

2.1 Strategic Plan



SCHOOL OF DESIGN AND CONSTRUCTION

STRATEGIC PLAN **2015-2020**



WASHINGTON STATE
UNIVERSITY

Welcome: This is the inaugural strategic plan for the newly-formed School of Design and Construction (SDC). The 2012 formation of the school brought the programs and departments of Architecture, Interior Design, Landscape Architecture, and Construction Management together as a single school in Pullman administered by two colleges: the Voiland College of Engineering and Architecture (VCEA) and the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS).¹

This merger has made our school one of the nation's only schools, departments, or colleges that joins construction management with these specific design disciplines—an arrangement that mirrors the integrated project delivery model increasingly adopted by the design professions and construction industry. Our unique blend of disciplines and our ability to bridge theory and practice places us at the forefront of design and construction research, scholarship, and education. The school is poised to deliver. With four (4) professionally-accredited programs; seven (7) degree offerings, including three (3) master's degrees; twenty-six (26) full-time tenured, tenure-track, or clinical faculty; five (5) instructional faculty; eight (8) staff; and approximately 550-600 total students spread between its undergraduate and graduate programs (including uncertified first year students) as of 2015, the school is a rich, interdisciplinary entity.

In just a few years, the school has made significant curricular inroads towards integration through the



establishment of cross-listed courses, a new foundational sequence, and shared out-of-classroom experiences. It also has begun in earnest the process of combining initiatives, policies, and budgeting between colleges at the administrative level. We are prepared to enter a new phase in our development and establish ourselves as a major presence at Washington State University.

Collaboration, Ambition, and Success: The School of Design and Construction Strategic Plan 2015-16 (hereafter: SDC Strategic Plan) builds upon an integrated framework while providing flexibility for our individual, accredited disciplines to establish and strengthen their identities. An integrated collaborative model is also the most effective way to move the design and construction professions ahead in the twenty-first century, keeping in step with industry. This is an ambitious and forward-thinking plan that maintains the school's strengths in teaching and outreach and simultaneously encourages a research-oriented future.

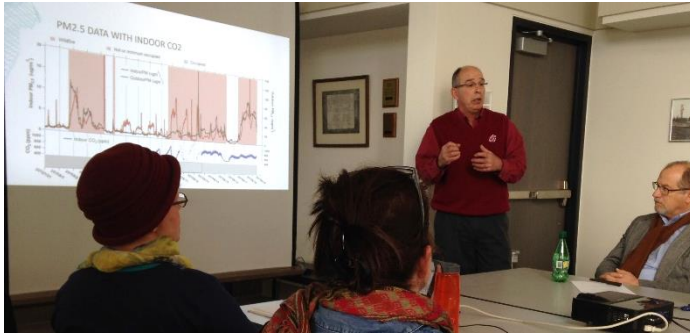
Importantly, the SDC Strategic Plan advances the research initiatives in our two colleges in concert with the university's 2014-19 strategic plan and its particular emphasis on the research agenda detailed in Theme 1: "Exceptional Research, Innovation, and Creativity." The SDC Strategic Plan highlights research-oriented directions and advances the sub-goals of that theme (growing external funding; attracting high-quality research faculty; improving research infrastructure; and increasing the research and creative productivity of undergraduate and graduate students). Our plan fits comfortably with the university's "grand challenges" established in 2015: sustaining health, sustainable resources, opportunity

¹ The School of Design and Construction was moved to one college (VCEA) in July 2017.

and equity, and smart systems. At the School of Design and Construction, these visionary goals are translated directly into curricula and activities for our four programs. This included virtual design and construction; digital representation and fabrication; environmental design awareness; and urban and rural design initiatives to promote health and wellness.

The SDC Strategic Plan also adapts and build upon the overall vision of the 2014-19 Washington State University Strategic Plan, as well as the 2015-20 working strategic plans for VCEA and CAHNRS. The success of our strategic plan relies on the energetic buy-in of all members of the School of Design and Construction. It will also rely on adequate funding in an era of declining state budgets.

Research and Scholarship: The SDC Strategic Plan bolsters research potential and promotes research initiatives identified with the School of Design and Construction. The school is already moving in this direction. Since its formation in 2012, the school has made five tenure-track hires—all faculty with Ph.D. degrees and research agendas. New faculty work collaboratively within the school, colleges, and university to identify interdisciplinary research opportunities to better compete for external funding.



School of Design and Construction faculty are encouraged to partner with researchers or centers in other departments or colleges where such funding is more readily available, while increasing efforts to seek grants that assist research and elevate the prestige of the individual faculty member, the program, and the school.

Scholarship is defined inclusively given the diverse research approaches and methods in design and construction. This includes traditional, peer-reviewed publications about design or construction in books or journals as well as critical inquiry into creative or design-based scholarship (e.g., peer-reviewed publications on exhibitions, installations, or academic-based studios) or peer-reviewed reports on innovative models of applied activity (e.g., integrated project delivery or design-build projects).

There are five major SDC “signature” areas that advance the university’s emphasis on graduate education, demonstrate our unwavering dedication to environmental and social justice, and push us further towards an academic model of integrated practice that serves as a template for the professions and industry. Some faculty already have established national and/or international reputations in one or more of these signature areas, but we expect our future hires and doctoral-level graduate students to have research expertise in one or more of the five areas. All five reflect the school’s integrated vision and indicate collaborative research opportunities provided by both VCEA and CAHNRS—as well as with other units, centers, and colleges around the university. They also reflect how the school intends to maintain an edge in the contemporary academic marketplace.

Health. This signature research area includes design and construction for a sustainable planet, with its attendant focus on the physical systems, construction, engineering, and preservation that must contribute to a healthy, clean, low impact, and carbon-free society. Investigation in this area focuses on individual and public health, community stakeholder decision-making to benefit the built environment of the future: from neighborhoods to hospitals, public infrastructure to homes, and

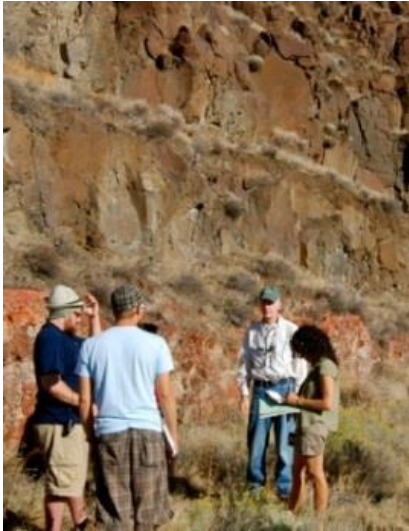
stadiums to schools—both old and new. Faculty make valuable connections to the health sciences-focused campus at WSU Spokane, to college-related initiatives with the Eggert Organic Farm and centers such as the Institute for Sustainable Design (ISD), the Center for Environmental Research, Education, and Outreach (CEREO), and the Composite Materials and Engineering Center (CMEC). Local and regional entities provide potential research opportunities as well, including those with Pullman Regional Hospital, Gritman Medical Center, and the future Elson S. Floyd School of Medicine in Spokane.

