UNIVERSITY OF GEORGIA

College of Environment + Design

2025 STRATEGIC PLAN[1]

Introduction

The College of Environment and Design (CED) is nationally recognized for its innovation in design, planning, and preservation. While CED was established as an academic unit of the University of Georgia in 1969, landscape architecture courses have been taught at UGA since 1928, making our landscape program one of the oldest in the country. Today, CED's landscape architecture is one of the largest and most prestigious programs in the US, at both undergraduate (BLA) and graduate (MLA) levels. In 2019, the BLA was ranked #4 in the country and the MLA #10. CED also offers degrees in historic preservation (MHP), one of the largest programs of its kind in the country and oldest in the South; urban planning and design (MUPD), which is ten-years old and has a unique focus on physical planning amidst peer programs; and a new interdisciplinary Ph.D. CED has the oldest environmental ethics certificate in the country and the oldest joint degree between law and historic preservation. It participates in a plethora of other joint degrees, double dawgs, minors, and certificate programs across campus.

CED is a professional school. Our landmark characteristic is the integration of arts/design-based solutions with science- and evidence-based solutions, which holistically address society's most urgent, contemporary, real-life problems. The college is a leader in design and planning for sustainability and resiliency.

Another landmark characteristic is high student and faculty engagement with communities through coursework, research, and outreach. CED has an especially strong commitment to underserved populations. We deliver high-quality design and planning services to communities across Georgia, especially those with underserved populations, thus allowing opportunities they could not otherwise afford. Much of this work is led by CED's Center for Community Design and Preservation (CCDP). Ultimately, through synergistic arts/science problem-solving and community engagement, we create exceptional value in our students. They enjoy rich theoretical and practical experiences that make them highly prepared for the professional fields. Their reputation as they join the professional world is a strong measure of CED's success.

The college has a deep commitment to institutional and social diversity and inclusion. Its current diversity and inclusion plan will expire next year. A new, broad-based committee will be formed to re-envision CED's commitment. The new diversity and inclusion plan will then get integrated into the strategic plan.

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[1] The strategic plan was prepared by a committee of faculty, staff, alumni, and students, after gathering wide input. It was in near-final form before COVID-19. In consideration of the pandemic potential long-term budget effects, we have revised some of our goals and strategies in the direction of strengthening off-campus instruction, research, and service, and finding new ways to deal with budget constraints.

Vision Statement

The College of Environment and Design strives to be a renowned professional school of design, planning, and preservation by contributing to understanding, managing, and shaping the built environment through teaching, research, and service.

Mission Statement

The College of Environment and Design pursues its vision through three interrelated actions:

TEACHING
We equip future leaders in landscape architecture, historic preservation, and urban planning and design with critical thinking, creative design and management skills, using innovative experiential-learning pedagogies.

RESEARCH
We author research-based creative work that advances our understanding and management of the places we live in today to ensure our sustainable future.

SERVICE
We apply our pedagogy, research, and creative practices to collaborative community service for the benefit of students and society at large.

I: Promoting Excellence in Teaching & Learning

Strategic Goal 1.1: Expand experiential learning opportunities for all students.

Unit Goal 1.1:

Enhance the EL component of learning in and outside the classroom. The college is already a leader in experiential learning: all our undergrad students are required to complete an internship as part of their degree and 60-70% of them participate in experiential learning beyond the internship. CED will leverage opportunities for students' exposure to a wide range of EL opportunities by connecting with professional practices, as well as community engagement and design research.

KPI 1.1: Opportunities available for course-based, credit-eligible experiential learning and for experiential learning occurring outside the credit-bearing coursework.

> **Data Source:** Dean's Office, Program Coordinators' Offices

> **Annual Targets**:

FY2021	Survey existing courses that fulfill EL Requirement. Survey engagement with professional practices in and outside the classroom. Survey courses for inclusion of "real-life" projects in the curriculum. Survey additional existing EL options, including those through the Center of Community Design and Preservation.
FY2022	Identify opportunities for enhancing course and non-course experiential learning based on the survey from FY2021. Revise/update CED EL Requirements in the Global, Research, and Service categories. Systematically publicize CED's leadership in experiential learning (internships, design charettes, etc.).
FY2023	Increase number of firms participating in career day and number of firms with which whom CED communicates to find student internships and other experiential opportunities. Strive for the highest-prestige firms. Annual increase target: 5% per year.

FY2024	Increase number of firms engaged in and offering experiential learning opportunities. Evaluate expansion of EL from previous three years. Survey again and find new EL opportunities.
FY2025	Continue with strategies from FY2023-24. Strive to achieve that 75% of CED students have EL in addition to the UGA requirements.

Strategic Goal 1.2: Enhance training, support, and recognition for all who provide instruction.

Unit Goal 1.2:
Increase support and recognition of the achievements of all who provide instruction, especially instruction that is integrated with research and service.

KPI 1.2: Quantity, quality, and diversity of instructor's promotions, award submissions, and pedagogically related publications. Enhanced instructors' status; greater appreciation of CED's instruction as core to UGA research and service missions.

Data Source: Dean's Office, Program Coordinators' Offices, CTL

Annual Targets:

FY2021	Revisit promotion and tenure guidelines and post-tenure review guidelines to reflect increased appreciation of instruction. Revise travel support policy to include lecturers (once budget permits).
FY2022	Strengthen CED teaching awards. Increase student input in awards. Strengthen nominations for UGA and external teaching awards. Systematically publicize instructors' achievements.
FY2023	Enhance culture of classroom peer-review. Enhance mentorship to instructors; identify internal and external mentorship opportunities.
FY2024	Identify broad range of peer-reviewed journals and other venues where pedagogy-based and service-based research can be published. Identify internal and external grants to improve instruction.
FY2025	Encourage submissions to peer-reviewed journals and other venues where pedagogy-based and service-based research can be published. Encourage submissions for grants to improve instruction.

Strategic Goal 1.3: Enhance infrastructure and support for both traditional and cutting-edge teaching methods across the curriculum.

Unit Goal 1.3:
Upgrade teaching facilities where necessary. Support cutting-edge instruction.

KPI 1.3: Quality of teaching facilities; quality of IT support.

Data Source: Dean's Office, VPIT, VPFA, OUA, FMD

Annual Targets:

FY2021	Perform architectural and structural study of upgrading Denmark Hall for teaching purposes. Apply for funds for the renovation of Denmark Hall, most importantly the classrooms, studios, and lab.
FY2022	Hire instructor(s) in cutting-edge design thinking and communications, if funds permit.
FY2023	Solicit private funds for IT, spaces and equipment upgrades.

FY2024	Comprehensive study of the IT needs of the college. Study potential of constructing a full-scale "maker's space" at the CED.
FY2025	Funds permitting, renovate Denmark Hall as a cutting-edge teaching facility, create "maker's space." Comprehensive IT upgrade.

Strategic Goal 1.4: Promote students' academic access and success, especially students from underserved groups.

Unit Goal 1.4:
Strive to diversify the student body. Enhance student success.

KPI 1.4: Quantity and quality of students, especially from underrepresented groups.

Data Source: Dean's Office, Program Coordinators Offices, OIRA, Office of Admissions, Graduate School

Annual Targets:

FY2021	Upgrade advising office by hiring a professional advisor. Upgrade internal and external recruitment. Work to increase awareness of design among high-school students, esp. underserved groups. Work to ease transfer from other UGA majors.
FY2022	Evaluate and improve new advising, recruitment, and Design Camp (if funds can be obtained from the VP Office for Diversity and Inclusion and Strategic Initiatives). Create and implement a strategy for systematically visiting high schools in select areas and recruiting to increase applications, especially from underrepresented groups. Review online and print materials; ensure they reflect and project commitment to diversity.
FY2023	Strengthen relationships with regional community colleges and four-year colleges in USG system.
FY2024	Evaluate current undergraduate admissions data. Work with Admissions to increase number of admitted undergraduates. Explore creating optional BLA portfolio to open door to UGA for talented future designers, esp. from underrepresented groups.
FY2025	Increase private funds for needs-based scholarships/assistantships.

Strategic Goal 1.5: Enhance reputation as premier professional school. Continue to receive high marks in professional accreditations.

