluative strategies that will require students to learn the means to design buildings that will be carbon neutral in their need for electrical power and landscapes that accommodate growth. This must be accomplished while being mindful of water resources, infrastructure costs and quality of life.

#### *Diversity*

Over the past decade the College of Design has experienced significant maturation in the diversity of culture, race, gender and intellectual pursuits. But more remains to be accomplished. The College has not only continued to conduct student recruitment activities but these efforts have been expanded. The diversity of the student population has never been greater but clearly there must be a greater effort to recruit and retain African-American students. It is the fundamental aspiration of this plan to secure a truly diverse design community, and, as a result of this, to enhance the education experience of the students.

This Compact Plan represents a comprehensive college-wide effort to address issues that will enhance and improve design education for students. It will further underscore the College of Design as a top design college. Every aspect of the planning process was carefully thought through and deliberately challenged so that we would critically examine our commitment to educate and train students who will interface with a rapidly changing society. The need for additional student resources, recruitment of diverse faculty and students, and stronger community visibility were well received and supported in this document. I look forward to the fruition of initiatives set forth in this Compact Plan and I am pleased to have had the opportunity to participate in the development process.

**MARVA C. MOTLEY** | Assistant Dean | Student Affairs

## » FORECAST

### *Impending changes*

**T**he College will experience the growth of a more diverse student population, an increased graduate population, an expectation for an interdisciplinary culture, the demand for broadened curricular offerings, a focus on sponsored projects and research, and the need to develop a plan for refreshing the faculty through development and transition.

#### *Student Body More Diverse*

The student body is becoming more diverse. The proportion of in-state to out-of-state students remains considerably higher than the University experience (27 states are represented). There is an increasing population of African-American students and a growing interest in the College by other minority groups.

#### *Growing Graduate Population*

The College is expecting an increased graduate population requiring increased graduate service, additional graduate student support plan positions and new strategies for recruitment. There will be a need to match faculty appointments, facilities, scholarship and sponsored projects with student admissions.

#### *The Expectation for an Interdisciplinary Culture and Course Offerings*

Students and faculty expect that the College is inter- and cross-disciplinary. As a result the College is experiencing a demand for broadened and interdisciplinary curricular offerings at many levels both from the students of the design disciplines and from the University community at large. This requires of the College to have a more agile operational model.

#### *Focus on Sponsored Projects and Research*

There is a demand for the faculty to increase scholarship, research and sponsored-project activities. This imperative relates to a growing graduate culture in the College and the expectation that the College community will lead in the development of new knowledge.

#### *The Growing Influence of International Culture*

The College must develop a strategy to address a world culture that is smaller, faster and competitive. Students must learn to live and work in a world that will be fully integrated in a complex social, political, religious and business mix demanding an agile posture and continuous learning.

#### *Faculty Development and Transition Strategy*

The College must develop a strategy to both provide the opportunity for existing faculty to refresh their area of expertise and to plan for a transition to aid retirement while maintaining a strong faculty culture. There is a specific need to recruit African-American faculty for the School of Architecture.

The College's Compact Plan was developed over the past 1.5 years by the College's Administrative Council and faculty from all the academic units. It provides the broad context, analysis, and strategy for the direction of the College over the next three years. As Head of the Department of Landscape Architecture I am very pleased with the process we participated in to develop the plan. It builds upon the historic and current strengths of the College and recognizes the areas needing attention. The plan positions the College to prepare its students for the diverse and the anticipated and unknown societal changes, needs, challenges, and opportunities that lie ahead. It recognizes the fact that while we have numerous and diverse areas of interest and expertise, we share many values, goals, and skills through design.

**GENE BRESSLER** | Department Head | Landscape Architecture

# MISSION STATEMENT

## section 3

» THE COLLEGE OF DESIGN COMMUNITY MISSION STATEMENT IS A GUIDE TO THE REALIZATION OF SHARED GOALS.

The College of Design integrates practical, ethical & aesthetic thought & action to enhance the meaning & quality of life through the creation of knowledge informing the critical study of artifacts & places.

## GOALS

**T**he College of Design community has derived five goals guided by the themes of College operations, environmental well-being, inclusion, design inquiry and diversity to serve as focus areas for growth and development. These goals provide perspective for the development of shared College action items. It is intended that these goals should find fruition in every aspect of the College. Progress toward the realization of each of the goals will be considered an essential aspect of the ongoing College assessment program.

