INTRODUCTORY STATEMENT
The College of Environment and Design’s Strategic Plan is based on the need to prepare graduates of our programs to practice in a future world very different from that of the past. During this period of unprecedented change, the most pressing social and environmental needs directly align with the values and expertise long held by the professions represented by the College’s programs: landscape architecture; historic preservation; and urban and regional planning.

In promoting denser development; new transportation innovations; sustainable development; the restoration and reuse of existing structures and landscapes; environmental advocacy, interpretation, and education; advanced technologies; sound participatory practices; and international engagement, the College of Environment and Design is taking a leadership position among academic institutions with similar programs.

From that flagship position, the CED at UGA will make a real world difference through high quality applied research, innovative teaching, and outstanding service. Universities will need to take a lead in providing the research required by professional practitioners as they design, plan, and manage environments around the world. Practitioners and academics will work together to provide answers to important questions:

- How will a landscape planned for the production of bio-fuels differ from that of fossil fuels?
- How will great increases in the cost of gasoline affect urban patterns, food production and distribution, and transportation innovations?
- In which ways might technology be used to make better decisions about landscape interventions?
- How will globalization affect professional practice and site-specific landscape decisions?
- What are the ways to improve methods of participatory practice?
- How will design and planning professions help to create a healthier populace?

The College of Environment and Design at the University of Georgia is committed to searching for answers to those and other questions as we educate the next generations of students.

VISION
The College of Environment and Design (CED) will help shape a more sustainable and a healthier future for society during this era of unprecedented change.

PREAMBLE
Change is part of human life and the true condition in nature; however, change that happens too rapidly or dramatically often has negative consequences. The great changes in progress driven by an aging population, climate change, peak oil, urbanization, rural poverty, and other causes may limit our prosperity and/or cause harm to the natural environment. On the other hand, technological innovations, government initiatives, and growing public advocacy for the environment may offer significant professional practice and educational opportunities. The College of Environment and Design and its programs and professions can contribute to the development of better environments, if the college stays abreast of new innovations and policy decisions. Those opportunities will also allow CED to embrace an updated land grant mission by providing a relevant planning and design vision for the people of Georgia and beyond. In providing that service the college will remain true to its perennial strengths including a long heritage of environmentally sensitive design and planning, quality design based on sound aesthetic principles, outstanding visualization, and preservation. In building on those long-term assets the CED will assist the university and general populace in striking the appropriate balance of continuity and change.

MISSION
Through teaching, research, and service in design, planning, and management of the land and its structures, CED will work to improve the environment by providing new and time-tested models for development and preservation. The college will educate the next generation of landscape architects, planners, and historic preservation practitioners to become experts in their areas of specialization with the capacity to collaborate and work effectively across traditional disciplinary and professional boundaries. Graduates of the programs will be equipped to practice in an increasingly complex and changing world characterized by global influences, local needs, and the imperative to create a more sustainable future.

THE GOALS: Strategic Plan 2010-2015

I. The college will develop high quality community engagement, service learning, and collaborative partnerships for the benefit of students, faculty, staff, and the public.

II. The college will emphasize sustainability and assist in the development of a green economy and a green physical planning and design agenda for Georgia and beyond.

III. The college will provide outstanding and innovative international and off-campus engagement programs.

IV. The college will embrace opportunities and seek solutions to problems created by rapidly changing conditions, while building on and enhancing the perennial strengths of the disciplines within the college and respecting the heritage of place.
The college will develop high quality community engagement, service learning, and collaborative partnerships for the benefit of students, faculty, staff, and the public.

While globalization pressures are increasing there will also be a greater emphasis on local conditions. Rising fuel costs and peak oil will change the way food is grown and transported. Biofuels and other local alternative fuel initiatives promise to greatly influence local economies. Social, economic, and cultural needs will increasingly need attention at the local level. Because of those changes, students and faculty will benefit from a greater interaction with communities through public service and outreach or in regular classes. In pursuing those projects, the CED will also contribute to an updated land grant mission for UGA.

Objective 1: We will increase opportunities for community-based projects and service learning within regular design studios and where appropriate, comply with the "s" suffix program of the University's Course Approval Process.

Action Step: Faculty, the public service and outreach staff, and advisory committee will initiate and help generate new and appropriate studio projects.