Performance. Design and construction projects must adhere to crucial timelines and financial considerations in order to reach fruition in an increasingly competitive global marketplace. But projects must meet more than construction schedules and budgets. Research in this signature area contributes new knowledge for all projects to exceed basic standards for time and budgets, all while improving economic well-being, ecological balance, and social equity—not only during construction, but for the entire life-cycle of the built environment. Performance research could include effective project management and supervision; post-occupancy evaluation; indoor air quality; water resources; mechanical, electrical, and plumbing systems; and facilities maintenance. Investigation and analysis in the performance area will benefit from interdisciplinary connections with Civil and Environmental Engineering as well as with schools and departments in the Carson College of Business, including the School of Hospitality Business Management and the Department of Management, Information Systems, and Entrepreneurship.



Technology. This signature research area explores the innovative digital technologies increasingly employed in higher education and professional practice. This includes parametric and computer-generative design; the virtual platforms for the modeling, visualization, analysis, and management of major design and construction projects (Virtual Design and Construction); and the data-driven spatial analysis of Geographic Information Systems (GIS). Investigators in this area may leverage their creativity to apply digital tools and examine how they affect the built environment. They may also capitalize on new equipment, modeling software, and the SDC shops (fabrication laboratories) to build and strengthen cross-disciplinary collaborations related to “making,” especially in the areas of advanced manufacturing, technology transfer, rapid prototyping, and robotics. We envision this area advancing our school’s initiatives with integrated education symposia as well as collaborating with the VCEA’s Integrated Design Experience (IDX) and encouraging use of the Frank Innovation Zone (FIZ). Connections can be made to diverse areas including the Department of Fine Arts, the School of Mechanical and Materials Engineering, and the School of Electrical Engineering and Computer Science.

Place. This signature research area is dedicated to the study and analysis of the ecological and cultural factors that comprise and affect our built environment. Investigation in this area could include studying the biophysical workings of water, soil, and light and their representation and management; best design practices for responding to climate change; watershed investigations, from social, ecological, and/or humanities perspectives; and methods for navigating and exploring a world of diverse cultural backgrounds, depleted resources, and the homogenization of the landscape. This area thus encourages research and scholarship that includes a broad understanding of the structural, material, and historical factors that contribute to regional variations in design and construction.



Faculty whose research agenda falls broadly within the area of place may combine hands-on engagement with emerging building practices. They may additionally employ and integrate current fabrication methods, contemporary development strategies, economics, and ethics to develop approaches to further planetary health. Place-based research focuses on the regional built environment as well as the complex web of physical, social, and biological systems that makes places unique: from the rural to the urban; from the local to the global. This research area can make crucial university-related connections to WSU Extension, the Center for Civic Engagement (CCE), and the Center for Environmental Research, Education & Outreach (CEREO) in addition to ongoing school initiatives including study tours, education abroad programs, and the Rural Communities Design Initiative (RCDI).

Experience. This signature research area focuses on the study and analysis of experiential learning in the built environment. As part of our land grant mission; the School of Design and Construction regularly provides action-based opportunities for students to expand their learning beyond the classroom. This includes domestic and international study tours for undergraduate and graduate students; education abroad programs; professional internships; off-campus studios; presentations to design firms and construction companies; competitions; portfolio reviews; site visits; student clubs; recruiting; and civic and community engagement projects. Our commitment to “hands-on” experience and conjunction with or in addition to classwork gives students an advantage on the job market and boosts their resumes or portfolios for graduate school. Scholars working in this signature area examine data from action-based coursework intertwined into the school curricula, or they could analyze data from other schools, colleges, and universities—as well as that of public sources or private agencies. Potential collaborative opportunities exist with Teaching and Learning through the College of Education; International Research and Agricultural Development through CAHNRS; the Center for Environmental Research, Education, and Outreach (CEREO); the Center for Civic Engagement (CCE); Education Abroad in Global Learning as part of the Office of International Programs; and the School of Hospitality and Business Management.

Ph.D. Program: The upcoming five-year cycle provides ample opportunity to actively investigate a Ph.D. program, perhaps leading to the delivery of a single, integrated degree in design and construction. (An integrated graduate degree was explored in 2012 by an SDC committee looking into synergies between the SDC’s master’s degree programs and the committee envisioned that the degree would set a foundation for a future doctoral program.) The idea is to house a unique degree within the

School of Design and Construction and to seek collaborations, both in research and teaching, with programs in VCEA and CAHNRS as well as with colleges, departments, centers, and colleagues in other areas of the university.

Integrated Ph.D. degrees in design and construction exist at other U.S. universities, but they are not widespread. With the rise of interdisciplinary research, collaborative working environments; the global need for a greater understanding and application of healthy and sustainable living; and the importance of current fabrication and construction methods to integrated project delivery, an integrated Ph.D. in design and construction could offer extraordinary value to the professions and academia. It provides a unified basis to consider the complex web of physical, environmental, and social systems that comprise the built environment. The creation of a single Ph.D. program in the School of Design and Construction, drawing upon its signature research and scholarship themes, would vastly increase the school's research profile and fold into the university's desire, according to its 2014-2019 Strategic Plan, for greater interdisciplinary research collaboration, a preeminent research portfolio, and growth in graduate student numbers—especially doctoral students.



Recent history in the School of Design and Construction bears out the demand for a Ph.D. degree. Over the past few years, four design and construction doctoral-level students have chosen WSU's Individual Interdisciplinary Degree Program (IIDP) to pursue their doctoral degrees largely because no Ph.D. offering existed in the School of Design and Construction and because of the termination of the Doctor of Design (D.Des.) degree. Faculty from the School of Design and Construction made up the core of each of these doctoral students' committees, including all the chairs. During their graduate studies, all four students contributed to the SDC teaching mission either as instructors, co-instructors, or teaching assistants delivering required program curricula or elective courses. All four are currently in tenure-track positions in design or construction fields at other universities, and their research is rising in national and international prominence.



The school is not far removed from the memory and framework of the former D.Des.—an integrated design degree previously offered through the Interdisciplinary Design Institute (IDI) at WSU Spokane. Indeed, the final degree student defended her dissertation in the fall of 2014, and several faculty and staff involved with the implementation, support, and intellectual rigor of the D.Des. remain part of the School of Design and Construction faculty. The D.Des. matched the Ph.D. in curricular structure and administration, but was denied the Ph.D. nomenclature because of

Washington State University regulations concerning doctoral degrees housed in branch campuses at the time of its development. Nonetheless, in the seven years since its 2004 initiation, the D.Des. supported a class of twenty (20) students by 2011—the year of the announced merger and closure of the IDI.