» *The College of Design Community commits to enhance the creative and scholarly experience by*

**FOSTERING AN ADMINISTRATIVE SERVICE CULTURE.**

- Establish an administrative service culture
  - Reconfigure and redeploy administrative positions
- Enhance operational budgets
  - Address operational losses resulting from a decade of budget reductions
  - Build operations, scholarship and TA/RA support endowments
- Address the need to maintain a College Neighborhood
  - Establish the Design Café as the meeting place of the College Neighborhood
  - Bring the idea and importance of place as a laboratory for ideas to all of the University
  - Enhance the security of the College Community
- Address facilities and equipment needs and deficiencies
  - Create a research and demonstration space to support faculty scholarship and research
  - Meet appropriate HVAC and information technology requirements for all spaces
  - Assure leading-edge technology in all College instruction, scholarship, research and communication

» *The College of Design Community seeks to advance and apply the body of knowledge of the design disciplines in service to society to improve the quality of life for all by* **EMBRACING INCLUSION.**

- Expand extension capabilities and service-learning opportunities.
  - Partner with other units within NC State, the University system, industry and professional organizations
  - Expand community and industry-based relationships
  - Develop interdisciplinary research activities with external collaborators for faculty and students
  - Develop research and degree-granting programs to address critical issues in the state
- Foster new curricular and life-long learning programs
  - Develop professional continuing education programs
  - Develop courses leading to degree options and certificate programs
- Enrich and expand Design Guild functions within the College
  - Support existing advisory boards and encourage the establishment of others for all units

» *The College of Design Community integrates knowledge, people, practices and community through teaching, scholarship and application to* **SECURE ENVIRONMENTAL WELL-BEING.**

- Commit to sustainable and regenerative practices
  - Use sustainable materials and practices in all ongoing facilities and equipment projects (didactic examples)
  - Foster in students a sense of ownership and responsibility for this place (stewardship)
  - Build relationships with College, University, community and industry partners
- Reform, revise and create curricular offerings
  - Encourage collaborative and innovative course delivery among the academic units
  - Foster strategic shared appointments among multiple departments
  - Establish dual degree/certificate program options
- Support faculty and student scholarship
  - Create incentives for undertaking research: seed grants, teaching/research appointments
  - Establish operational policies to facilitate research activity within the College of Design
  - Seek an endowed professorship in this area of expertise

» *The College of Design Community wishes to become a **COMMUNITY OF INQUIRY** through exploration and education communicating the creative search.*

- Foster design pedagogy across campus to further collaboration and cross-disciplinary opportunities
  - Continue the development of the Design Studies curricular option
  - Create an open studio culture with exhibitions, final reviews with common deadlines, high profile representatives of each discipline as visiting critics, students and faculty attending all final reviews
- Establish and support a spirit of interdisciplinary education
  - Consider alternate scheduling of courses and studios matched with innovative teaching pedagogies
  - Define areas of commonality among the academic units for shared teaching opportunities
  - Foster the acceptance of an international studies requirement for graduation
  - Establish special certificate programs with distance and Web options
  - Establish a new master's degree program overseen by the Ph.D. faculty
- Encourage discourse and research on design
  - Establish a faculty lecture/seminar series inviting the faculty to present their work to the College
  - Create an annual journal of faculty/student scholarship
  - Prepare students to engage in design teaching as a career
  - Explore the impact of technology on the quality of life
  - Expand University GER course offerings
  - Connect extension and engagement programs with the research, scholarship and coursework of faculty
- Develop a well-crafted message to a diverse community
  - Establish clarity regarding the College identity in all forms of communication from all College units
  - Expand the College Web presence as an information/assistance strategy
  - Expand Diversity and K-12 outreach initiatives
  - Utilize the Contemporary Art Museum as a common outreach and extension vehicle

» *The College of Design Community will realize a diverse community of students, faculty and staff representing the rich possibilities of culture, race, gender and intellectual pursuits.*

- Administrative (1110) and staff (1210) positions will represent a diverse community
  - Seek, and realize, diversity in the leadership positions with every search
- Faculty(1310) and professional (non-teaching 1310) positions will represent a diverse community
  - See to the appointment of African-American faculty members in tenured and tenure-track positions
  - Seek women, and women of color, faculty to recognize the changing student population demographic
  - Work with professional organizations to recruit African-Americans and minority populations
- The College will seek a diverse student community
  - Expand diversity recruitment through summer camps and workshop strategies
  - Increase need-based scholarships
  - Work with professional organizations to recruit African-Americans and other minority populations
- The Education Experience
  - Achieve a diverse representation in visiting lecture programs
  - Include the contributions of diverse intellectual traditions in curricular development
  - Address the concerns of minority communities in the projects and assignments required of students
  - Embrace service-learning initiatives to engage and recruit from diverse communities through the relevance of student work to societal needs
  - Develop leadership skills connecting a diverse population with opinion-shapers and policy makers

## section 5

### COLLEGE ORGANIZATIONAL STRUCTURE

The College of Design is proposing the development of an organizational format to focus administrative efforts on the evolution of a service culture. It is intended that this culture will enable the academic units to pursue aspirations related to curricular patterns, research and scholarship activities, extension and the creation of outreach programs. This organizational model proposes that the defined tenure home for faculty continue to be expanded to include the affinities, such as the Ph.D. Program, Design Studies and Design Fundamentals and areas of scholarship and engagement that reinforce the general themes. The intention is to foster an agile culture in contrast to silos of interest.

#### *Evolving a Model of Collective Intelligence*

Founded on a culture of collaboration, the College of Design administrative structure must be developed as an agile structure. It must be a way of thinking and doing that fosters networks of work beyond traditional silos. It must be a structure that builds on the intelligence and experience of every member of the College network. This model must allow for a continual process of reconfiguration of the units and people of the College as a way to remain content, rather than bureaucratically, focused in a time of change. When we as a College assess our capability as individual units it is true that we lack the depth necessary to address certain content areas. However, when we see ourselves as part of a larger College and look for the commonality among us we find areas of substantial depth. It is through collaboration that this plan is seeking depth in our thought and action to foster a leadership culture.

The Compact Planning process represents a time when the College looks forward to what will define leadership in the strategic environment. We can either whine about challenges of the past or roll up our sleeves for the hard work of making things happen. It is risky to take action for what is yet to come, but designers live in imagined futures. I'm glad this plan talks about responsibility and opportunity.

**MEREDITH DAVIS** | Program Director | Ph.D. in Design + Design Studies

One of the most important challenges facing all academic units of the College of Design today is to strive for positions of leadership in a multitude of aspects of sustainability. In light of this challenge the Compact Plan is a useful instrument to articulate issues, to set priorities, and to develop the resources necessary to meet this collective responsibility. It is the only way we have to affect change and to transform challenges into new opportunities.

**PAUL TESAR** | Department Head | School of Architecture

## *Evolving a Model of Collective Administration*

The College organizational plan is founded on collaboration and delegated authority. It is intended that this structure will enable decisions and operations to be undertaken by those with the knowledge to facilitate actions without undue bureaucratic processes. College operations are overseen by assistant and associate deans with the authority from the dean. This organization includes the following positions:

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### *Associate Dean for Undergraduate Studies and Academic Support*

This reorganized office will serve students and faculty related to undergraduate programs. This individual serves as the director of the First Year Programs. However, it is also the responsibility of this individual to oversee special academic support programs and units such as the Information Technology, Advanced Media, Materials, Print, Weaving and Press Laboratories. It is also the responsibility of this individual to oversee all College facilities.

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### *Associate Dean for Graduate Studies, Research and Extension*

This reorganized office will serve graduate students and faculty engaged in an extensive program of research, sponsored programs and community-based service learning. It is intended that this Associate Dean will stimulate increased scholarship among the faculty and seek to grow the involvement of all students, particularly graduate students, in scholarship and research directed by faculty.

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### *Assistant Dean for Student Affairs*

This reorganized office will serve students from recruitment and admissions, to special services including course scheduling, advising and international studies, to the management of counseling and special programs.

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### *Assistant Dean for External Relations and Development*

This reorganized office will serve the College community in the effort to secure endowment growth, special programs involving the related professional organizations, a growing continuing education program, a significant communications program that includes traditional publications as well as an increased Web presence and an electronic newsletter.

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### *Assistant Dean for Administration*

This reorganized office will serve the College community by directing the administrative staff related to the academic units, by overseeing all budget management including State Appropriated Funds, private contributions, grants and contracts and funds derived from special programs including continuing education offerings. It is also the responsibility of this individual to oversee all administrative and budget operations derived from the Prague Institute.

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### *Special Note*

It is intended that through this administrative organization it will be possible to assign a graduate assistant to every tenured and tenure-track faculty member of the College to facilitate scholarship as well as to assist with special committee assignments.

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The academic units are overseen by academic heads with direct authority over the curriculum and are responsible for faculty management with delegated authority from the dean. Each of the academic units have designated faculty lines and a distinct operating budget related to the delivery of curricular offerings. Issues of facilities, faculty computing and special teaching laboratories are resolved by the responsibility of assistant and associate deans already noted in this section. Support staff for the academic units will be managed by the Assistant Dean for Administration in a academic unit service pool arrangement. This academic unit organization includes the following positions:

- Head of Architecture
- Head of Art + Design
- Head of Graphic Design
- Head of Industrial Design
- Head of Landscape Architecture
- Head of the Ph.D. Program and Design Studies

The development of this structure has evolved from a lengthy consideration of College operations as well as the desire to foster a collaborative community by lowering the boundaries among the academic units. It requires of the community the willingness to think beyond traditional academic unit administration.

## section 6

### ACTION ITEM ONE

#### *An Administrative Service Culture*

**I**t is necessary to obtain additional operating resources and facilities to address instructional programs, opportunities for faculty development and a growing demand for service to the state of North Carolina. We are also seeking a commitment to the addition of new facilities to meet an increasing student demand reflected in the exceptional quality of applications. It is important to understand the need to recover operating budget funding lost over the past decade. The College of Design is a small academic unit. The size, while frequently advantageous in academic relationships formed among students and faculty, can be a disadvantage as the opportunities for flexibility are constricted in a tight operating context. The need to remain current with emerging technologies further aggravates the situation. There is little opportunity to provide faculty development dollars or teaching assistants.

## » *Projected Needs*

- International Programs Position
- Assistant Director of Communications Position
- Academic Advising and Career Placement Position
- Operating Support Recovery: Operating Budget enhancement
- Academic Unit Administrative Services Position
- Assessment and redeployment of staff resources to meet academic and administrative needs
  - Research and Extension Budget Management Position
  - Redeploy Assistant Dean Position
  - Associate Dean Support Staff Position
  - College Registrar Position
  - Graduate Assistant Secretary Position
  - First Year Programs Support Position

## » *College Commitment* (resources already dedicated to this action item)

Over the period of the past five years the College has dedicated resources in the form of SPA and EPA staff appointments to assist with admissions, Web management, a distinct admissions process, a professional liaison position to the design professions, the Materials Laboratory and the Information Technology Laboratory. The College has significantly increased opportunities in International Programs as well as responded to an increased service demand for new technologies. Finally, the College of Design has made every effort to match operating budget reductions over the past years while meeting academic needs. The decisions made in response to University reductions could only have been done by utilizing lapsed salary funds.

## » *Relevant University Priorities for this Action Item*

- Integrate global perspectives into College programs and functions
- Strengthen the University's resource base
- Strengthen the University's core infrastructure

## » *Metrics*

- The College will assume responsibility for Prague Institute admissions and management
  - A long-range plan will be developed in the 07-08 AY
  - College financial support will steadily decrease as the Prague Institute becomes self-sufficient
- The College will implement an expanded Student Affairs Office
  - Student satisfaction with advising and counseling will increase
- The College will enhance security
  - The College will record behavioral and facility abuse and vandalism to define the problem
- The College will implement a reorganization of the College External Relations Office
  - Friend giving will continue to increase to benefit scholarships and discretionary accounts
  - The number of continuing education programs will be increased
- The College will expand and reorganize administrative services
  - There will be consistent and timely evaluation of staff

## ACTION ITEM TWO

### *Inclusion*

**T**he College wishes to redefine and expand its role in research, extension and engagement programs. The leadership of faculty has provided successful outreach (engagement) programs through community design projects, courses for non-majors and professionals, research/service grants, design/build and campus studios. A commitment to this area will consolidate our leadership; enhance the education of our students; be of service to the professional community and the community at large and support interdisciplinary scholarship. The demand for the involvement of College faculty and staff in community; and economic development activity has grown exponentially. This action plan is intended to focus the actions of the College in the area of Design Inclusion related to extension and engagement. It is intended that the College investment in Community Development, Universal Design including the anthropometrics laboratory, Home Environments Design Initiative and the Natural Learning Initiative will match new activities in product development and entrepreneurship.

The writing of our present Compact Plan has been a formative experience for all involved. The resulting text stands as a testament to our ability as an academic community to work collaboratively in the pursuit of a relevant and shared vision. Enthusiastically, I now look forward to a productive new future alongside our students, our College and our University.

**SANTIAGO PIEDRAFITA** | Department Head | Graphic Design

## » *Projected Needs*

- Research / Extension Position on the subject of Product Development and Entrepreneurship
- Research / Extension Position on the subject of Affordable Housing
- Research / Extension Flexible Faculty Fund
- Research / Extension Project Management Staff Support
- Academic Unit Administrative Services Position
- Research / Extension Operating Support

## » *College Commitment* (resources already dedicated to this action item)

The College has been developing and positioning programs as well as deploying staff and faculty in this area for the past decade. For this activity the College receives a minimal operating budget to serve faculty traveling within the state to meet with community representatives and one-third of an extension line. The College, on the other hand, has dedicated two EPA professional lines, a flexible faculty support plan of approximately \$70,000 providing for faculty release time, and facilities to support them. In addition, EPA lines have been established to support the Center for Universal Design from funds provided on an annual basis from legislated funding. Also, approximately 20 other individuals are supported in a variety of appointment types from graduate research assistants to partially funded professional staff through contract and sponsored-project activity.

## » *Relevant University Priorities for this Action Item*

- Develop a faculty and staff of the highest quality
- Build research and graduate and professional programs in emerging areas
- Strengthen our commitment to a broader, more comprehensive range of disciplines
- Enrich undergraduates' educational experience through their active engagement with society
- Foster innovation-driven economic development
- Promote knowledge-based public policy
- Strengthen the University's resource base

## » *Metrics*

- The College will implement flexible faculty funding to encourage scholarship
  - Increase published articles
  - Increase the number of proposals leaving the College
  - Increase grant and research funding
- Increase the number of communities served
- The College will implement extension services for entrepreneurship and product development
  - Increase industry-sponsored work
- Certificate Programs will be established

## ACTION ITEM THREE

### *Environmental Well-Being*

**T**he College wishes to establish a practicum / research framework specifically directed at Design for Sustainability and Regenerative practices in the search for environmental well-being. The imperative motivating this aspiration is rooted in questions surrounding the long-term use of resources as well as ecological, economic and societal imperatives that will emerge as population growth pressures demand new urban and suburban development. The specific interest of this area includes; developing advanced building and geographic information modeling systems, conducting research on eco-systematic concepts and principles of regenerative practices and establishing certificate programs complementing professional and graduate programs. Ultimately, it is the intention of the College community that this research will result in the development of knowledge for design that will be informed by and influence the cultural context and enhance the human experience.

There is a need to foster research as well as new course development within the College in areas such as building, design, visualization and evaluation technologies. The College has identified sustainability as a potential area of collaboration with the Colleges of Engineering and Natural Resources. In addition, sustainability has been identified as a fruitful area for Ph.D. studies. The further purpose of this action is to critically engage and reflect on the increasingly multifaceted use of technology throughout the design process. This will allow the College to mirror design practices found in contemporary interdisciplinary professional offices including building information management, interaction design, information and communication design.

The Compact Plan has forced hard but important decisions. It has prompted us to look forward to define how the College will respond to meet the challenges facing the global community.

**ART RICE** | Associate Dean | Research, Extension and Graduate Studies

### » *Projected Needs*

- Ph.D. Faculty Positions on the subject of building energy research
- Integrated Technology Support: Annualized Operating Budget
- Research Flexible Faculty Fund Supporting Sustainable Design Practices

### » *College Commitment* (*resources already dedicated to this action item*)

The Ph.D. Program has dedicated a faculty line to this theme. Courses are being developed and others revised to meet the instructional imperative. The College has dedicated operating budget expenditures to remaining current with advances in information technology. More than \$100,000 is expended annually from lapsed salary funds in this area. The College has dedicated additional SPA staff lines to meet student and faculty needs. In addition the College has committed resources to conduct an annual design conference in Downtown Raleigh as well as lecture programs in all of the design disciplines bringing outstanding design professionals in contact with students.

