

*Transforming the University*

**Final Recommendations of the  
Task Force on Collegiate Design: CALA/CHE**

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# **I. Executive Summary**

## **Mission**

To create a plan for a new, nationally distinctive, multidisciplinary college of design incorporating the Departments of Architecture, Landscape Architecture, and Design, Housing, and Apparel, and associated centers. The new college would aspire to be an international and national leader in multidisciplinary research, creative production, teaching, and public engagement in a wide variety of design-related fields.

## **Deliverables**

- A. Recommendations regarding the name and mission of the new college.
- B. Recommendations regarding areas of strengths and comparative advantage, including areas that should be targeted for additional investment consistent with the University's goal to become one of the top three public research universities in the world.
- C. Recommendations regarding existing strengths and opportunities and the potential for optimizing new collaborations and partnerships with other academic units outside the newly formed college.
- D. Recommendations on how the new college can be a model for the promotion of active public engagement.
- E. Recommendations regarding a strategy for enhancing the new college's prospects of becoming a widely recognized leader in design, contributing to the University's potential to take its place as one of the top three public research universities in the world. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on all aspects of design.
- F. Recommendations regarding the optimal design, structure, and organization of the new college.

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## **Key recommendations**

The new college of design's goal is to become a widely recognized leader in innovative, sustainable and publicly engaged design. As one of only a small number of broadly multidisciplinary design colleges located within a major research university, the college will be unusually well positioned to advance interdisciplinary research, education, and public engagement. The purpose of this document is to present a framework for developing the academic initiatives and strategies that will move the college forward in achieving these goals.

The task force's key recommendations include:

- building on disciplinary strengths and expanding interdisciplinary initiatives in design-related research, education, and public engagement;
- positioning the college as a nexus for design-related work throughout the university by cultivating cross-collegiate connections;
- advancing public engagement through partnerships with the professions, industry, agencies, and communities—locally, nationally, and globally;
- establishing recurring events and effective communications strategies that promote exchange and raise the college's profile as a center for design inquiry;
- establishing a collegiate structure that supports disciplinary distinction and interdisciplinary exchange in research, education, and public engagement;
- expanding the faculty and investing in the centers, staff, facilities, and resources that are vital to the success of an ambitious interdisciplinary agenda.

## **Broader themes outside scope of task force inquiry, and recommendations for future areas of effort**

The CALA/CHE task force has focused on the new design college's broad academic agenda. Its administrative structure and operations are beyond the scope of our charge. Areas for future work include:

- Plan for the continuation of the strategic planning process initiated in Fall Semester, 2005.
- Transition plan for establishing the new college.
- Administrative structure, lines of reporting, and staffing.
- Business plan, including budget and allocation of resources.
- Space and facilities plan for unifying the college spatially.
- Plan for organization and delivery of academic resources.
- Governance for the college and departments.
- Admission and recruiting plan for undergraduate and graduate students.
- Plan for the evaluation and (re)development of programs and curricula to facilitate interdisciplinary research, teaching, and collaboration.
- Detailed plan for the consideration, development, and implementation of the recommendations below.

## II. Introduction.

Designed objects and environments have an impact on virtually every dimension of human experience. Nearly every thing we use and wear and nearly every place we traverse and inhabit in the course of our lives is designed. Global changes, from diminished resources to advances in digital technology, have generated a host of unprecedented and increasingly complex challenges and opportunities that are expanding the role of design in the process of innovation. Some of the most crucial and innovative work in design today is occurring at the intersection of disparate disciplines. This is producing an increasing demand for both specialized knowledge and interdisciplinary collaboration, altering the ways designers work, the scope and types of projects they undertake, and the education they require.

The University of Minnesota will become one of a small number of research universities that have responded to these emerging issues and trends by forming multi-disciplinary design colleges housing disciplines that have until recently remained institutionally and conceptually separate. Seven design-related fields currently divided between the College of Architecture and Landscape Architecture and the College of Human Ecology will come together to form the new design college: Architecture, Landscape Architecture, Clothing Design, Graphic Design, Housing Studies, Interior Design, and Retail Merchandising. As disparate as these fields may appear, there are myriad connections among them, from a common focus on everyday artifacts and environments to the processes through which we design, analyze, and generate new knowledge about them. With the addition of a new program in product design, the college will conjoin disciplines that engage varied methods, media, and scales to approach design problems that range from ergonomic shoe design to sustainable land-use planning.

The new college will create a concentration of design-related work in one institution, providing a platform for raising the profile of design at the University of Minnesota. Through a dynamic environment that fosters both discipline-based inquiry and interdisciplinary exploration, the University's new college of design will be well positioned to become a leader – regionally, nationally, and internationally – in innovative, sustainable, and publicly engaged design. The purpose of this document is to present a framework for developing the structures, strategies, and processes that will support and advance the college in achieving these goals.

## III. Response to Deliverables.

### *A. Recommendations regarding the name and mission of the new college.*

**Name.** We recommend naming the new college **The University of Minnesota College of Design** or **The University of Minnesota Institute of Design**. *Design* conveys, in the broadest sense, the design-focused research, teaching, and creative work that unite the diverse fields that will form the new college without singling out any of them by name. *College of Design* draws upon the longstanding use of the word college to indicate a degree-granting division within a university and it also denotes a community of colleagues dedicated to a common purpose.

*Institute of Design* enlists institute as a verb that means to establish or advance, and (reaching

back to its Latin roots) to build, resolve, and educate. “Institute” as a noun indicates an organization formed for a specific purpose, to promote inquiry in a particular area. Either choice links well with our mission.

We also recommend exploring ways of making the name of the new college more distinctive. Possibilities include: (1) naming the college for a distinguished designer or donor; or (2) developing a more memorable name for common use. (An example of this is “PennDesign,” officially the University of Pennsylvania College of Design.) The units that offer professional programs could consider distinguishing themselves and increasing their visibility by becoming schools within the college, a practice consistent with professional programs at other universities.

**Mission.** In over forty meetings with stakeholders, the task force found wide agreement about the ethics and values that inform all of the fields the new college will bring together. These common values infuse the college’s mission, which is to advance the following through research, education, and public engagement:

- ***Innovation in sustainable, socially responsible design***, through a commitment to equity, diversity, and to ecologies both human and natural.
- ***Engagement*** with the ongoing and emerging issues, opportunities, and problems that face our world today.
- ***Creative synergies***, through interdisciplinary exploration.
- ***Speculative, theoretical, and historical inquiry***, to expand the critical understanding of design’s past, current, and potential significance within diverse contexts.
- ***Collaboration and partnership***, within the University, and with communities, institutions, business, and government – locally, regionally, nationally, and globally.

***B. Recommendations regarding areas of strength and comparative advantage, including areas that should be targeted for additional investment consistent with the University’s goal to become one of the top three public research universities in the world.***

By combining the seven fields now housed in Design, Housing, and Apparel (DHA) and the College of Architecture and Landscape Architecture (CALA), the University of Minnesota’s new design college will feature a disciplinary breadth few other educational institutions can equal. Current projects, programs, partnerships, research centers, and academic resources offer rich opportunities for connections among these fields. Once adequate resources, administrative structure, and academic organization are in place, the new college will provide unparalleled opportunities for design exploration across disciplines, positioning it strongly to support the University’s goal to become one of the top three public research universities in the world.

**Disciplinary distinction → current strengths.** Education in a specific discipline provides students with the skills, modes of inquiry, and bodies of knowledge they need to launch careers in their fields as well as to work effectively in interdisciplinary teams. The discipline-based undergraduate, graduate, and professional programs in the new college have all achieved distinction. Many are nationally recognized and most are the only programs of their kind in this region. All enjoy unusually strong connections with the professions and benefit from

engagement with communities and resources in our dynamic metropolitan area. Research is also a particular strength. Research in design takes several forms, from empirical studies and critical analyses to creative work that engages design as a form of research (see Appendix 9). Faculty members disseminate their work nationally and internationally through publications, design competitions, conferences, and invited lectures, and many have won prestigious awards.

In the context of the new college, our strong accredited professional programs (Architecture, Landscape Architecture, and Interior Design) will need to retain their integrity in relation to accreditation requirements and the needs of the professions, and they will also gain increased distinction and market advantage through the new opportunities for interdisciplinary work the design college will offer. The new college will also enable the disciplines currently housed in DHA to develop distinct identities and chart new directions. Through the continuation of the strategic planning process that began with the work of this taskforce in Fall 2005, each field will assess its current strengths and standing in relation to its peers, and establish goals in the context of the new college's mission. Appropriate metrics for the evaluation of programs in relation to new college-wide criteria will also need to be developed.

**Interdisciplinary connections → new synergies → new strengths.** The new design college will offer unparalleled opportunities for interdisciplinary exploration among fields that are rarely brought into dialogue with one another. The numerous affinities among the disciplines will form strong communities of interest within the new college. These include sustainable design, metropolitan design, human centered design (user experience, human factors), housing, and history, theory and culture, to name just a few. By fostering interdisciplinary inquiry, the University will be uniquely positioned to explore sustainable and socially responsible approaches to the design of a broad range of products and environments through their full life cycle—from materials sourcing, design process, and manufacturing, to consumer and user experience, reuse, and disposal. Interdisciplinary inquiry can be fostered through the expansion or reconfiguration of existing centers and programs as well as through the strategic development of new ones. Among the design college's greatest assets will be its research centers and museum, all of which facilitate interdisciplinary research, education, and public engagement.

- ***Center for Sustainable Building Research (CSBR)***. One of the leading academic research centers in sustainable design, CSBR has a major impact on policy, design, and construction through its work on environmental impact, energy efficiency, human factors, and transportation. It contributes to Architecture's M.S. track in Sustainable Design, the only graduate program of its kind in the U.S. Sustainable design will be one of the new college's greatest strengths. By expanding its mission to connect with all of the fields in the new college, CSBR will contribute to making the design college unique in addressing sustainability across a broad spectrum of disciplines.
- ***Metropolitan Design Center (MDC)***. As an internationally recognized leader in both urban and suburban design, the MDC's innovative work has changed how communities realize their potential as livable and sustainable environments. The center provides another strong model for integrating education, research and public engagement. The certificate in Metropolitan Design attracts students from a variety of fields. Through its integration of

architecture, landscape architecture, planning, and housing studies the MDC will further catalyze research and education in the new college and throughout the University.

- ***Design Institute*** (DI). Through a dynamic and internationally recognized program of public events and publications, the Design Institute is unique in its advancement of innovative design for the public realm. The DI contributes to public engagement and interdisciplinary inquiry through the full range of its programs, and to education through the Design Camp and the Design Minor. It will have the opportunity to extend its involvement with the new college through knowledge mapping, the product design program, and new connections with faculty and students in all fields.
- ***The Goldstein Museum of Design*** (GMD). The GMD is one of the few museums in the U.S. devoted exclusively to design. Its active exhibition program and extensive permanent collection contribute to research and education in DHA. Through an expanded exhibition and educational program the Museum will engage with all of the disciplines in the new college and raise the profile of design within the University and for the broader public. To realize this, it will require new resources and facilities and new status as a collegiate rather than a departmental unit.
- ***InformeDesign***<sup>®</sup> is the only searchable database in the world that transforms findings in design and human behavior research into evidence-based design criteria for dissemination to a broad range of design fields. It has achieved an international reputation with more than 60,000 research summaries downloaded each month. *InformeDesign*<sup>®</sup> will grow through its contributions to the new college's interdisciplinary mission.

Expanded interdisciplinary program offerings, together with cutting edge research and design, will produce great potential for new design partnerships within the college and University, as well as with business, government, and cultural institutions. This will involve the reevaluation of existing programs and curricula to decrease the barriers to interdisciplinary work (e.g., accreditation requirements and tightly structured curricula), as well as the formation of new programs within the college and in collaboration with units throughout the University (discussed below in C & D).

**Recommendations for investment.** Achieving our potential to become a leading institution in interdisciplinary design will require new faculty positions, new resources, excellent facilities, strong public relations, and the development of a structure at the college level to facilitate an ambitious interdisciplinary agenda. Because the task force's specific recommendations for investment also relate to deliverables D and E, they appear at the end of Deliverable E.

***C. Recommendations regarding existing strengths and opportunities and the potential for optimizing new collaborations and partnerships with other academic units outside the newly formed college.***

As one of only a small number of broadly multidisciplinary design colleges located within a major research university, the University of Minnesota's new college of design will be unusually well positioned to develop cross-disciplinary collaborations that make the most of the University's diverse programs and extensive academic resources.



**Current connections.** CALA and DHA have already developed numerous initiatives with units throughout the University. Among these are the **Digital Design Consortium** (Architecture, Computer Science); the **Master of Urban and Regional Planning** (Humphrey Institute, Landscape Architecture, MDC); the **Human Dimensioning Laboratory** (Clothing Design, Mechanical Engineering, Kinesiology); the **Center for Rural Design** (CALA, College of Agricultural, Food and Environmental Sciences); **Cold Climate Housing Center** (Bio-based Products, CSBR, Housing Studies), and the **Center for Changing Landscapes** (CALA, Natural Resources). Drawing together established networks, the new college will provide a nexus for new connections.

**New connections→new synergies→new strengths.** By serving as a facilitator, connector, and meeting ground for design-related education and research, the new design college will raise the profile of design at the University of Minnesota significantly, both within the University and beyond it. The broad range of design-related work conducted throughout the University offers myriad possibilities for collaborations (see Appendix 6), including connections with disciplines that are not traditionally associated with design, such as biology, rhetoric, and anthropology. As new synergies develop and the University's reputation for innovative work in design grows, a new design culture will be created. The college will provide University-wide education about the designed environment, introduce students and faculty to design thinking and process, catalyze new cross-disciplinary research, and develop new interdisciplinary programs in partnership with other units.

The development of a **new program in Product Design** in collaboration with Mechanical Engineering should be among our top priorities. Currently in the planning stages, this program will serve as a linchpin that connects the college's current strengths in Architecture, Clothing Design, Graphic Design, Interior Design, and Retail Merchandising with product design groups throughout the University. Combining our strengths we have the opportunity to produce an innovative new form of product design that focuses on complex, systems-level problems as well as on the design of individual products. The program will also open up excellent opportunities for partnerships with industry and communities, locally and globally. Possibilities for **additional collaborative initiatives** abound. These include: design history, theory, and culture (with Art History, Cultural Studies, Anthropology, etc.); heritage preservation (with Anthropology, Art History, etc.); interaction /human interface design (with Computer Science, Art, Rhetoric, etc.); and a minor in sustainable design.

***D. Recommendations on how the new college can be a model for the promotion of active public engagement.***

As leaders in sustainable, socially responsible design, CALA and DHA have developed significant records of public engagement. The new college will benefit from well-established initiatives as well as strong connections with the professions, communities, public institutions, businesses, and industries, locally, regionally, and globally. As it expands upon its existing strengths, the new college will provide a model for the integration of public engagement with research and teaching.

**Connecting with the professions.** The Twin Cities is a vibrant center of design activity, and our strong community of practitioners plays a vital role in advancing all dimensions of our mission. CALA and DHA, in turn, provide continuing education and advanced study opportunities essential for professionals' life-long learning. By merging resources and programs it will be possible to expand our efforts in this area and to explore the development of new advanced degrees and certificates oriented toward working professionals.

**Exchanging knowledge.** The new college will have a number of mechanisms for making research widely available. The Center for Sustainable Building Research, the Design Institute, the Goldstein Museum, InformedDesign<sup>®</sup>, the Metropolitan Design Center, the Midwest Universities Radon Consortium, and the Visual Resources (VRC) and library collections reach a wide audience through public programs, partnerships, publications, and on-line resources. Faculty and students in both CALA and DHA actively engage in outreach (e.g., public lectures and workshops).

**Engaging communities and expanding partnerships.** There is a long-standing commitment to forming partnerships with communities to address critical societal issues and influence public policy through research and teaching. Courses and studios make the most of our vibrant metropolitan and regional context, using it as a laboratory for service learning and the application of research. This region is home to numerous companies and agencies that are internationally known for innovation in design and community problem solving. Current collaborations with agencies and companies could be extended and new opportunities could be developed for mutually supportive research and education with the assistance of the new college.

**Expanding global networks.** CALA and DHA have developed an extensive web of global connections that can be enlarged in the new college. Students engage with diverse cultural perspectives through successful study-abroad programs. Visiting faculty enrich our programs. Students here and abroad participate in collaborative design projects that explore cultural differences. CALA's new partnership with UNESCO for the study of World Heritage Sites will greatly increase these connections by facilitating the exploration of the economic, political, and cultural implications of globalization. The development of a new **Heritage Studies Center** and a **graduate program in Heritage Preservation** will draw students from around the world to the only historic preservation program in the U.S. with a strong global orientation.

***E. Recommendations regarding a strategy for enhancing the new college's prospects of becoming a widely recognized leader in design, contributing to the University's potential to take its place as one of the top three public research universities in the world. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on all aspects of design.***

**1. Advance interdisciplinary education, research, and public engagement.** The following strategies will enhance existing strengths, catalyze interdisciplinary exploration, produce new synergies, and advance the design college's position as a leader in the field.

**a. Build and support the faculty.** While our research is well known and our programs are in high demand, the number of full-time faculty is currently insufficient to sustain and advance the excellence we have attained in our individual disciplines, much less as we launch an ambitious new interdisciplinary design agenda. To contribute to the new college's mission, we will need an infusion of new faculty with records of interdisciplinary achievement. The new product design program will need a core faculty and existing departments and programs will need sufficient new faculty to advance both disciplinary distinction and interdisciplinary collaboration. To determine how many new faculty are needed in specific areas, the college will need to launch a planning process that includes an internal assessment within all of the units and the development of plans for future directions and resource needs. It will also be important to assess faculty work load and performance expectations to bring all of the units in the college into alignment, to provide sufficient time for research (vital for effective collaboration across collegiate boundaries), and to provide time and support for work on the new college's initiatives. A strong faculty – in sufficient numbers – provides the foundation for everything else we expect to achieve.

**b. Support and expand the potential of the centers, museum, and academic resources** and strengthen connections with faculty research and academic programs. As powerful catalysts for interdisciplinary research, education, and public engagement, the existing centers and museum require additional human and financial resources to expand their missions in the context of the new college. It will also be important to support the development of new centers, e.g., the Heritage Studies Center, which is currently underway, as well academic resources, including the VRC, library, woodshop, and computer, daylighting, human dimensioning and materials labs.

**c. Promote interdisciplinary research.** The college can advance interdisciplinary research through seed money for faculty taking innovative new directions, through incentives and rewards for excellence, through effective administrative support (e.g., in managing grants), and through a realignment of research, teaching, and service expectations.

**d. Advance interdisciplinary education.** Innovative, interdisciplinary programs will attract the brightest students and prepare them to address complex problems through effective inquiry and collaboration. To achieve this we need to: (1) promote disciplinary distinction as the foundation for interdisciplinary excellence; (2) adjust current curricula to provide flexibility for interdisciplinary exploration; (3) establish interdisciplinary foundational courses for incoming undergraduates and consider establishing an undergraduate design major; (4) institute interdisciplinary programs that foster new synergies; (5) reassess existing graduate programs in light of new opportunities in the college; (6) promote design research to meet the professions' growing need for specialized knowledge; and (7) (re)develop Ph.D. programs to facilitate discipline-based inquiry and interdisciplinary exploration.

**e. Build connections through spaces and facilities.** Combining disciplines of design currently housed on two different campuses requires the unification of facilities on one campus as soon as possible. Spatial proximity is a decisive factor in fostering collaboration and exchange in any field, and it is crucial for design education and research. Students and faculty need ready access

to the continuously changing public presentations of their work, as well as to the academic resources that are being consolidated through the creation of this college. By addressing facilities issues creatively we have the opportunity to develop new models for studios and other educational spaces, form flexible work and social spaces that foster collaboration, and establish additional exhibition and storage space. In all respects, the college's physical facilities should provide a model for innovative approaches to sustainable, socially responsible design.

**f. Build connections within the University** by working with faculty and students throughout the University; establishing communications strategies that inform and connect; developing cross-collegiate programs, courses and research; cultivating new interdisciplinary areas of research; sharing resources; and identifying and resolving barriers to collaboration.

**g. Build connections beyond the University** by expanding partnerships with communities, industry, institutions, agencies, and organizations – locally, regionally, nationally, and globally.

**h. Establish appropriate metrics** to evaluate our current status in relation to peer institutions and our progress toward achieving measurable goals. This will involve defining assessment tools and standards of excellence for the college and its programs.

**2. Establish events and strategies that promote exchange and raise the college's profile as a center for discourse on design.** To enhance the design college's standing and visibility, we recommend that the college establish recurring, well-publicized events structured around timely issues related to its mission. These events will energize the new college by drawing people together around a common focus. They will create a rich educational experience, spark the interest of faculty and students throughout the University, elicit the involvement of practitioners, and draw the attention of the general public. They will stimulate new directions and collaborations in research, and they will lend themselves well to partnerships with industry, institutions, and communities, which could serve as sponsors. In short, the events suggested below will provide a platform for discussion that reverberates widely, establishing for the college a leading role in discourse on design.

**a. Establish an annual symposium, design award, publication, and exhibition.** The symposium will connect faculty, students, and practitioners in this region with internationally recognized participants to focus on an issue connected with the college's mission. An award could be conferred for distinguished work associated with this issue, setting standards for sustainable, socially responsible design. The symposium's presentations and findings will be disseminated through an exhibition and publication.

**b. Develop a new fellows program.** The college will establish a "think tank" with fellows that include faculty in a variety of fields, practitioners, and leaders in industry and the community (along the lines of Harvard's Loeb and Warren Center fellowships). There could be a yearly theme or issue, weekly meetings where the fellows discuss their work, and public presentations or workshops. The program could be an extension of the Design Institute's fellows program or it could become an independent entity.

**c. Institute an annual interdisciplinary design project** that initiates each school year. This could be structured around a current issue or problem that brings together faculty and students in a broad range of design disciplines to form University-wide design teams. The event could conclude with a public presentation of the teams' work and an award to the most innovative project. This event would lend itself well to industry or institutional sponsorship.

**d. Support continuing events, lectures and invited guests.** The design college has the opportunity to become a vital center for the convergence and reorientation of ideas by bringing people here from all over the world. The CALA Lecture Series and Cass Gilbert and Horace W. Cleveland funds provide a strong foundation for future activity and funding.

**e. Develop effective public relations, marketing, and communication.** Both our current work and the fruits of new synergies need to be visible to the world beyond the college and University. This is crucial to establishing and maintaining a position as a leading design college. The new design college will require resources for a professional staff to lead marketing, communications and recruitment efforts designed to raise the profile of our academic programs, research, design, and public events. A design college in particular is held to a high standard for the graphic identity that structures its mailings, publications, and website. Because the Internet is becoming the first source for information about colleges, a well designed and regularly updated new website will be essential in increasing the college's visibility and enhancing its reputation.

**3. Recommendations for Investment.** This college is positioned to be a significant contributor to the University's goal of becoming one of the top three public research institutions in the world. For the new college to succeed, however, there must be appropriate investments in human and financial resources. These include:

- a. Support for new faculty positions. The number and timing will be determined through an assessment of departmental and program needs and goals.
- b. Support for faculty leadership in shaping the new college. