

I.1.4 Long-Range Planning

University Long Range Planning

Beginning in 2010, MSU President Waded Cruzado initiated a long-range strategic planning process that included representatives from a broad range of constituencies across campus—including Associate Professor Mike Everts from the School of Architecture. Montana State University's Strategic plan sets overarching goals for the university and relies on every member of the MSU community – students, faculty, staff, alumni, and our community partners – to contribute to its success. The plan is intended to guide and inform those making strategic decisions, without constraining the tactics that will help MSU achieve its goals. Each University unit is empowered to envision its future, develop its own paths to these goals, and contribute to the University's success in diverse and creative ways. This plan was the result of 18 months of work by hundreds of constituents across the University and state. The Strategic Planning Committee and the Planning Council, as well as faculty, staff, students, and community members, carefully considered the Montana University System's strategic plan as well as the accreditation process to ensure that its goals and metrics move MSU forward. The plan was officially adopted August 2012.

The strategic plan centers upon six primary areas: Learning, Discovery, Engagement, Integration, Access and Stewardship. The MSU strategic plan establishes objective goals for the 2012-2019 time period. The Montana State University Strategic Plan can be viewed at:

- <http://www.montana.edu/strategicplan/documents/montanastate-strategic-plan.pdf>

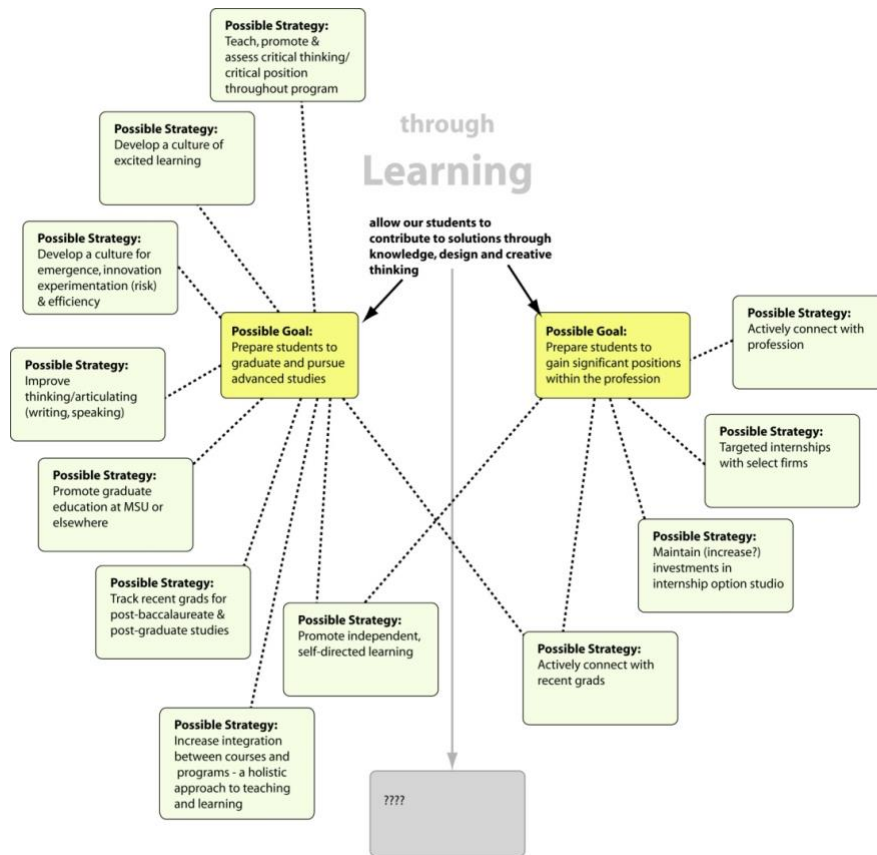
Once the MSU Strategic Plan was adopted the College of Arts and Architecture strategic plan was developed over the course of AY 12-13. Initially, the College's plan was to be completed by December 2012 with all of the Schools in the College completing their strategic plans over Spring semester 2013. However, the School of Architecture elected to begin our work on the School's Strategic Plan in August 2012—allowing us the entire academic year to develop our strategic plan and dovetail into the objectives of the College and University.