Measures: There will be at least a 15% increase in community-based and service learning projects in three years. There will be a 100% increase in the number of funded projects. At least three “s” courses will be developed during a four-year period.

Objective 2: Undergraduate students in greater numbers will be involved in assisting with public service and outreach projects.

Action Step: A plan will be developed in collaboration with the Bachelor of Landscape Architecture (BLA) coordinator.

Measures: We will increase undergraduate participation in public service and outreach (PSO) charrettes and other community projects by 15%.

Objective 3: Graduate assistants will continue to participate in community-based projects but in greater numbers.

Action Step: Graduate assistants will serve as project managers with faculty guidance. They will guide the projects through to the appropriate level of completion.

Measures: Funding for twelve graduate assistants working on community-based or service learning projects will be in place in three years.

Objective 1: Faculty will participate in community-based research projects and be able to count those projects toward promotion and tenure.

Action Step: Promotion and Tenure guidelines will be adjusted accordingly.

Measures: New guidelines will be in place by the beginning of AY 2012.

Objective 2: Graduate students will engage in community-based research in greater numbers.

Action Step: CED will seek grant funding for that purpose.

Measures: Ten graduate students will undertake community-based research projects and at least three will be funded.
C | SERVICE

Objective 1: A public service and outreach plan will be implemented.

<Action Step> The plan will include organization, governance, and a budget.

[Measures] The plan (including a business plan) will be in place by August 2010. Public service operations will raise the income needed to support many of its programs.

Objective 2: Faculty will strive to work with the professional community on service-learning projects.

<Action Step> New collaborations with professionals will be envisioned and developed to enhance student experience, provide service, and ultimately create a funding source for CeD.

[Measures] We will engage in four such public private collaborations over the next four years. The projects will bring in $50,000 to the college.

D | FACILITIES

Objective 1: Public service and outreach staff and participating students will relocate to a larger facility.

<Action Step> The move will be to the Broad Street facility because of its street front location.

[Measures] The move to the Broad Street facility will be completed by August 2010.

E | COLLABORATION

Objective 1: Faculty, students, and staff will work on community-based projects in collaboration with other disciplines, academic programs, practitioners, and public agencies.

<Action Step> University entities and partners such as the Land Use Clinic, Archway Partnership Program, Fanning Institute, Carl Vinson Institute of Government and other groups and organizations will work with CED faculty, staff, and students. Access to the Broad Street facility will be available to those groups.

[Measures] The number of collaborative projects with those units and other partners will increase by ten in three years and twelve in five years.

F | ADVISORY COMMITTEE

Objective 1: An advisory and coordination committee will be organized and appointed by the dean.

<Action Step> The committee’s function will be to coordinate all incoming projects, link them to courses or faculty when appropriate, and determine typical charges for projects.

[Measures] The committee will be put in place by May 1, 2010. Its effectiveness will be monitored.

“The Master of Historic Preservation Program embraces a concern which was the basis of protection of Mount Vernon in the 1850s as well as the National Historic Preservation Act adopted by Congress in 1966: the need to protect historic resources within changing environments. With a focus on both cultural and environmental resources, historic preservation is a discipline which prepares students for broad-based careers in the conservation and management of historic resources within both urban and rural environments.

The program is dedicated to the development of versatile, competent, and highly motivated professionals who can perceive preservation opportunities in the broadest sense and develop strategies that will ensure the protection and use of cultural resources as a part of urban and rural environments. Students from diverse backgrounds receive a common concept of preservation philosophy and process through an intensive, community-oriented, practical curriculum which provides a balance between academic and professional training in recognition of the economic impact of preservation upon society.”

(John C. Waters, MHP Program Coordinator)
GOAL II

The college will emphasize sustainability and assist in the development of a green economy and a green physical planning and design agenda for Georgia and beyond.

Sustainability is no longer an option; it is an imperative. The college can build on its perennial strengths in this arena to better educate students and also assist the public in better understanding what a green future will be like and how to get there.

A | TEACHING

Objective 1: Graduate and undergraduate class offerings and opportunities for study of green planning and design will be increased.

<Action Step> New courses will be written and others altered to assure coverage related to sustainability. New faculty expertise will be added.

[Measures] Two new course offerings and one new faculty member with an environmental/ecological expertise will be added within three years.

Objective 2: A GIS Laboratory will be developed as a means of enhancing research output related to environmental issues.

<Action Step> A new faculty member will be hired to oversee the laboratory.

[Measures] The GIS Lab with twenty computer stations will be established in three years. The new faculty member will be hired during the same period.

Objective 3: CED faculty will link to major UGA environmental initiatives.

<Action Step> Faculty will participate in the UGA water and campus sustainability, and other initiatives.

[Measures] At least three faculty members in three years will link to those major university initiatives on the environment.

Objective 4: Faculty will engage in research on green issues of national and international significance.

<Action Step> Grant proposals will be written to secure funding for those projects.

[Measures] At least $100,000 in grant funding for significant national and international projects will be secured.

B | RESEARCH

Objective 1: We will increase the quantity and quality of research on sustainability and related topics.

<Action Step> Student and faculty research teams will be developed.

[Measures] Five new faculty/student research teams will be developed in five years. Those teams will secure funding and work in collaboration with others at UGA.

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ACTION STEP

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[Measures] At least $100,000 in grant funding for significant national and international projects will be secured.

C | SERVICE AND OUTREACH

Objective 1: CED will provide public education opportunities in this area through extension.

<Action Step> We will add this as a focus to extension programs.
At least two extension events dedicated to green design and planning will be held. One demonstration project will be developed within four years.

**Facilities**

**Objective 1:** Denmark Hall.

**Action Step:** Denmark Hall will be renovated as a CED research center to include a GIS Lab, a Building Materials Conservation Lab, and other research spaces.

**Measures:** While some interim steps toward those functions will need to take place, the renovation of Denmark should be underway within five years.

**Collaboration**

**Objective 1:** CED will take advantage of the Environmental Ethics linkages to create new collaborations about green design and sustainability.

**Action Step:** The Environmental Ethics program will spearhead grant applications to allow for such collaborations.

**Measures:** At least three such collaborations will be initiated in three years.

**Green Accreditation**

**Objective 1:** Students and faculty will receive credentials in green planning and design.

**Action Step:** Students and faculty will qualify for U.S. Green Building Council LEED Accreditation.

**Measures:** One hundred and twenty students and five faculty members will earn LEED accreditation in five years.

“The Master of Landscape Architecture Program brings together students from a wide variety of academic backgrounds to participate in the rigorous training necessary to become leaders in the profession of landscape architecture. In line with the College of Environment and Design, the course work and other learning opportunities available to the MLA students center around the four goals of the strategic plan; community engagement, sustainability, global learning, and experience of design in a rapidly changing world while preserving those important historic and cultural landscapes promoting heritage. While building a broad based intellectual knowledge base, the MLA students also become immersed in the technical tools necessary to act as responsible stewards of the environment.”

(Judith Wasserman, MLA Program Coordinator)
GOAL III

The college will provide outstanding and innovative international and off-campus engagement programs.

Because of the ease of communication, interconnected economies, and other factors, the influence of globalization will continue. In the future, landscape architects, preservation practitioners, and planners will be more effective if they are given significant international and off-campus educational experiences. Faculty will also benefit from a wider array of research opportunities.

A | TEACHING

Objective 1: The college will significantly increase the number of students engaging in off-campus experiences.

<Action Step> In addition to summer programs, new opportunities will be implemented and existing programs expanded during the regular academic year.

[Measures] We will calculate the number of new semester opportunities and the percentage of participating students, with the intent of accommodating 35% of undergraduate students and 20% of graduate students within five years.

Objective 2: We will secure support for student travel.

<Action Step> CED will seek and secure funding for travel scholarships.

[Measures] Donors and other sources of funding will support ten $2,500 travel scholarships by FY 2015.

Objective 3: We will integrate international projects into regular academic-year studios.

<Action Step> We will collaborate with faculty and students at other international universities to develop such projects.

[Measures] We will keep track of the number of projects implemented during the next five years, which we expect to number 4 or more.

Objective 4: United States-based off-campus study options will be established for those who cannot go abroad.

<Action Step> American off-campus programs will be developed. We will develop opportunities in one or two locations. Possibilities include inner city Atlanta, Savannah, Jekyll Island, a preservation field school location, and other U.S. cities outside of Georgia.

[Measures] A business plan will be completed and location(s) will be established for at least one off-campus program by February 2013.

Objective 5: The various off-campus programs and student needs will be managed and coordinated.

<Action Step> An Off-Campus Programs Coordinator will be appointed.