The addition of construction education and research to the revitalization of a doctoral degree would make it even more appealing to a wider number of graduate-level scholars seeking further studies in the built environment. Furthermore, some course offerings previously available to D.Des. students at WSU Spokane continue to be delivered by the same faculty in Pullman—but now under different names with altered requirements. These courses are in place for Ph.D. students as part of a required core curriculum. The addition of several new research-oriented faculty hires in the School of Design and Construction also has increased our ability to execute a new Ph.D. program.

A committee will be formed to more fully investigate the feasibility, competition, and demand for such a degree from 2015-17. From 2017-18, this committee will accomplish the following: the development of curricula; policies; lists of applicable granting agencies and affiliated faculty; application procedures; pathways for master's-level students; recruitment; publicity; and an administrative structure. The school should be prepared to admit its first class of students in the fall of 2018 while targeting a class of 20-25 full- or part-time students by 2021.

Challenges: The school likely would require more research-oriented faculty with doctoral degrees to help deliver the program, oversee dissertations, and serve on committees, one of whom may serve in a new, twelve-month, full-time administrative/faculty position as a “Director of Graduate Studies and Research” with the charge of developing the Ph.D. program and serving a larger role in school administration. Specific opportunities for funded research would need to be targeted in order to generate adequate funding for research assistants and the recruitment of new students, while the new program would necessitate either additional staff support or a reallocation of existing staff duties. As the school grows, the availability of research space may provide a challenge for faculty and graduate students alike—particularly if new research initiatives require laboratory or specialized equipment. External funding likely would be necessary to help establish the program.

Teaching: The programs that comprise the School of Design and Construction have long been noted for teaching excellence, and we hope that the merger further solidifies the school as a locus for excellent instruction, collaborative activity, dedicated faculty, and transformational student experiences. There is a long history of alumni testifying to the education, care, and attention they received as design or construction students at WSU, and students relish the relationships and bonds they make in studios, classrooms, clubs, study tours, internships, and study abroad opportunities. The school will continue to promote its desirable combination of critical thinking with hands-on practicality rooted in the origins of each of the programs and in the best tradition of a land-grant institution.



The SDC Strategic Plan suggests that the school will tap into the broad initiative in higher education towards flipped classroom models and online offerings that speak to a financially-conscious, yet digitally-savvy, millennial generation. However, neither innovative teaching methods nor new technologies (or software) are intended to replace the rigor of the educational process or the instructional quality that is a hallmark of the school and its programs.

Outreach and engagement: The school is highly active with its outreach to the professions, to industry, and to community. School of Design and Construction students are constantly on the move—whether participating in off-site competitions, interning in firms or companies; presenting in design firms in the Puget Sound area, studying abroad; traveling on week-long study tours to major metropolitan areas in national or international destinations; attending regional and national conferences; or meeting with community members and improving lives through design in the small, rural communities of the Pacific Northwest.

This plan identifies several areas where the School of Design and Construction is prepared to take outreach and engagement to the next level. Opportunities abound to make greater connections to the professions and industry through design studios or extension activities at the university's branch campuses or extension units in Spokane, Puyallup, Everett, or Vancouver; the exploration of more articulation agreements with the state's community colleges; greater connections to firms and industries in Spokane; the expansion of international study tours beyond western Europe; and greater promotion of internships and study abroad opportunities. Many of these initiatives are illustrated in the appendix under "Theme 3: Outreach and Engagement."



Facility needs: The School of Design and Construction is currently spread between Carpenter Hall and Daggy Hall on the western edge of the WSU campus. The buildings enjoy ample parking and public transportation (bus) as well as reasonable proximity to downtown Pullman and well-lit studios and classrooms. However, a growing student and faculty population may soon render office and classroom space at a premium. With the long-range development plan for VCEA forecasting the construction of several new buildings on the eastern edge of campus in the vicinity of several buildings housing CAHNRS departments and administration, the School of Design and Construction may eventually find itself isolated from the two colleges that administer its operations. This is not a pressing concern, but may be worth considering in light of future projections.

Where it makes sense, the school should strive for a more equitable distribution of space to continue to "walk the walk" of integration. Opportunities to do so, however, should be understood as a luxury rather than a right; the school is nearing capacity for office and classroom space, and several new faculty hires in VCEA over the past couple of years—while excellent for the growth of the college as a whole—have begun to impinge upon the amount of available office space. Relative to the physical condition of other buildings in the engineering precinct, it is unsurprising that the school is the lowest priority for new facilities among the schools and departments of VCEA, as buildings such as Dana Hall, EME, Thermal Fluids, Albrook, and the Engineering Laboratory Building have arguably greater challenges than Carpenter Hall and Daggy Hall. Yet the two buildings for the School of Design and Construction—separated by a two-story parking structure—creates an unfortunate segregation between people and activities that needs to be addressed.

While a new building for the design and construction disciplines should remain a long-term goal, the school is currently repurposing existing spaces within Carpenter Hall and Daggy Hall for videoconferencing, student clubs, and large-scale design experimentation—potentially or temporarily occupying spaces in other VCEA buildings as they are gradually abandoned by departments and centers

moving to new buildings on the eastern edge of campus. As student and faculty use of parametric design modeling software increases through studio coursework, gallery exhibits, installations, and furniture-making, there is the concomitant desire to use computational design to drive digital fabrication at scales and speeds not previously achievable. This will require more equipment—and more space.



There is also the basic desire for students to “get their hands dirty” and work with materials in old-fashioned ways, providing the kind of literal hands-on instruction and experimentation that is characteristic of the building art—and popular with today’s “makerspaces” that many universities are incorporating. Such work naturally requires the ability to work at scales and with materials, noise, and a general mess that does not lend itself to the conventional studio environment or—given that multiple projects may be happening simultaneously—to the available floor space in the current wood shop (Fab Lab I). While VCEA’s new

Frank Innovation Zone (FIZ) in Dana Hall provides some opportunity for such experimentation, the FIZ is not intended for curriculum-specific projects and could not sustain student demand for the kind of “dirty” and large-scale spatial condition desired by the school.

Such a space, at a minimum, would require a durable clear-span, column-free space with minimum 15-foot-high ceilings and 800 square feet of floor space; adequate lighting and ventilation; access to water and electricity; and large doors necessary to conveniently transport materials and projects—although larger spaces would allow for full-scale building mock-ups, adequate storage space, and instructional space. This “hacker-maker”-type space would provide adequate volume to execute building envelope mockups, a future solar decathlon project, or other design-build experiments using a variety of methods, materials, and technologies—from plaster, plastics, and photovoltaics to concrete, composites, and cross-laminated timber. Such spaces are increasingly popular with students in engineering, design, and construction-oriented schools and colleges nationwide, as students desire unregulated access to rooms and materials without constant vigilance toward codes of cleanliness that dictate conventional instructional facilities.

Information Technology

The Information Technology (IT) landscape in the School of Design and Construction has changed significantly in recent years. Today, we have three instructional computer labs and over 100 workstations spread throughout the labs, classrooms, studios, and IT room for students’ use, in addition to the computing resources in use by the faculty and staff. We maintain ten (10) large format plotters for mock-up and final student presentations as well as dozens of other printers—including large volume networked printers for faculty, staff, and student use.

Yet given the school’s increasing complexity, in addition to a general environmental imperative that fosters reduced waste and discourages an overwhelming use of ink and paper resources, this is not sustainable for the long term. To meet future demand and to reduce long-term costs for students, we have invested in a Virtualized Desktop Infrastructure (VDI) to effectively deliver the programs required by our students. Specifically, we have partnered with Citrix and Nvidia to provide a rich graphical environment

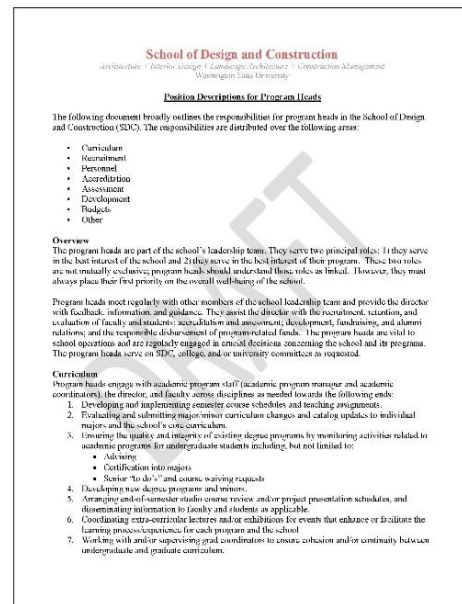
capable of delivering applications students need to be successful in their academic careers. While this project is in its infancy, we are excited about the ways this will enrich our students' computing experience at the SDC. However, we will need ongoing support and maintenance to ensure that we are delivering the necessary computing power for our students, and we will need to keep pace with the increasingly virtual method of project delivery that the industry demands. As with other aspects of this plan, we will need to check in annually to determine if adjustments are necessary.

Policies, procedures, roles, and responsibilities: The nature of integrated coursework and leadership has necessitated a series of new policies to aid in school governance and administrative structure. With the merger, several previously well-defined school, program, and department policies, as well as roles and responsibilities of personnel, were rendered functionally obsolete and have required redefinition. An initial School of Design and Construction policy document was composed in 2012-13, but the increasing complexity of school operations has required another update. This update, will include new and revised criteria for tenure and promotion; revised student policies that include a “studio culture” document governing proper studio decorum; updated safety regulations for the shops; a new policy for faculty professional development and travel; and much else. Where applicable, all such documents must adhere to various criteria in the faculty manual and those of VCEA and CAHNRS; in fact, the school’s new tenure and promotion document—while stressing the important differences in “research” from a design and construction perspective—is nonetheless paying close attention to the growing research emphasis in both colleges.

Following the merger, the school quickly developed a horizontal leadership structure, with a “leadership team” comprised of four appointed program coordinators and a graduate coordinator for the Architecture program meeting regularly together with the director, assistant director, and administrative manager. This structure served the school effectively in its first two years, but roles and responsibilities have shifted and has required fine-tuning and redefinition.

We must define or redefine the roles and responsibilities of the program coordinators (or “heads”), the director, the academic program manager, and the academic coordinators—as well as the selection, nomination, or appointment process for those roles. Meanwhile, integrated initiatives, multiple course offerings, teaching assistantships, and school-related travel opportunities, and summer courses require “Request for Proposal”-type documents that establish an application process for faculty and students. These proposals will be reviewed and selected, in most cases, by the leadership team. Furthermore, governing policies for the operation of these initiatives, and others—including guidelines for the newly-created School of Design and Construction Ambassador program and the advisory board(s)—must be established.

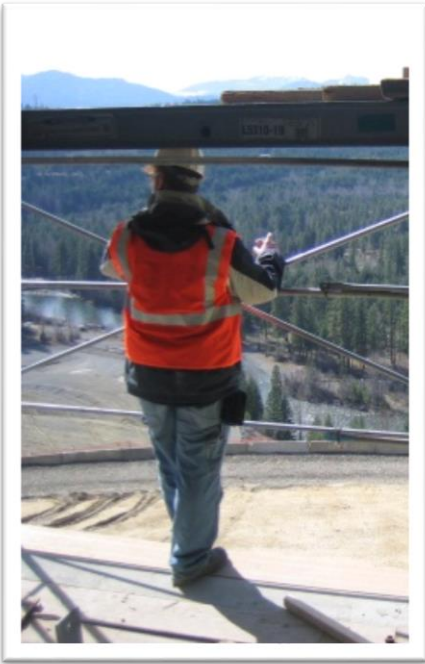
In all cases, these documents are intended to help manage the complex operations of the school and demonstrate clarity with previously undefined administrative roles and responsibilities. As the school’s complexity seems to grow by the day because of the boundless energy of its faculty and staff to offer the best educational experiences for its students, these documents are not intended to be set permanently in



stone following initial approval. As with the strategic plan, they should be examined frequently for any necessary alterations or changes.

Assessment and updates: The School of Design and Construction | Strategic Plan 2015-2020 will be comprehensively revisited every five years, with the next comprehensive update scheduled for 2019, as the school must prepare another five-year plan (2020-2025). In the interim, a school committee will be formed annually to track progress, provide assessment, and to propose or make necessary adjustments to this plan. While this plan does lay out important initiatives for the coming years to which the school should adhere—particularly around research—its construction almost from scratch must entail its fluidity.

Forecast: The School of Design and Construction looks ahead to a promising future. The school's enthusiastic faculty, staff, and student body are dedicated to integration and a belief that the educational mission is better practiced in an open, transparent, and collaborative environment. Students from the various programs take pride in the education they received from WSU, and demonstrate their loyalty through strong alumni connections, annual giving, and advisory board involvement. Although undergraduate student numbers in the design disciplines have seen a steady national decline in the years following the "Great Recession" (and WSU is no exception), graduate numbers in the school are increasing and providing a basis for the development of further graduate courses and potential degree



offerings. Meanwhile, the placement of students into jobs remains solid no matter the number of graduates; over the past three years in particular, the Construction Management program has demonstrated perfect 100 percent placement into the industry immediately upon graduation, and in 2015, the graduate program in architecture could boast the same.