School of Architecture Strategic Planning

The School began the development of its new strategic plan at our faculty-staff startup meeting in August 2012. Student representatives from the undergraduate and graduate program were in attendance at this startup meeting. An outside consultant, Deidre Combs, was hired by the School to assist us with the initial process of developing our strategic plan. Deidre Combs is a professional consultant in Bozeman who has worked with a number of organizations to develop their strategic plans. She was a key member of the University Planning Council as they developed the University's strategic plan. During the morning session, the faculty, staff and students worked with Ms. Combs to identify the strengths and weaknesses of the program, concepts for our mission and vision as well as the core values the School believes to be important and unique to our program. During this session, key topics were identified and the faculty, staff and students broke into smaller groups to develop initial ideas on our vision as well as hoped for outcomes and directions over the next several years. All of the groups reconvened and presented the various ideas. All individuals were asked to identify the ideas/concepts that were important to move forward in our discussions. This provided an initial guide to the discussions/decisions that would happen during the year.

Two weeks later, the strategic planning committee met to review the work that was developed at the startup meeting. The strategic planning committee was comprised of the Interim Director, Graduate Program Coordinator, Undergraduate Program Coordinator, two faculty members, two staff members, an undergraduate student and a graduate student. This committee met at least every other week—often every week—throughout the year. The committee took the initial start-up meeting work and developed a draft of the mission, vision and core values. These drafts were presented to faculty and students on a periodic basis to gain feedback on the various iterations. Once these three areas were finalized, the committee began work on developing the School's objectives and to support the University objectives and move the School's vision forward. Financial and physical resources will be tied to initiatives and programs that support the University's strategic plan. As such, the School believes it is important to look for the ways in which what we do—and what we want to do—can enrich our own program and assist the University fulfill its strategic plan. The committee reviewed the ideas, initiatives and goals developed at our startup meeting and compared those items with the learning objectives of the University strategic plan. Areas of overlap between the two allowed the committee to develop an initial draft of strategies and initiatives that were important to the school. Strategies were organized under the six categories of Knowledge, Discovery, Engagement, Integration, Access and Stewardship. This allowed us to best see the areas of overlap that we could maximize.

These strategies were initially presented to the faculty in text form, but it was found that once we converted our strategies into a visual ‘mind map’ format, the feedback was stronger and more focused. The committee developed an afternoon charrette session in which students, faculty and staff were invited to review and provide comments on the strengths and weaknesses of each strategy. These comments were assembled and added to the ‘mind-map’ diagram allowing the committee to review all of the strategies once again. An example of one of these working diagrams is shown below.



The committee took the strategies and organized them into three categories Logistical, Pedagogical and Cultural. This allowed us to look at what might be required to achieve each strategy—i.e. logistical strategies might be related to physical resources while pedagogical strategies would best be implemented through curricular changes and cultural strategies would require a shift in the culture of the school.

Data And Information Sources

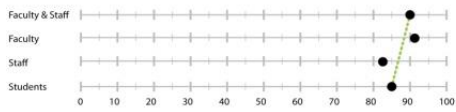
All of the faculty, staff and students were asked to rate each Logistical, Pedagogical and Cultural strategy in terms of it being a High, Medium or Low Priority—allowing us to determine which strategies should be pursued over the next several years. This information was then tabulated and those strategies that received the most support from faculty, staff and students—regardless of which category they fell into—were brought forth to constitute the strategic plan that would help to guide the school. An example of this data analysis is shown on the next page.

All of the charts and data that resulted from this survey will be made available in the Team Room during the site accreditation visit. Based upon the data and feedback gained from this process, the School of Architecture’s Strategic Plan alignment with the University’s Strategic Plan was developed. This plan can be found on the School website at <http://www.arch.montana.edu/pdf/SOAStrategicPlan2013.pdf> . The Strategic Planning Committee will continue to review and revise the plan throughout the coming year and the results of this process will be presented to our Advisory Council this fall to gain their perspective and feedback on the process and results . In addition, the committee will develop additional information for the strategic plan and monitor and advise on the School’s progress toward meeting the objectives set forth within the plan.