[Measures] The coordinator will be in place by February 2012.
B | RESEARCH
Objective 1: Faculty will engage in significant international and off-campus research projects.

<Action Step> Faculty will cultivate personal contacts and new collaborative relationships to develop those research projects.

[Measures] Five international and off-campus research projects will be completed in five years.

Objective 2: Graduate students and graduate assistants will participate in international research projects.

<Action Step> Graduate students will comprise project teams and write individual theses related to the international projects.

[Measures] In three years at least five students will have participated in international research projects. In five years a total of ten will have participated. During that time at least eight students will have completed their research and master’s work on international topics.

C | SERVICE
Objective 1: Faculty and students will engage in international public service projects.

<Action Step> We will select significant social/cultural, environmental, or preservation projects.

[Measures] At least three such projects will be developed in three years. An assessment of the social, environmental, or preservation significance will be made.

Objective 2: CED will host a significant international conference.

<Action Step> The conference will be organized around a theme such as urban change, water, or other relevant topic.

[Measures] The theme will be selected and the conference held within four years. Attendees will be from at least five nations.

D | FACILITIES & TECHNOLOGY
Objective 1: CED will enhance communication between the University of Georgia and various remote locations, where important international and off-campus teaching, research, and service activities take place.

<Action Step> The necessary computer and communication equipment will be funded and purchased.

[Measures] Funding for and purchase of the equipment will take place within four years.

E | CRITICAL REGIONALISM
Objective 1: Students and faculty will work true to place in other parts of the nation and abroad.

<Action Step> In new places we will team with students and faculty familiar with that place to complete projects.

[Measures] We will keep track of those collaborations and ask our collaborators to assess the appropriateness of our designs and treatments.

“Today’s Urban Planning and Development market demands that a new generation of Planners be educated not only to understand the dynamics of the public client, planning policy and the ability to legally defend the processes and products of planning but also to actually be able to produce the physical plan and design of the city itself. The new Professional Graduate Degree in Environmental Planning and Design uniquely incorporates Large Scale, Town Scale and Neighborhood Scale Planning and Design Studios at the center of each of its academic terms.”

(John F. (Jack) Crowley, MEPD Program Coordinator)
The college will embrace opportunities and seek solutions to problems created by rapidly changing conditions while building on and enhancing the perennial strengths of the disciplines within the college and respecting the heritage of place.

Students will learn about the good and bad aspects of rapid change and, therefore, be better prepared to practice their professions during uncertain times. The faculty will develop a research agenda to assist the public in adjusting to those new conditions.

Objective 1: Students will be provided with state of the art technology and equipment.

<Action Step> For example, high-end model making equipment and other essential technology will be secured and installed.

[Measures] The equipment will be in place and operational within three years.

Objective 2: Students will learn how the design, planning, preservation, and environmental ethics fields relate to various change factors.

<Action Step> Study related to food systems, alternative fuels, water, healthcare and an aging population, urbanization, rural poverty, climate change, peak oil, political realities, advanced technologies, and social factors will be folded into our curriculum.

[Measures] A matrix will be established to determine how those factors are included in CED curricula. The system will include annual reporting as a check on progress.

Objective 3: In studying change, students will learn to identify and value elements of the past necessary to better shape the future.

<Action Step> Courses in all programs will focus on careful analysis of what exists and what must be maintained.

[Measures] A matrix will be developed, and an annual assessment of courses will assure that this ethic is taught.

Objective 4: Teaching collaborations with other disciplines will be initiated.

<Action Step> Those collaborations will include teaching in teams and exchanges with other colleges or universities.

[Measures] During the next five years, three teaching teams and two exchanges will take place.

Objective 5: New faculty will be hired to provide expertise related to the areas of change discussed in Objective 2 above.

<Action Step> Faculty with expertise in social, environmental, and technological fields relevant to change will be recruited and hired.

[Measures] One replacement position faculty member and four new faculty will be hired over the next four years. This total includes the positions discussed above.
Objective 1: Faculty will secure funding for research topics related to change by forging collaborations.

<Action Step> Those collaborations will be formed with faculty from numerous disciplines at UGA, from other universities, and with practitioners to develop funded research projects.

[Measures] At least five new collaborative projects will be initiated and external funding will exceed $400,000 during the next five years.

Objective 2: Graduate students will engage in research related to various drivers of change.