While market conditions often dictate job availability and placement, there is little doubt about the professional preparedness and competitiveness of SDC students; indeed, degrees from any of the SDC programs hold significant market value. The school now seeks to add value to these degrees through a greater attention to research initiatives focused around signature themes, the pursuit of new models to deliver teaching excellence, and increased opportunities for professional involvement, community engagement, and other beyond-the-classroom learning experiences.

We look forward to the next five years with enthusiasm, energy, and excitement.

SDC Mission, Vision, and Values

SDC Mission

The School of Design and Construction offers an integrated educational and research community that fosters innovation, application, leadership, and diversity in the fields of architecture, interior design, landscape architecture, and construction management.

SDC Vision

The School of Design and Construction is the leading model for integrated design and construction education and research in the West. The school is committed to producing graduates who are highly skilled in the collaborative work environments crucial to the delivery of the built environment that exceed standards for time, money, and performance; and for research that demonstrates the value of integration within the professions. Our work promotes innovative, human-centered design and business practices of the highest quality while providing hands-on, applied coursework that develops skills in leadership, creativity, management, critical thinking, civic engagement, and social responsibility.

SDC Values

- A commitment to enhancing the educational experience and providing value to our students.
- An integrated, cooperative, and collaborative spirit.
- Engagement, outreach, and application that prepares students for the workplace.
- Creativity, experimentation, and ideas that aid the professions.
- Discovery, innovation, and leadership.
- Freedom of expression and ideas.
- Respect for global diversity, social equity, and alternative perspectives.
- Dedication to a sustainable and healthy environment.
- Accountability, integrity, and trust.

Theme 1: Exceptional Research, Innovation, and Creativity

Goal 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

Goal 2: Further develop the SDC's unique strengths and opportunities for research, innovation, and creativity based on its programs; its relationship to its colleges; and its land-grant mandate to be responsive to the needs of Washington state.

Goal 3: Advance the SDC's reach regionally, nationally, and internationally in existing and emerging areas of achievement.

Theme 1 Sub-goals

- 1a. Grow and diversify external research funding.
- 1b. Attract, retain, and develop high-quality research faculty members within the school.
- 1c. Develop future physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity.
- 1d. Construct, maintain, and enhance SDC's emerging areas of research.
- 1e. Increase engagement and productivity of graduate and undergraduate students in mentored research, innovative projects, and creative endeavors.

Theme 2: Transformative Student Experience

Goal 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.

Goal 2: Provide a university experience centered on student engagement, development, and success which prepares graduates to lead and excel in a diverse regional, national, and global society.

Goal 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Theme 2 Sub-goals

- 2a. Enhance student engagement and achievement in academics and extra-curricular activities.
- 2b. Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in the SDC.
- 2c. Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs.
- 2d. Align student recruitment, admissions, and retention school-wide to enhance access, inclusiveness, and student success.

Theme 3: Outreach and Engagement

Goal 1: Increase access to and breadth of SDC's research, scholarship, creative, and academic programs throughout Washington and the world.

Goal 2: Expand and enhance SDC's engagement with institutions, communities, governments, and the private sector.

Goal 3: Increase SDC faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

Theme 3 Sub-goals

3a. Increase the impact of SDC research, scholarship, creativity, and outreach on quality of life, social justice, and economic development.

3b. Increase access to the SDC for place-bound, non-traditional, first-generation, and other underserved and underrepresented students.

3c. Increase the SDC's global presence and impact.

3d. Improve the SDC's reputation with external constituencies.

Theme 4: School Effectiveness: Diversity, Integrity, and Openness

Goal 1: Create and sustain a university community that is diverse, inclusive, and equitable.

Goal 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the school's academic aspirations.

Goal 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure the school's economic viability.

Theme 4 Sub-goals

4a. Recruit, retain, and advance a diverse mix of faculty, staff, and students.

4b. Maintain respectful, inclusive, and equitable behavior.

4c. Increase employee productivity and satisfaction.

4d. Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the school's mission.

4e. Utilize strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with school priorities.

4f. Expand, diversify, and effectively steward funding to advance the SDC's mission and vision.

Appendix

2015-20 Strategic Plan Performance Indicators

Introduction

The SDC Strategic Plan includes the following implementation plan. Quantitative metrics (benchmarks), as outlined in column three of the matrix (below), will be examined annually in conjunction with the WSU strategic plan and those from the Voiland College of Engineering and Architecture (VCEA) and the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS). Other types of evidence (column four) also will be used to assess progress, and—though challenging to quantify—will be calculated as best as possible.

Theme 1: Exceptional Research, Innovation, and Creativity

Goal 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

Goal 2: Further develop the SDC's unique strengths and opportunities for research, innovation, and creativity based on its programs; its relationship to its colleges; and its land-grant mandate to be responsive to the needs of Washington state.

Goal 3: Advance the SDC's reach regionally, nationally, and internationally in existing and emerging areas of achievement.

Theme 1 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
Sub-goal 1a. Grow and diversify extramural research funding.	<ul style="list-style-type: none"> Reward and create incentives for interdisciplinary funding efforts. Pursue grant opportunities across disciplines, amongst the colleges, and between universities. Collaboration with industry, professions, or public (city, county, state) for granting opportunities. Advancement and promotion of the school's signature research areas (health, performance, technology, place, and experience). Explore possibilities of a doctoral program with a focus on integrated design and construction research. 	<ol style="list-style-type: none"> Number of interdisciplinary and/or multi-institution grant awards and/or applications (tracked by eREX and org/budget numbers, OROS). Number of grant applications to outside agencies (tracked through documentation). Number of faculty participating in grant workshops, seminars (OROS sponsored, etc.). 	<ul style="list-style-type: none"> Assign respective staff duties and/or obtain OPDRS equivalent staff/personnel. Faculty-directed publications, projects, designs, or courses emerging from or associated with grants and/or fellowships. Produce a proposal for Ph.D. program, emphasizing uniqueness of integrated school of design and construction.