KPI 1.5: Accreditation of the BLA, MLA, and MUPD programs.

Data Source: Dean's Office, Program Coordinators Offices, Career Center

Annual Targets:

FY2021	Conduct MUPD accreditation; conduct MLA accreditation.
FY2022	Conduct BLA accreditation.
FY2023	Evaluate results from MUPD, MLA, and BLA accreditations. Implement all recommendations by accreditation teams.
FY2024	Survey students, faculty, and alumni to categorize career trajectories and student placement. After survey feedback, re-define key skills for students. Review curriculum and faculty concentrations.
FY2025	Revise curriculum, where appropriate, according to survey findings.

Strategic Goal 1.6: Expand CED's curricular presence on campus and beyond.

KPI 1.6: Development of new courses and credentials.

> **Data Source:** Dean's Office, OVPI

> **Annual Targets**:

FY2021	Create a new minor in historic preservation in addition to current certificate. Create new double dawgs agreements (e.g., anthropology and historic preservation, art history and historic preservation, classics and historic preservation), dual masters (JD and urban planning and design, public administration and urban planning and design).
FY2022	Develop a set of additional courses with appeal across UGA (e.g., drawing as therapy, design and social justice, designing healthy places, design thinking). Develop new online courses and, potentially, new online graduate programs or certificates (historic preservation). Explore additional options for dual masters (art history and historic preservation; fine arts/or interior design and landscape architecture; ecology and/or horticulture and landscape architecture; geography and/or housing and urban planning and design).
FY2023	Evaluate adding an urban planning and design certificate. Evaluate potential to develop CED as "360-degree design school"—a design school that includes other major design programs, such as a BA in Architecture and/or BS in Land Design and Development. A "360-degree design school" allows students the kind of interdisciplinary experience that matches the world of practice.
FY2024	Explore other new areas (e.g., executive MUPD, design thinking, health and design, interior architecture).
FY2025	Expand presence on campus through new courses/certificates with wide university appeal. Stabilize student credit hour production.

II: Growing Research, Innovation, & Entrepreneurship

Strategic Goal 2.1: Provide resources, support, and incentives to nurture a diverse and inclusive culture of excellence in research, design innovation, and creative practice.

Unit Goal 2.1: Increase support and create new incentives for research, design innovation, creative practice, and community engagement as scholarship at the CED.

KPI 2.1.1: Development and implementation of a faculty mentoring program leading to greater appreciation of research and higher expectations for research productivity.

> **Data Source:** Dean's Office

> **Annual Targets**:

FY2021	Institutionalize the integration of research and faculty development. Possible strategies: Hire an Associate Dean or an Assistant Dean or a Director of Research and Faculty Development or distribute responsibility for faculty development among the existing program coordinators. Identify and distribute list of peer-reviewed journals in design-related fields.
FY2022	Revisit promotion and tenure guidelines and post-tenure review guidelines to reflect increased appreciation of research in connection with creative practice and innovation/entrepreneurship.

FY2023	Develop a formal college-based faculty mentorship program with full participation from Assistant and Associate Professors. Develop and implement workshops on how to increase publication and grant production in design-related fields; ensure faculty attends similar workshops organized by UGA. Survey award possibilities for faculty; increase nominations.
FY2024	Create a competitive seed grant program to incentivize research.
FY2025	Increased faculty publication (e.g., books, articles, chapters, projects, exhibitions, installations) and grants submissions.

KPI 2.1.2: Increase in faculty research trips, course buyouts, and invited lectures, leading to wider dissemination of faculty's research findings.

Data Source: Dean's Office, OVPR

Annual Targets:

FY2021	Institutionalize the integration of research and faculty development. Possible strategies: Hire an Associate Dean or Assistant Dean or Director of Research and Faculty Development or distribute duty for faculty development among existing program coordinators.
FY2022	Incentivize faculty presentations and invited lectures regionally, nationally and internationally, as funds permit, through Promotion and Tenure (P&T) recognition as indicated in College and University P&T guidelines. Incorporate in annual merit review.
FY2023	Identify UGA and external programs that support faculty travel. Revisit course buyout policies to open faculty time for research.
FY2024	Systematically solicit private funding for research travel for all faculty, aiming for 5% increase each year in addition to regular $35,000 state budget.
FY2025	Ensure funding for each faculty to take at least one research trip *and* participate in *one* major conference per year, aiming for 5% increase over the regular $1,600/year allotted to each faculty member.

KPI 2.1.3: Improve number and reputation of visiting scholars and invited lecturers, as funds permit.

Data Source: Dean's Office, OVPR

Annual Targets:

FY2021	Further develop the new annual internal/external lecture series, as funds and campus reopening guidelines permit. Continue participating in Signature Series (as we did in 2019, when a Signature Lecture was delivered by UNESCO's Director General).
FY2022	Ensure that each faculty participates in a public lecture at the unit at least every 5 years.
FY2023	Strengthen the prestige of invited presenters. Collaborate with other UGA units to ensure annual submission to Signature Lecture series.
FY2024	Ensure at least one visiting scholar to CED each year (funding is normally secured by the visiting scholars).
FY2025	Develop a biennial research conference hosted by the CED.

Strategic Goal 2.2: Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research.

Unit Goal 2.2: Enhance collaborations in CED and between CED and other UGA units.

KPI 2.2.1: Increased collaboration across CED, across UGA, and private sector.

> **Data Source:** Dean's Office, OVPR

> **Annual Targets**:

FY2021	Integrate professional/industry relations within a reorganized office of the Associate Dean. Survey faculty for current collaborative activities; identify obstacles to and opportunities for collaboration. Identify capacity for collaboration in CED and across UGA in areas such as diversity and built environments, climate change, health, food systems, green infrastructure, and rural settlements.
FY2022	Strengthen exposure to other disciplines (e.g., host joint lectures with fine arts, ecology, health, history, horticulture). Organize common events; incentivize participation in common events, with a goal of at least 20% of faculty engaged in some kind of collaboration (papers, grants, projects, lectures) faculty from other units.
FY2023	Explore the possibility of creating a CED-hosted Center that encompasses all CED programs and reaches across UGA (e.g., Center for Parks and Greenways). Seek private funds for new center.
FY2024	Create a competitive seed grant program to incentivize research, with priority on interdisciplinary projects, as funds permit.
FY2025	Evaluate progress and reenergize process of collaboration, with continued benchmark of at least 20% of faculty engaged in some kind of collaboration (papers, grants, projects) with other units.

Strategic Goal 2.3: Enhance communications about the University's strengths in research, innovation, and entrepreneurship and the impact of those activities on local, state, and international communities.

Unit Goal 2.3: Enhance communications about CEDs strengths in research, design, creative practices, community engagement, innovation and the impact of those activities on local, state, national, and international communities.

KPI 2.3.1: Increased "story-telling" about CED's research, design, creative practices, engagement, and innovation in pertinent local, regional, and national media, and increased presence on social media (hits, Facebook, tweets, re-tweets, etc.)

> **Data Source:** Dean's Office

> **Annual Targets**:

FY2021	Create a communications/marketing position, as funds permit.
FY2022	Survey current CED efforts. Ensure that all faculty participate in UGA media training. Expand network of media contacts.
FY2023	Develop a comprehensive marketing and social media policies. Comprehensive website upgrade, especially faculty research pages.
FY2024	Increase submissions and CED stories to UGA media and local, regional and national outlets on faculty research, creative practice, and service. Increase social media outreach. Establish benchmark goals for website hits, retweets, etc., measure progress against those.
FY2025	Evaluate benchmarks and develop new social media opportunities. Improve prestige of media outlets, from local to national.

III: Strengthening Partnerships with Communities across Georgia & around the World

Strategic Goal 3.1: Increase collaboration, community-focused research, scholarship, technical assistance, and training in Georgia, across the nation, and world.

Unit Goal 3.1: Develop partnerships with other schools, colleges, and public service and outreach units on shared community engagement efforts.

KPI 3.1.1: Number of community, school, college, and PSO partnerships.

    Data Source: CED Outreach Database, OVPPSO

    Annual Targets:

FY2021	Identify community, academic, and PSO unit partnerships since 2010; identify ideal new partnerships.
FY2022	Maintain existing partnerships; engage with new UGA partners in mutually beneficial disciplines.
FY2023	Increase number of courses, research, and outreach projects that include a non-CED academic or PSO unit partner.
FY2024	Identify and pursue opportunities for showcasing collaborative partnerships in community engagement, including awards, conference presentations, and journal publications.
FY2025	Increase nominations for awards, conference submissions, and journal publications on community engagement efforts.

Strategic Goal 3.2: Broaden opportunities for students to engage with communities in Georgia on locally identified needs and issues, especially with diverse populations.

Unit Goal 3.2.1: Engage students and faculty working with underserved and rural communities statewide.

KPI 3.2.1: Number of students serving underserved and rural areas via project work.

    Data Source: CED Outreach Database

    Annual Targets:

FY2021	Determine how UGA defines "rural" and "underserved" communities; compare with our CED Outreach data to align categories and establish baseline.
FY2022	Develop tool to track number of students and location of engagement. Designate faculty leaders to work with CCDP.
FY2023	Identify areas of Georgia in need of assistance and CED expertise, including our local (ACC) community.
FY2024	Promote opportunities for students and faculty to engage with rural and underserved communities through dissertations, theses, and capstone projects.
FY2025	Increase number of students and faculty engaged with rural and underserved communities; increase number of news releases on rural/underserved engagement.

Unit Goal 3.2.2: Increase support for community engagement and partnerships.

KPI 3.2.2: Increased student and faculty participation in community engagement and service learning.

> **Data Source:** CED Outreach Database

> **Annual Targets**:

FY2021	Identify classes and outreach opportunities eligible for Experiential Learning transcript and S-suffix designation; identify barriers to participation in community engagement. Pilot outreach assistant to support service-learning courses.
FY2022	Develop handbook on engagement for CED faculty to assist in logistics planning and funding acquisition, offsetting student costs for travel, meals, etc. Identify local partnership opportunities that align with CED course work, research, and outreach.
FY2023	Establish local partnerships to foster sequenced projects and long-term partnerships. Increase number of faculty participating in the Service-Learning Fellowship, with minimum of one per year.
FY2024	Create graduate assistantship for outreach to logistically support service-learning classes, if funds permit.
FY2025	Incentivize community engagement as faculty research (e.g., in the research seed program, as funds permit).

Strategic Goal 3.3: Strengthen communications regarding how CED sustainably supports and benefits communities through research, teaching, and public service.

Unit Goal 3.3.1: Communicate and celebrate our capacity for community engagement through teaching, research, and public service.

KPI 3.3.1: CED website and faculty webpages showcasing engagement projects.

> **Data Source:** CED website, faculty webpages; CED grants database, CED Outreach database

> **Annual Targets**:

FY2021	Identify faculty webpages that need enhancement. Create an interactive map of outreach projects based on readily available content. Explore Evaluation and Assessment tools for outreach projects.
FY2022	Ensure all faculty webpages showcase community engagement projects. Expand interactive map to include broader outreach content.
FY2023	Identify areas of faculty interest for increased engagement; develop plan for marketing faculty interests to community partners.
FY2024	Demonstrate increased showcase of CED engagement efforts on website, in faculty webpages, and all CED communications.
FY2025	Implement an Outreach Assessment survey to collect qualitative and quantitative data on the impact of CED engagement.

KPI 3.3.2: News releases and social media posts of community engagement.

> **Data Source:** CED website, news releases, community media outlets

> **Annual Targets**:

FY2021	Measure engagement stories to establish baseline. Enhance use of CED Twitter, Instagram, and other social media accounts. Create a communications/marketing position as funds permit.
FY2022	Include monthly news releases and social media posts about engagement.
FY2023	Increase number of CED news releases and social media posts about engagement. Evaluate CED marketing of engagement stories; identify external outlets for CED engagement stories, such as partner websites/social media accounts and community news outlets.
FY2024	Increase instances of partners and news outlets mentioning CED engagement stories. Promote engagement work as part of a new marketing strategy.
FY2025	Develop Impact Statements that use collected qualitative and quantitative data to showcase the impact of CED engagement.