### » *Relevant University Priorities for this Action Item*

- Develop a faculty and staff of the highest quality
- Build research and graduate and professional programs in emerging areas
- Strengthen our commitment to a broader, more comprehensive range of disciplines
- Promote knowledge-based public policy
- Integrate global perspectives into our programs and functions
- Strengthen the University's resource base

### » *Metrics*

- The College will implement flexible faculty funding to encourage scholarship.
  - Increase published articles
  - Increase the number of proposals leaving the College
  - Increase grant and research funding
- The College will complete Ph.D. faculty hiring in this area.
  - Increase in interdisciplinary research on building energy and sustainability
  - Increase in Ph.D. students related to this field of study

## ACTION ITEM FOUR

### *Design for Inquiry*

**T**he intent of this action item is to define areas within the College for shared teaching and course opportunities. Students will be presented a variety of options to move among the academic units of the College. An opportunity exists to pursue the study of design inquiry through the incorporation of the Contemporary Art Museum into the College.

It is intended that this action item will support the initiation of the curriculum in Design Studies as well as provide for increased coursework for the University community. It is also intended that the College will initiate studies that will prepare students for careers as design educators either for subsequent university employment, mentoring in professional office practice, and/or to work with external client and public constituents.

The Compact Planning Process has become an effective means of providing programs with a mechanism for assessing their priorities, looking toward future trends and making the strategic course corrections necessary to remain vital as an institution.

**BRYAN LAFFITTE** | Department Head | Industrial Design

### » *Projected Needs*

- Ph.D. Faculty Positions to support the approved Design Studies curriculum
- Design Studies / Design Inquiry Staff Support
- K-12 Initiative Flexible Faculty Fund
- Research Flexible Faculty Fund

### » *College Commitment* (resources already dedicated to this action item)

The College has a partial EPA professional line, a partial SPA line and has established a self-funded program for the employment of teaching faculty for Design Camp. The College has dedicated a full-time faculty line toward the development of the recently approved Design Studies curriculum.

### » *Relevant University Priorities for this Action Item*

- Develop a faculty and staff of the highest quality
- Strengthen our commitment to a broader, more comprehensive range of disciplines
- Enrich undergraduates' educational experience through their active engagement with society
- Strengthen K-12 science and mathematics education in North Carolina
- Integrate global perspectives into our programs and functions

### » *Metrics*

- The College will implement flexible faculty funding to encourage scholarship.
  - Increase in published articles
  - Increase in proposals leaving the College
  - Increase in grant and research funding
- The College will initiate Design Studies with the intention to be at the full enrollment in the 2011-12AY
  - There will be expanded course offerings to the University

## ACTION ITEM FIVE

### *Diversity*

All who choose to attend the College of Design should find role models and opportunities for expression that celebrate the diversity of American Culture. It is imperative that an environment exists where new ideas are accepted no matter their source and all sources of our cultural expression are recognized for their importance.

The acceptance of this diversity plan is not just a good idea it is the right thing to do for the welfare of all of the students, faculty and staff of the College. It is the right action to embark upon because diversity is the essential element of a great design school.

This Compact Plan is tangible evidence that the College is evolving—stepping forward to confront 21st century challenges and opportunities presented by the University community, the state and the world at large. The bar has been set; we must now move beyond ideology and lead by example in our own College and professional communities.

**CHANDRA COX** | Department Head | Art + Design

### » *Projected Needs*

- A restructured Student Affairs Office to concentrate recruitment and retention efforts
- An expanded Design Camp Program
- An expanded K-12 Initiative managed through the Contemporary Art Museum

### » *College Commitment* (*resources already dedicated to this action item*)

The College has determined that a diversity recruitment and retention effort be continued at every level of operations from administrative, faculty and staff affairs to student admissions. The number of women in tenured and tenure-track teaching positions has significantly increased (6 to 13). The number of women studying in the College has become approximately equal to the number of men. Similarly, people of color have increased as a percentage of the student population and there has been growth in the number of tenured and tenure-track faculty (7 to 10). In both cases these numbers have grown even though there have been losses due to recruitment by other institutions and other attractive interests. The College has not only continued to conduct student recruitment activities but these efforts have been expanded. The diversity of the student population has never been greater but clearly there must be a greater effort to recruit and retain African-American students.

### » *Relevant University Priorities for this Action Item*

- Develop a faculty and staff of the highest quality
- Strengthen our commitment to a broader, more comprehensive range of disciplines
- Enrich undergraduates' educational experience through their active engagement with society
- Integrate global perspectives into our programs and functions

### » *Metrics*

- The College will conduct an annual assessment of progress for all operations and admissions actions.
- The College will initiate a review of course offerings to determine relevant inclusive strategies.

## section 7

### THE COLLEGE PLANNING PROCESS

The College Compact Planning process is best described as iterative and interactive. It is a process that continues to involve the attention of faculty and staff members at the academic and service unit scale as well as engaging the College Administrative Council. The process was initiated in a Fall 2006 Semester College Administrative Council Retreat. It was continued at the college administrative level with monthly sessions. A January 2007 retreat of the Administrative Council consolidated these efforts while beginning the incorporation of ideas from the College community. This effort continued as an iterative process throughout the Spring Semester. Similarly the academic units of the College continued to work throughout the Fall and Spring Semesters on the development of ideas related to the progress being made at the College Administrative Council. The effort was renewed at the Fall 2007 Semester College Administrative Council retreat and continued into the Fall Semester. The intention of the process was to develop broad goals and themes to give perspective to the work of the faculty. It was decided, in the many sessions that transpired, that priority should be given to interdisciplinary initiatives and partnerships. This process characterizes the normal practice of the design studio and of design thinking.

This Compact Plan is a *transformation* 

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We recognize that the plan contained within this document challenges the traditional notions of the College community. It is an idea that requires more discussion and development. It is an expression of the energy contained within the College of Design community and of the willingness to risk on behalf of the aspiration to lead rather than follow. It is a model entirely derived from the history of our place translated into our time with a view of what is to come. We believe this vision of what is possible will inspire a new era of productivity that stimulates research and sponsored projects. We believe it is a vision of just how valuable the study of design is to the economic and social welfare of the State of North Carolina.

This Compact Plan is a transformation with the intention to stimulate research, to foster greater involvement with the engagement mission of our campus and to energize teaching and learning. This is a commitment to work beyond the boundaries of the campus as never before in our history. It is a commitment to the most important issues of our time.

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with the intention to stimulate,  
foster, &  
energize.

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# CONCLUSION

## » THE D SCHOOL MENTALITY

**N**ew forms of collaboration will evolve from the social networks of work that result from framing the questions rigorously. The lesson of practice that is most dramatic for an educator is the fluidity with which teams are formed, transformed and evolved over the course of projects and the development of the office. The team formed to undertake a complex project comes together from the distant reaches of the globe, completes the work and then disbands with the prospect that it may never be assembled again. Members of the new form of team bring specialized knowledge to the process even while each has a greater perspective for the team to share. While there may be a clear management hierarchy, as the project evolves the leadership of the project may be shifted by the priorities of the issues to be addressed. A steep pyramid may quickly devolve into a matrix of relationships. This fluidity must characterize the new relationships between education and practice. It will be this manner of working that will cause stress in the academy, but it is a transformation that must be undertaken even as fundamental knowledge is preserved. This engaging social network of work is the model for a vital relationship between researcher and practitioner. It is this model that will validate the work of the most advanced researcher in the eyes of faculty colleagues and professional associates.

*We're just getting a huge buzz going in all kinds of different directions. Then we'll say, "this one's taken hold – let's grab it!" We call it "fast and light," where we find a bunch of possible directions rather than going deep in any particular direction, until we see which one is going to be fruitful.*

DAVID KELLY | Dwell Magazine | Feb/Mar 2006 | pp 96-98 | Speaking on the subject of the establishment of a new D School at Stanford University.

It is into this context that the practice academy/learning organization model can be successfully advanced. This model of collaboration combines critical, multi-dimensional and strategic thinking focused on the culture of learning in an office/academy partnership. The resultant outcome will lead to the development of new forms of learning and encourage partnerships between practitioners and educators that will inevitably lead to framing research questions, seeking the means to collaborate on the discovery of the answers and the dissemination of new knowledge. It will produce a new kind of leader, one who is capable of embracing complexity, diversity and compromise, while conducting life with passion and integrity.

This is the underlying aspiration of this Compact Plan. We wish to formulate a new mode of design education enriched by a fluid management model evolving from traditional disciplines. Clearly, in this context, it will remain necessary to account for fundamental professional competencies, however, it is equally important to foster a design professional at ease with moving across intellectual boundaries. It is only possible to achieve this aspiration if it is practiced in the conduct of the affairs of the College of Design.

**MARVIN J. MALECHA | FAIA | DEAN**





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