Theme 1 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
Sub-goal 1b. Attract, retain, and develop high-quality research and creative faculty members within the school.	<ul style="list-style-type: none"> • Prioritize professional leave for research-intensive or highly-creative faculty whose work advances the school's signature areas and/or integrated mission. • Pursue strategic hires within the disciplines who can create and contribute to an integrated research environment. <p>Reward faculty who deliver world-class undergraduate or graduate instruction and/or who provide value to industry through consulting and professional practice while actively building, maintaining, and growing vital research programs.</p> <ul style="list-style-type: none"> • Promotion of individual faculty research or creative programs in peer-reviewed books, articles, and/or external communications. • More frequent nominations of faculty for awards and recognition within the colleges, the university, the region, and the nation. • Regular mentoring of new tenure-track faculty and providing opportunities for them to be successful. 	<ol style="list-style-type: none"> 4. Number of single-authored, peer-reviewed books. 5. Number of single-authored peer-reviewed articles, juried shows, exhibits, or designs. 6. Number of joint peer-reviewed articles, juried shows, exhibits, or designs. 7. Number of citations per faculty member in scholarly publications. 8. Number of invited and/or delivered presentations or talks at regional, national, or international conferences of disciplinary rigor. 9. Number of faculty participating on editorial boards. 10. Number of reviews of SDC faculty work in peer-reviewed scholarly publications. 11. Number of new hires with Ph.D. degrees and/or active research agenda. 12. Number of prestigious faculty awards. 13. Number of new faculty seed grants received. 	<ul style="list-style-type: none"> • New faculty "research" feature on school website and/or other promotional materials, thereby highlighting growing research emphasis of the school. • Public reach and/or dissemination of faculty research and scholarship via mainstream press. • Integrated/cross-disciplinary research projects undertaken by school faculty. • Recognition of high-performing faculty in annual reviews (and, when possible, through merit increases).
Sub-goal 1c. Develop future physical and technological infrastructure, resources, and expertise to support increased research, scholarship, and creative productivity.	<ul style="list-style-type: none"> • Leverage relationships with CAHNRS and VCEA to ensure viable computing capability, laboratory spaces, and personnel for all faculty and staff. • Identify initiatives for future growth. • Encourage faculty to apply for internal or college-wide equipment grants, if available. • Encourage faculty to collaborate across disciplines, programs, departments, and colleges to enhance access to singularly-held resources. • Greater connections with WSU Extension relative to building science, water, light, energy efficiency, and indoor environmental quality. 	<ol style="list-style-type: none"> 14. Number of new or re-configured physical spaces in Carpenter Hall or Daggy Hall for signature areas of research, scholarship, or creative productivity. 15. Number of new classroom(s) or spaces outfitted with up-to-date technology crucial for virtual collaboration. 16. Increase broadband and/or networking speed within Carpenter and Daggy Hall to be comparable to that of other units at WSU. 	<ul style="list-style-type: none"> • Implementation of cloud/virtualization project. • Number of new faculty projects or collaborative endeavors with extension units. • Number of new faculty projects or collaborative endeavors with non-SDC units. • Completion of SDC Virtual Laboratory. • Completion of Construction Management BIM Laboratory.

Theme 1 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
Sub-goal 1d. Construct, maintain, and enhance emerging areas of SDC research (health, performance, technology, place, and experience).	<ul style="list-style-type: none"> • Direct new faculty searches towards signature research areas. • Orient graduate and upper-level undergraduate courses and programs towards signature research areas or emergent projects (e.g., high-performance buildings, solar decathlon, stormwater). • New development efforts around support of faculty, graduate, and undergraduate student research and learning that corresponds with signature research areas. 	17. Number of new hires in signature research areas. 18. Number of new or revised courses oriented around signature research areas.	<ul style="list-style-type: none"> • Promotion of signature research areas and faculty and student scholarship in marketing material (e.g., website, social media, and/or brochures). • SDC-wide funding efforts (or stimulus funds) in support of signature research areas. • Number of faculty posters or presentations at WSU Showcase.
Sub-goal 1e. Increase engagement and productivity of graduate and undergraduate students in mentored research, innovative projects, and creative endeavors.	<ul style="list-style-type: none"> • Encourage and promote entry of student research and creative projects to university-wide exhibitions and competitions. • Involve student organizations in SDC research and creative activities. • Develop formal, research-related student mentorship program. 	19. Number of students winning awards or recognition at graduate or undergraduate competitions or symposia (GPSA, SURCA, etc.). 20. Number of faculty research projects with co-authorship or involvement of graduate or undergraduate students 21. Number of SDC Honors students earning “Pass with Distinction” for Honors thesis. 22. Number of student research presentations at WSU-sponsored or professional meetings.	<ul style="list-style-type: none"> • Number of SDC students completing Honors theses. • Promotion of student research and creative projects in internal and external communications (e.g., website, social media, marketing material).

Theme 2: Transformative Student Experience

Goal 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.

Goal 2: Provide a university experience centered on student engagement, development, and success which prepares graduates to lead and excel in a diverse regional, national, and global society.

Goal 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Theme 2 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p>Sub-goal 2a. Enhance student engagement and achievement in academics and extra-curricular activities.</p>	<ul style="list-style-type: none"> • Demonstrate the value of engagement outside the classroom through coursework that brings students into contact with industry professionals. • Encourage out-of-classroom experience(s) as part of program curricula. • Dedicate resources for competitions and lectures that promote professional skills and/or integrated practice. • Increase promotion of school and program activities and events. • Maintain reasonable class sizes and/or work towards student-faculty ratios that facilitate the learning environment. • Consider an SDC teaching academy, elective course, or workshop series to suggest best practices to current and potential teaching assistants. • Reward students for active and regular engagement in student clubs, all-school events, destination events, evening lectures, symposia, and gallery openings. 	<p>23. Number of courses co-sponsored by industry.</p> <p>24. Percentage of graduate students participating in global engagement (International Programs, internal data).</p> <p>25. Percentage of students participating in domestic study tours.</p> <p>26. Percentage of students participating in SDC clubs (internal data).</p> <p>27. Total number of bachelor's degrees awarded.</p> <p>28. Total number of graduate degrees awarded.</p> <p>29. Total number of SDC students graduating with honors (e.g., Sigma Lambda Chi, GPA, etc.).</p> <p>30. Total number of SDC students earning engagement or extra-curricular-based scholarships.</p> <p>31. Total number of students participating in student engagement competitions</p> <p>32. Number of hours logged via WSU Center for Civic Engagement.</p>	<ul style="list-style-type: none"> • SDC students enrolled in Honors College. • Coursework that integrates or encourages student participation in university, college, or school-wide events (e.g., WSU common reading events, WSU or SDC lectures, SDC gallery openings). • Courses that feature industry professional involvement (e.g., guest judges, critics). • Percent of graduating seniors satisfied with academic experience (student surveys). • Course-based civic engagement activities. • Undergraduate and graduate assessment that demonstrates enhanced student engagement and achievement (e.g., Center for Transformational Leadership and Learning). • Undergraduate student evaluations of teaching assistant performance (eXploration Blue). • Number of school events advertised on website and social media.

Theme 2 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
Sub-goal 2b. Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in the SDC.	<ul style="list-style-type: none"> Assign undergraduates to faculty mentors upon certification into majors. More aggressive recruiting and promotion of programs at high schools, Alive!, Week of Welcome, destination events, and/or career fairs. Work to integrate non-WSU applicants into graduate student pool. Recruit and support faculty and students from diverse backgrounds representative of the respective disciplines. Explore and implement online coursework for recruitment and retention while targeting study abroad, transfer, or change-of-major students. 	33. Total enrollment data in the SDC. 34. Percentage of SDC students from underrepresented groups. 35. Percentage of enrolled undergraduate and graduate students from outside of the state of Washington.	<ul style="list-style-type: none"> Preparedness of SDC students as demonstrated by alumni and professional testimonials (company employment data, SDC website, SDC newsletter, etc.). Promotion of enrollment growth on website. Diverse aspects of SDC highlighted in promotional materials.
Sub-goal 2c. Produce graduates who are highly sought after by post-baccalaureate and post-graduate employers and graduate or professional programs.	<ul style="list-style-type: none"> Reward excellence in teaching. Strategic hires of excellent teaching faculty, regardless of rank, to align undergraduate and graduate education with industry-desired skills. Provide professional curricular experiences to prepare students for the workplace. Dedicate resources to industry-sponsored workshops, short courses, and events that enhance student preparedness. Strengthen internship programs, including exploration of co-op programs Maintain and enhance opportunities for employers to interview students in Carpenter Hall. Work with advisory board(s) to ensure that WSU students are exposed to industry-relevant skills. 	36. Percentage of recent alumni in design or construction-related employment. 37. Percentage of undergraduates enrolled in design or construction-related graduate programs (either at WSU or elsewhere). 38. Percentage of undergraduate and graduate students involved in internships and/or co-ops. 39. Total number of SDC students obtaining internships and/or co-ops.	<ul style="list-style-type: none"> Number of companies and/or firms choosing to interview students for employment in Carpenter Hall. Number of companies and/or firms choosing to recruit SDC students at WSU career fairs. Involvement of advisory board members in student focused workshops, lectures, symposia. Involvement of faculty in industry-sponsored re-training via faculty internships, etc. Number of executives, partners, and/or principals in top firms or companies (e.g., ENR ratings).
Sub-goal 2d. Align student recruitment, admissions, and retention school-wide to enhance access, inclusiveness, and student success.	<ul style="list-style-type: none"> Maintain, improve, and reward recruitment and retention as a core job requirement of all SDC coordinators and administrators. Promote the excitement and opportunities of all SDC majors throughout the first year, foundational SDC courses. Develop student tutoring or peer mentoring program. 	40. Freshmen retention rate. 41. Number of non-SDC students who choose SDC majors following first-year immersion (myWSU). 42. Percentage of students who maintain enrollment through graduation (overall retention rate).	<ul style="list-style-type: none"> Contact hours and availability of academic advisors and faculty (student surveys). Updated recruiting material. SDC ambassador participation in recruiting events. SDC students highlighted in recruitment and marketing material through information and testimonials.

Theme 3: Outreach and Engagement

Goal 1: Increase access to and breadth of SDC's research, scholarship, creative, and academic programs throughout Washington and the world.

Goal 2: Expand and enhance SDC's engagement with institutions, communities, governments, and the private sector.

Goal 3: Increase SDC faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

Theme 3 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p>Sub-goal 3a. Increase the impact of SDC research, scholarship, creativity, and outreach on quality of life, social justice, and economic development within the state and region.</p>	<ul style="list-style-type: none"> Promote civic engagement projects and coursework offered by SDC faculty (e.g., Habitat for Humanity, Rural Communities Design Initiative, Eggert Organic Farm, studios based on homeless issues, etc.). Seek and maintain partnerships with university entities or industry to facilitate engagement. Encourage outcomes-based research, scholarship, and creativity with measurable economic impact in urban areas of Washington and the western United States. Seek increased funding or industry-sponsorship of research or coursework involving students in hands-on, community-based projects. Engage students with community groups, industry professionals, and the public to enhance impact of outreach-related work. Promote community-based projects undertaken by student clubs. 	<p>43. Number of non-credit courses offered as continuing education, online expansion of regular courses, or a for-profit MOOC.</p> <p>44. Number of industry-sponsored courses, symposia, or projects.</p> <p>45. Number of courses partnering with WSU Center for Civic Engagement.</p> <p>46. Number of student presentations in front of alumni, industry professionals, or the public (e.g., CM capstone, study tours, etc.).</p> <p>47. Number of student designed, built, or managed works for community-based entities.</p>	<ul style="list-style-type: none"> Testimonials from agencies and community members on strength of SDC programs, faculty, and courses (local media attention; websites). SDC-related research, scholarship, and teaching appearing in university or college-related material (e.g. <i>Washington State Magazine</i>, <i>Innovations</i>, <i>WSU News</i>).

Theme 3 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p>Sub-goal 3b. Increase access to the SDC for place-bound, non-traditional, first-generation, and other underserved and underrepresented students.</p>	<ul style="list-style-type: none"> • Pursue articulation agreements with Washington state community colleges to reduce duplication of coursework and facilitate time-to-degree. • More aggressive recruiting and promotion of programs at high schools, community colleges, campus welcome events, destination events, and career fairs. • Explore SDC involvement with urban campuses through extension (WSU Spokane, WSU-Tri Cities, WSU-Vancouver, and WSU North Puget Sound at Everett). • Seek industry-sponsored scholarships for non-traditional, first-generation, and other underserved and underrepresented students. • Encourage development of on-line courses through Global Campus for place-bound students. 	<p>48. Number of new scholarships or programs aimed at non-traditional, first-generation, or other undeserved or underrepresented students.</p> <p>49. Enrollment from existing or new online courses (e.g., program in Engineering and Technology Management).</p> <p>50. Number of new or revised articulation agreements with community colleges.</p>	<ul style="list-style-type: none"> • Proposal(s) for new online courses or older courses offering online component to place-bound students. • Evidence of recruitment efforts aimed specifically at non-traditional, first-generation, or other underserved or underrepresented students (e.g., follow-up from Future Cougars of Color event; SDC Ambassador or faculty-staff presence at statewide recruitment fairs).
<p>Sub-goal 3c. Increase the SDC's global presence and impact.</p>	<ul style="list-style-type: none"> • Pursue year-long, semester-long, or summer education abroad opportunities for undergraduate and graduate students. • Consider partnerships with other universities with established education abroad programs to facilitate course delivery and curriculum requirements (e.g., Cal Poly San Luis Obispo Construction Management program in Prague; University of Idaho Architecture/Interior Design program in China). • Explore sponsorships with organizations to expand reach of study abroad opportunities (e.g. DIS, CIEE,, CEA). • Explore partnerships with WSU Alumni Association to open SDC's faculty-led study tours to WSU alumni and local community. • Expand global engagement offerings to include non-European or non-first world countries or cities. • Promote faculty and courses involving international partners, universities, or topics. • Explore possibility of new SDC-sponsored online courses (e.g., Global History of Design). 	<p>51. Number of faculty participating in international activities (e.g., study tours, conferences, and study abroad).</p> <p>52. Number of students participating in international study tours.</p> <p>53. Number of students participating in semester-long or year-long education abroad opportunities (whether SDC-sponsored or company-sponsored).</p> <p>54. Revenue from for-profit online courses delivered globally to non-WSU students.</p>	<ul style="list-style-type: none"> • Student evaluation or assessment of international (global engagement) study tours • Allocate resources for logistical and relationship development travel for potential study tours and/or study abroad opportunities.