<Action Step> Students will work with faculty by joining in several established collaborative teams.

[Measures] Ten students will join these collaborative projects on the topics of change listed, and eight will write individual theses or undertake terminal projects on those subjects during the next five years.

Objective 3: CED will consider the restoration economy in its research.

<Action Step> Several faculty members will be given release time and seed grants will be provided to spur collaborative projects.

[Measures] During the next four years the CED will provide five new course release opportunities and $15,000 for at least ten collaborative seed grants.

Objective 4: Funding and other incentives will be provided to allow greater faculty engagement in research and collaborative research projects.

<Action Step> A number of projects will eventually be housed in Denmark Hall.

[Measures] Five collaborative projects will be housed in Denmark Hall after the completion of the facility as a research center.

Objective 5: The teaching needs related to the subjects of change and other traditional subjects will be met with the move to the former Visual Arts Building on Jackson Street or through the renovation of existing space.

<Action Step> All teaching facility needs will be met by a move to the former Visual Arts and Tanner Buildings.

[Measures] Those facility changes will be ongoing over the next five years.

Objective 6: Design, planning, and preservation basics will be taught well as one way of assuring that graduates of our programs have the skills to provide future visions.

<Action Step> Those basics include continued refinement in design and planning studios, construction and engineering courses, preservation and preservation planning courses, and other core curriculum work.

[Measures] A matrix will be established to ensure that the courses continue to be stressed in CED curricula.

Objective 7: Other timeless factors relevant to design will be emphasized.

<Action Step> Students in theory and studio courses will be taught about beauty, aesthetic principles, and the heritage of design.

[Measures] A matrix will be established and kept.

Objective 1: Space will be provided for collaborative research projects.

<Action Step> A full plan for the building’s use will be developed and funding activities initiated.

[Measures] A one million dollar endowment will be raised. Restoration activities will be underway in five years.

“The BLA program, supported by excellent staff, outstanding graduate assistants, and committed faculty are constantly working to insure the best possible educational experience of the undergraduate student. It is of paramount importance that the BLA graduate be at the ready to practice landscape architecture upon departure from UGA. The graduate of the BLA program from UGA represents the future of landscape architecture. They are well educated, possess above average skill sets, and have earned every portion of that professional swagger that they display.”

( Gregg Coyle, BLA Program Coordinator )
Objective 2: We will begin a cultural landscape initiative.

**Action Step** We will begin with two or three significant projects by 2011.

**Measures** We will keep track of the quantity and assess the quality of those projects through annual progress reports.

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Objective 1: A new lecture series intended to inform students, faculty, staff, and the public about the many relevant topics of change will be started.

**Action Step** A lecture series planning committee and a lecture series action committee of three people each will be established. A medal will be awarded annually to one distinguished invited lecturer.

**Measures** Six people will be asked to participate in the lecture series in AY 2010 and three each year thereafter. The awarding of the medal will commence in AY 2012.

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Objective 1: External advisory committees will be established.

**Action Step** A dean’s advisory committee of 15-17 members will be established.

**Measures** The committee will be established by summer 2010 and will meet two times a year.

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Objective 1: The college will work toward greater exposure through a well-organized public relations campaign to better inform the public and prospective students of its engagement with changing conditions.

**Action Step** The CED will develop a cutting-edge presence including the best way of representing all of its programs. Other promotional literature for programs will be developed. Our relationship with alumni will be developed even further.

**Measures** The website will be enhanced and updated. Each program will develop one outstanding mailing for every year of this plan.

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Objective 1: The college will work toward a transparent budget system so that faculty, staff and students may keep track of revenues and expenditures related to new and old initiatives.

**Action Step** Several units will work to establish their own budgets and monitor and discuss those budgets with CED’s financial office.

**Measures** The budget committee will meet monthly to discuss the budget and provide information to the faculty.
Background:
The College of Environment and Design was named in 2001 as the first new college at the University of Georgia since 1969. Within the College exist degree programs in Landscape Architecture, Historic Preservation, and Environmental Planning and Design, as well as a specialized Certificate Program in Environmental Ethics.

The College of Environment and Design’s facilities are spread across the university’s north campus and downtown Athens. The Owens Library, the Founders Memorial Garden and House, the Circle Gallery, and a number of studios provide students with a variety of backdrops in which to create and display their work.