



K-State 2025 Strategic Action and Alignment Plan Template for Departments

College or Major Unit: Architecture, Planning and Design

Department: Interior Architecture & Product Design

1. What are your Department’s mission and vision and how does your organization contribute to achieving the University’s and your College’s/Major Unit’s vision for K-State 2025?

Mission: IAPD’s mission is to develop a community of learning with a comprehensive and vibrant approach to design and informed by multiple precepts: that the design of the interior has an integral and considered relationship to the building, landscape, and community that provide its context; that we design for an integrated user-centered whole comprised of varying scales from the interfaces and experiences intimately linked to the human *touch points*, to the interface between the human body and the *near environment*, to the design of places and spaces in the built and designed environment (and the products and building systems that materially comprise it); that the act of “making” is integral to develop a process of understanding; that design inquiry through evidence and design research and analysis are crucial; that haptic experiences foster depth in consideration and design; that insights and opportunities are presented through richly investigated circumstances are fruitful; and, that learning from and sharing knowledge throughout society and across culture is imperative in addressing significant issues and the betterment of human life through the understanding of health, safety and welfare of occupants. **Vision:** To be an internationally recognized program, preparing design leaders grounded in the process of inquiry; design; and, the making of space and form; who rigorously pursue excellence intrinsically, and contribute to the betterment of the human condition.

IAPD commits to contributing to achieve the aspirations of the University’s and APDesign’s vision for K-State 2025 by having, developing, and reinforcing:

- A strong community of designers with an intrinsic passion for the *potential* and *value* of design contributing across culture and socio-economic strata;
- Actively engaged students in leadership in a global environment/context throughout the department, college, university, and profession;
- Excellence in teaching, research and creative activity, and service (including service learning and outreach) recognized and rewarded;
- A culture of inquiry, collaboration, cross-disciplinary endeavors;
- A strong network of alumni and friends, actively engaged in advocacy and support of IAPD;
- Preparation of exceptional graduates, nimble and adaptable to change;
- Enrichment experiences within and supplemental to the curriculum contributing to the breadth and depth of design;
- Multiple modes of exploration, inquiry, analysis and synthesis resulting in recognizable and highly sought IAPD graduates.

2. What are your Department’s key strategic activities and outcomes?

Key Activities	Short Term (2013 - 2015) Key Outcomes	Intermediate (2016 - 2020) Key Outcomes	Long Term (2021 - 2025) Key Outcomes
<i>What we plan to do...</i>	<i>What we expect to happen...</i>	<i>What we expect to happen...</i>	<i>What we expect to happen...</i>
(A) Instill passion at all levels for the potential and value of design process and design research. (C1, C2, O3, V1) A-1: Increase exposure to and demonstration of excellence in design. A-2: Increase faculty demonstration of RSCAD activities. A-3: Develop a comprehensive plan to infuse	A-1 Establish annual baseline of student entries to peer reviewed regional, national and international design competitions, at 8 with a success rate of 5%. A-1 Offering Summer IAPD Experience for High School students.	A-1 Increase in student awards from regional, national and international design competitions by 10% annually. A-1 Established IAPD HS Experience and resulting enrollment increases due to Summer program.	A-1 IAPD endowed chair. A-1 IAPD Professorship.

throughout educational experience. A-4: Increase awareness of and engagement in social justice design issues. A-5: Host annual design competition.

(B) Increase the Quality and Diversity of our Facilities. (C3, V5)

B-1 Increase technology capabilities in studios and classrooms. B-2 Develop in-house (Seaton, KCDC, Olathe, Salina) capabilities for integrated learning. B-3 Increase collections and display through galleries (Seaton, KC) and collaborations with museums.

(C) Develop Highly Significant Signature Partnership Programs. (C3, V5)

C-1 Create and maintain sustainable dynamic and intentional connections and collaborations for intertwining teaching/learning, scholarly and creative activity, and service. C-2 Develop & Increase transportation industry design focus. C-3 Contribute to design center KCDC and Wichita. C-4 Increase opportunities for study abroad to non-western locations. C-5 Develop and facilitate fabrication & prototyping with increased industry applications. C-6 Build entrepreneurial relationships intra- and exterior entities.