Theme 3 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p>Sub-goal 3d. Improve the SDC's reputation with external constituencies.</p>	<ul style="list-style-type: none"> Consistently and vigorously leverage the school's four-program integrated framework as an ideal model for project delivery, job preparedness, professional development, and industry experience. Better promotion of school news, events, and activities to prominent media outlets. Focus resources towards greater publicity, attendance, and participation at regional and national competitions and conferences. Celebrate student and faculty success by targeting prominent design and construction websites and publications. 	<p>55. Analytics from media, social media, and website (e.g., number of articles, page views, "likes").</p> <p>56. Regional and national rankings for undergraduate and graduate programs.</p> <p>57. Ranking of degree-related career path (internal data)</p>	<ul style="list-style-type: none"> SDC presence at local, regional and national conferences; career fairs; and competitions.

Theme 4: School Effectiveness: Diversity, Integrity, and Openness

Goal 1: Create and sustain a university community that is diverse, inclusive, and equitable.

Goal 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the school's academic aspirations.

Goal 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure the school's economic viability.

Theme 4 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
Sub-goal 4a. Recruit, retain, and advance a diverse mix of faculty, staff, and students.	<ul style="list-style-type: none"> Continued compliance with all EEO/AA standards for all new hires. Improve mentoring for faculty and staff. Continue successful programs from WSU "Advance" Institutional Transformation program aimed at the hiring and retention of diverse faculty. Implementation or development of student organizations and social media that specifically target underrepresented groups. Targeted increase of interdisciplinary student/faculty mix within existing and potential courses. 	58. Percentage of faculty and staff from underrepresented groups. 59. Percentage of students from underrepresented groups. 60. Percentage of underrepresented faculty in programs that do not typically feature them (e.g., Construction Management, Architecture).	<ul style="list-style-type: none"> Coursework that consciously includes information of relevance to underrepresented groups. McNair scholar participation rates.
Sub-goal 4b. Maintain respectful, inclusive, and equitable behavior.	<ul style="list-style-type: none"> Create a consistent set of internal documents and policies that inform behavior and attitude expected in the school. Work towards integration in classrooms, studios, laboratories, and seminar spaces to break down hierarchies, create "collision points" for innovative ideas, and encourage dialogue with controversial issues. Distribute office space, where and when possible or beneficial, in ways that mix disciplines, genders, cultures, and races. Ensure that faculty and staff are equitably distributed in committee work. Recognize and reward contributions to an equitable and inclusive workplace in annual reviews. 	61. Key indicators from biennial institution-wide Employee Engagement Survey 62. Number of students participating in interdisciplinary courses (e.g., SDC courses, CM/Arch Capstone, Materials, Structures, Global History of Design, Building Science, etc.).	<ul style="list-style-type: none"> Physical space reconfiguration that suggests collaboration, integration, and engagement. Contributions by faculty to an equitable workplace (e.g., WORQS data).

Theme 4 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
Sub-goal 4c. Increase employee productivity and satisfaction.	<ul style="list-style-type: none"> Reward and recognize extra contributions in teaching and service. Reduce administrative burdens on task-heavy faculty and staff. Use data or information gathered from employee engagement survey to improve work climate. Communicate openly and with timeliness on issues of relevance to faculty, staff, and students. Funnel resources towards staff or faculty-led initiatives that advance school's mission (e.g. civic engagement, community-based projects, study tours, industry presentations, site visits). Involve all faculty and staff, where necessary or permissible, in matters of school-wide consequence. 	63. Average employee satisfaction rating from Employee Engagement Survey.	<ul style="list-style-type: none"> Number of faculty/staff participating in teaching workshops and leadership training (e.g., Center for Transformational Leadership and Learning; ; Provost's Leadership Academy). Regular promotion of and presence at all-school events, recruiting workshops, final reviews, lectures, competitions.
Sub-goal 4d. Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the school's mission.	<ul style="list-style-type: none"> Greater faculty and staff awareness and understanding of school budgets, fiscal constraints, and resource allocation. Encourage integrated committees (mentoring committees, tenure and promotion, service). Ensure that school leadership makeup is representative of all disciplines and staff areas. Improve internal communications (e.g., email announcements, faculty meetings, agendas, and minutes). 	64. Number of faculty meetings per semester/year. 65. Number of Leadership Team meetings per semester/year.	<ul style="list-style-type: none"> Evidence of integrated leadership and committees. Equitability of budget allocations per program. Creation and distribution of SDC and program-related documents allowing for faculty and staff feedback (e.g., strategic plans, policies and procedures, bylaws, tenure and promotion, etc.).
Sub-goal 4e. Utilize strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with school priorities.	<ul style="list-style-type: none"> Review assessment of undergraduate and graduate programs (e.g., Office of Assessment of Teaching and Learning, Graduate Program Assessment Review, fourth-year exit surveys, course evaluations, study tour evaluations). Pursue internal assessment tools that extend beyond university assessment and course evaluations. Coordinate points of intersection between SDC Strategic Plan and industry needs or priorities. Solicit and implement action from school advisory board(s) annually. 	66. Demonstrated progress on recommendations from SDC assessment (e.g., teaching and learning, graduate school). 67. Demonstrated progress on recommendations from SDC Advisory Board.	<ul style="list-style-type: none"> Annual reporting on implementation of school and program strategic plans. Advisory board reports and minutes. Data from internal school surveys (e.g., Survey Monkey).

Theme 4 Sub-goals	Potential Initiatives and Tactics	Quantitative Metrics	Other types of evidence (qualitative, progress indicators, diagnostics)
<p>Sub-goal 4f. Expand, diversify, and effectively steward funding to advance the SDC's mission and vision.</p>	<ul style="list-style-type: none"> • Allocate expenditures in ways that benefit integrated initiatives, strengthen programs, and enhance student experience (e.g., virtual/cloud computing; IT/videoconferencing; shop facilities; student spaces; building improvements). • Work towards SDC development fund (e.g., annual letter campaigns; advisory board meeting appeals). • Encourage and strengthen programs when necessary (e.g., accreditation visits, course delivery). • Work with development officers in VCEA and CAHNRS to clarify school-wide vs. program-specific fundraising. 	<p>68. Amount of private giving/support to SDC Excellence Fund.</p> <p>69. Allocation of SDC monies to initiatives fostering integration and program enhancements.</p>	<ul style="list-style-type: none"> • Number of new spaces, initiatives, and/or technologies dedicated to integrated mission and vision of SDC.