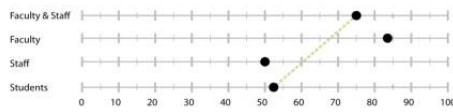
Pedagogical Strategy Items

Not a Priority Low Priority Medium Priority High Priority

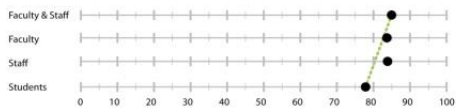
Increase integration between courses and programs – a holistic approach to teaching and learning



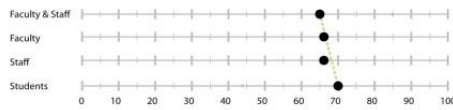
Develop 2-6 week summer courses targeting multi-cultural global experience



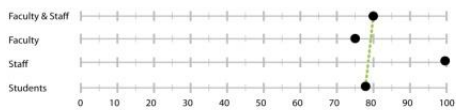
Teach, promote, and assess critical thinking/critical position throughout program



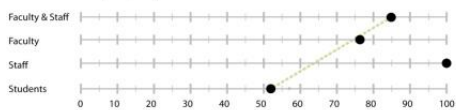
Expand CDC and promote projects in underserved populations



Incorporate community projects, design/build and research labs into curriculum at various scales



Revise studio culture policy and publicize



LEGEND

All scales indicate percentage of respondents that identified a strategy as High or Medium Priority
 Faculty & Staff percentage is based on a combination of all TT and NTT faculty (full- and part-time) & staff
 Faculty percentage is based on responses from full-time TT and NTT faculty
 Staff percentage is based on responses from full-time staff
 Survey response totals - 72% of TT faculty, 67% of NTT faculty, 100% of staff, 21% of students
 Dashed line connects Faculty & Staff percentages to Student percentages

While the School was developing its strategic plan, the College of Arts and Architecture was developing its strategic plan and followed a similar charrette process—with four separate charrettes taking place to allow for the greatest level of participation. Architecture faculty, staff and students participated in these charrettes and provided feedback. Once the College’s plan was completed, the School’s strategic plan was nested inside of the college plan in order for the Dean to identify which unit strategies would support the college and university objectives.

Long-range planning plays a critical role in the majority of decisions made at the University and College level. As a result for all departmental and school units, it is imperative that initiatives and strategies support the University strategic plan since financial, physical space and human resources will follow those strategies that help the University to meet its goals. The University has a strong emphasis on increased student enrollment, higher retention and graduation rates, increased research/creative activity, increased engagement activities—through service, outreach and engagement—and increased integration of teaching, research and outreach. The importance of these areas contributed to the School identifying where there is an overlap between the objectives of the University and the initiatives and existing programs important to the School’s future direction. As a result, many of the policies developed in the school are developed in the context of how activities will move the University’s strategic plan forward. For example, funding has been utilized to support faculty research at national and international conferences. The School aggressively pursued a wide range of engagement opportunities through design-build and service-learning course that engage our students with global experiences. With the recent seismic construction being done in our building, we leveraged this opportunity to make positive changes to our physical environment. All of these examples support the School’s desire for continued improvement and the University’s goals for growth or improvement in these areas.

Similarly, the entire process of developing the strategic plan included conversations on the areas embodied in the five perspectives. The school’s connection to the profession, increased outreach and engagement with the broader community, studio and learning culture and a strong emphasis on research/creative activity and increased involvement by students can be seen through out each of the development stages of the strategic plan and are evident in the visual ‘mind-map’ diagrams presented throughout the last half of our process. Because we looked at strategies through a Logistical, Pedagogical and Cultural perspective it allowed us to look at the various constituencies represented by the five perspectives and maintain a strong connection to our academic community, our students, our profession and regulatory body, as well as to the community both locally and at a global level. The process materials from our strategic planning process will be included in the documents in the Team Room.