

CAPLA STAKEHOLDER INPUT SUMMARY

Collected through nine listening sessions with faculty, staff, students, alumni/donors and industry between October and December 2023.

CAPLA'S STRENGTHS, ASSETS & DIFFERENTIATORS

FACULTY: Facilities; Materials Lab; Positive reputation; Unique geographic location in the desert Southwest and proximity to border; Multiple disciplines under one College; Small size; Relationships among students and with faculty; Hands-on education; Multiple pathways for students; Collaboration with other colleges; Partnerships with governments; Creativity; Relevance (Community & Global Impact)

STUDENTS: Strong faculty with both work and academic experience; Facilities and materials lab; Student relationships with faculty; Streamlined path; Most classes offered in one building; Good value; Connections with industry; Career opportunities and high level of hire rates of graduates; Hybrid & on-line options; Physical space to be together with classmates; Multiple disciplines under one College; Interactions with community projects; Pedagogy makes space for pragmatic and theoretical practice; Curriculum responsive to geography and working with historic buildings; Exceptional Qualified Tuition Reimbursement (QTR); CAPLA and faculty are committed to creating well-rounded students.

STAFF: Small college; Good relationships between staff and faculty; Facilities

INDUSTRY: Diversity of programs and professionals; Focus and responsiveness to the issue of sustainability; New program in Real Estate; Materials and courses available to help students think innovatively; Young, dedicated faculty; Focus on outreach; Students have opportunities to work with professionals in hands on projects; CAPLA is more technically based than ASU; Graduates that come out of CAPLA are very strong; Strong student groups (AIS and NOMA) produce strong intern candidates

ALUMNI & DONORS: Geographic location in the desert southwest; Efforts to connect with professional community; Mix of design theory and professional practice; Diverse enrollment (ethnicity and nationality); Partnership with other disciplines

CAPLA'S WEAKNESSES & CHALLENGES

FACULTY: Limited space; Retention; Staff Turnover; lack of Urban Design program; Budget Transparency; Business office operations

STUDENTS: Equity of resources (space, scholarship) with LArch & Planning; Communication; Disconnect between the technology we are learning and using and what is used in the workplace; Mid-semester scheduling changes; Number of students expanding without growth of faculty; Some faculty don't have training in pedagogy

STAFF: Ineffective and too many committee meetings. Lack of direction and timeline. Everything needs to be decided by committee. Dean is a great collaborator but not a decision maker. Staff wants more direction.

INDUSTRY: Limited relationships with Landscape Architecture professionals/industry; Perception that LArch faculty have limited career experience and are very theoretical; LArch professionals are not making hires from

CAPLA because graduates don't have as much practical experience as other programs; Rough transition for students (in general) into the professions.

ALUMNI & DONORS: Better communication between and among students who have the same travel, internship and externship experience. More sharing about their experiences would benefit more students. No current chapter of USGBC (US Green Building Council) that could host lecture series. Lack of professional practice of faculty. More application and professional practice experience for students to help them transition to the workplace.

ISSUES OF CONCERN/IMPORTANCE TO STAKEHOLDERS:

FACULTY: Dilution of quality as a consequence of growth. Faculty overload and increased demands (more students, greater needs). Need to add more faculty to support growth in research; Desire for input on KPI's, Better alignment of faculty research and the courses they teach. Paths to support research; More clarity around Service and what constitutes a full service agenda; Monetizing of students;

STUDENTS: Desire for dedicated space for LArch and Planning students; Mental health of students; Rigorous workload and grading system makes it difficult for students to stay eligible for scholarships; Access to scholarships for newer programs (not Architecture); Opportunities for online students to be engaged and connected to the College; Realistic scholarship opportunities; More help figuring out ways to pay for school beyond scholarships (like Federal Work Study and Health Care); More holistic student support; Resources to support students pursuing licensure; Difficulty of interdisciplinary study due to the required architecture curriculum.

STAFF: Staff turnover that creates a burden on everyone else; Pressure for growth without investment in staffing; "Culling out" students after first year (190 accepted into program and only 90 make it to 2nd year) is especially difficult on advisors;

INDUSTRY: Would like to see Planning Independent from Landscape Architecture; More collaboration and outreach from Landscape Architecture with the industry; Lack of Ph.D means CAPLA is more focused on professional practice than academic theory, which is perceived as good.

ALUMNI & DONORS: Relevancy: We must better promote ourselves and the relevance of what we do. Don't lose focus that we are educating the next generation of architects, landscape architects etc. Many institutions are watering down programs to have broader appeal. Cost of education. Donors want to know how their money was spent and are not getting any kind of feedback.

OPPORTUNITIES, IDEAS & SOLUTIONS:

FACULTY: Align Career Track faculty with courses that they are better suited to teach; Look at Georgia Tech's planning program where Faculty drive the curriculum; More timely planning; More integration of research and teaching (teaching through research, not separate from); Offer more General Education courses. Fully utilize capacity in our existing programs (Graduate programs. Online programs like MRED. Micro-campuses.) PRAT Masters program for students without undergraduate architecture degrees that utilizes a "summer camp"

model for teaching adults about architecture. Summer programs – utilize the full calendar year (Delhausen University in Halifax and veterinary and dental programs at UA.)

STUDENTS: More work/community integrated learning opportunities; Student involvement in Drachman Institute initiatives; More preparation to transition from classroom to the workforce; Training in Public Speaking; Resources that can support mental health and stress management; More supports for students who don't have English as a first language; Teaching training for faculty

STAFF: Use the building during the summer. Summer camps? Summer as a third semester. More experimentation with time, resources and space.

INDUSTRY: Workshops/Camps for high school students (and even younger); Partnerships with other Departments for research/grant money (especially public health and medicine); Out-of-state student recruitment (especially from cold climates); Leverage the lecture series; Fundraising from professional partners; Professional development/boot camp (AI, Rammed Earth, lavacrete) accrediting credits, Partnership with Green Building Council to provide professional development. Meet industry needs for Professional development; CAPLA as a beacon & repository for creative projects; Leadership around climate change, Inspiration for how to practice in a changing world; Professional opportunities to engage with students (outside of reviews and teaching)

ALUMNI & DONORS: First determine whether we a vocational program or an educational institution. Ensure CAPLA has representation on important University wide initiatives. LEED Lab. More and better communication (i.e. quarterly reports/ eNewsletter) to donors with brief blurbs on projects, students, alumni success. Preparation for students to achieve LEED certification immediately coming out of CAPLA. A more active role with UA's Sustainability and Climate Action Plan and how CAPLA could benefit from and inform renovations of UArizona buildings to be LEED or more sustainable. Sustainable Sites platform.

GRAND CHALLENGES:

FACULTY: Climate change and decarbonizing our built environment.

STUDENTS: Sustainability and Climate Change. Water.

INDUSTRY: Sustainability; Equity (define what that means for our field); Affordable Housing; CAPLA should provide leadership for more professional collaboration across the industries to address and lead efforts around Climate Change; Look at reframing ourselves as the Built Environment rather than silos.

ALUMNI & DONORS: Climate and sustainability. Water related issues.

ARTIFICIAL INTELLIGENCE

STUDENTS: Most are interested in learning about new technologies that will benefit their work. Curious to learn more but haven't really found practical uses for AI. Fear about "art theft" and ethical use. Have started seeing some practical uses with AI image generation for concept generation and renderings. Want CAPLA to prepare students to use AI as a tool. Currently feels like the "blind leading the blind." Some concerns about whether AI will impact employment. "You can't just ignore it. " "AI will not replace architects. Architects who

know AI will replace architects who don't." "It's another tool." "In higher ed, we should be learning to think critically. We shouldn't outsource that to AI."

INDUSTRY: Students will need to learn how and when to use it effectively; Respecting copyright and intellectual property; Using proprietary AI software developed by firms; Understanding the limitations of AI; Evolution of how technology has changed our industry; Keep the sightline on how to design, not just the tools.