(D) Become the Hallmark of Teaching Excellence in Interior Architecture, Product Design, and Furniture Design. (C3)

D-1 Develop certificate program in Design Teaching. D-2 Focus content of new MS in

A-2 Establish baseline of faculty entries to peer reviewed national design competitions, scholarly presentations, and paper publications at 10 with a success rate of 25%.	A-2 Increase in acceptance of peer reviewed faculty abstracts, presentations, publications and design competitions by 10% annually. Dissemination of RSCAD through peer reviewed conference presentations, publications, design competition publications, and self-publication.	A-2 Established program of sharing faculty RSCAD (Dept, Coll, Univ, & beyond).
A-3 Three peer reviewed student abstracts accepted and presented or published at peer-reviewed venues.	A-3 Annual increase in percentage of students with academic writing achievement in peer-reviewed venues by 5%.	A-3 Create venues for student work at university settings including CAPD, Olathe campus, KCDC, Professional events; traveling exhibition.
A-3 Synergy in design-community-related sharing of design through various formalized media and activities, including CAPD Research Symposia.	A-3 Inherent culture of sharing design ideas and constructive criticism.	
A-4 Student and faculty awareness of opportunities to engage in social justice projects/competitions.	A-4 Established culture of design thinking to address problem-solving for everyday issues and disasters.	
A-5 Initial offering of design competition associated with 50 th dept. anniversary.	A-5 Annual offering of design competition, with various categories of entry (HS through prof.)	A-5 Acceptance of IAPD Competition as hallmark of excellence.
B-1 Introduction of digi-fab tools into IAPD workshops, studios.	B-1 Partnerships with tool company	B-1 Alumni support.
B-2 Projection of integrated learning and RSCAD needs.	B-2 Physical capabilities to integrate technology, collaborate across courses, disciplines.	B-2 Integrated studio/workshops in high demand for projects.
B-3 Identified opportunities for collections and displays in museums and galleries.	B-3 Increased recruitment, recognition, and placement in furniture and design industry.	
C-1 Alterations to curriculum allowing increased flexibility for collaborations.	C-1 Established relationships with design firms, showrooms, manufacturers	C-1 Institutionalize relationships.
C-2 Course in transportation design.	C-2 Increased partnership relationships with transportation industry resulting in funded projects and RSCAD opportunities coordinated through OSRP.	C-2 Center for Transportation Design.
C-3 Increased contributions of 4 th year students and critiques at KCDC.	C-3 Increased interactions in Wichita & Formalized programs in KC.	
C-4 Non-western locations vetted.	C-4 Formalized faculty & student involvement	
C-5 Increased internships and placement	C-5 Increased patents & royalties for faculty & students.	
C-6 Identification of opportunities and partners.	C-6 Increased minors, certificates, recognition	
D-1 Certificate in Design Teaching; strategic collaboration with College of Education	D-1 Increased enrollment for certificate in Design Teaching	
D-2 Establish MS with one focus on Design Teaching	D-2 Increased enrollment in MS	D-2 Established Excellence/Hallmark status in Design Teaching focus of MS
D-3 Increased faculty scholarly activity regarding teaching excellence.	D-3 Increased student & faculty publications re: teaching excellence	

<p>IAPD. D-3 Increase scholarly presentations regarding teaching excellence. D-4 Pursue inclusion of multiple media to supplement teaching activity</p> <p>(E) Develop a Community and Culture of Life-Long and Global Learning and Service (Service Learning). (C1, C3, O1, O3, V3)</p> <p>E-1 Develop post-professional M.S. IAPD degree. E-2 Develop online or hybrid courses to support academic degrees. E-3 Develop online or hybrid courses to support continuing education in the profession. E-4 Expose learners (students – community-based – global) to multiple new technologies and how they are envisioned for design, visualization, prototyping, fabrication, and construction.</p> <p>(F) Celebrate/Communicate the unique nature of IAPD and its contribution to the University Mission and the Profession. (V5)</p> <p>F-1 Increase communications to the university and profession. F-2 Develop readily accessible and deployable alumni database. F-3 Celebrate IAPD Department's 50th Anniversary.</p> <p>(G) Seamless integration of Design + Making throughout curriculum and culture (V5)</p> <p>G-1 Reflect values through curricular changes G-2 Establish Center of Excellence for Design + Making</p>	D-4 Exploration of multiple media approaches to teaching design/fab	D-4 Additional lab space utilized for explorations	D-4 Publications on inclusion of multi-media offering and content
	E-1 Implemented Post-Professional MS IAPD and Post-Bac MFA IAPD.	E-1 Increased enrollment	E-1 Fellowships to support MS and MFA students
	E-2 Development of 3 key hybrid & online courses.	E-2 Increase in number/offering & enrollment of hybrid & online courses	E-2 Attract wide array of learners online and in residence
	E-3 Exchange with industry and advance professional thought	E-3 Establish Olathe/KCDC hybrid/online collaboration courses	E-3 Established Excellence/Hallmark status in region and nat'l/intern'l
	E-4 Incorporation of multiple technologies into existing courses.	E-4 Increased offerings of opportunities to larger community (retirement, high school, other) of technologies in design and fabrication	E-4 Recognized for excellence and creativity in exploring/applying technology in design/fabrication
	E-4 Further teaching of new technologies to design, visualize, prototype, fabricate and construct	E-4 Student presentations as outreach	E-4 Summer camp for H.S., Retirement, educators on integration of teaching of new technologies to design, visualize, prototype, fabricate and construct
	F-1 First offering of Innovation "Boot Camp" with IMSE & ENTR.	F-1 Formalized ongoing Innovation "Boot Camp"	
	F-1 Establish social media, newsletters, marketing materials with defined audiences & purposes	F-1 Increase collaborative opportunities in scholarly and extended community	F-1 Publication related to integrated and collaborative explorations
	F-2 Established reliable record of interns & graduates	F-1 Increased following on social media and newsletters.	F-2 Increased placement % of interns and graduates
	F-3 Alumni engagement, exposure of student work; exposure to public, alumni, university, profession	F-3 Increased internship, placement of students	
	G-1 Curricular alterations illustrate design + make philosophy	G-2 Develop Center of Excellence for Design + Making	G-2 Increased licensing, patents, royalties
	G-1 Strategic faculty hires	G-2 Licensing, patents, royalties	G-2 Increased support from industry, alumni

3. Identify which of your Department's strategic outcomes are directly linked to your College's/Major Unit's outcomes. (Include the identifiers from your College/Major Unit outcomes in brackets in the table above. If your Department or similar unit is not in a College or Major Unit, skip this question.)

4a. What resources and/or opportunities exist for your Department to achieve its vision and outcomes?

[The IAPD Advisory Council provides a diverse array representing the profession, the guidance and suggestions offered, and the opportunities presented through internships and advocacy is extremely helpful in achieving the goals of IAPD. The faculty and students have a thirst for the IAPD vision and legacy. The opportunity to inculcate ourselves at KCDC and Olathe in meaningful ways is present.]

4b. What resources and/or opportunities are needed for your Department to achieve its vision and outcomes?

[Support for students (scholarships and fellowships), increasing our technology (machinery, digital technology, digital fabrication) footprint, and the fundamental qualities of our spaces (HVAC, technology support, flexibility), support for additional faculty to offer the online, certificate, and graduate degrees proposed. Support for RSCAD and associated GRAs. Additionally, flexibility in the connotation of faculty employment (related to 9-month position dates) is critical for us to be nimble in our approach and successful in our ventures.]

5. How do you propose to acquire the resources needed for your Department to accomplish its vision and outcomes?

[We propose multiple avenues to acquire the resources needed, including increased partnerships with the profession and industry, increased sponsorship and grant support, increased peer-reviewed RSCAD, increased alumni and friend support, and increasing enrollments through the certificate and additional graduate degrees as well as through summer and other offerings.]

6. How does your plan link to the K-State 2025 themes/common elements, outcomes, and university metrics? *(Use the K-State 2025 University Strategic Action Planning Alignment Checklist to identify those linkages.)*

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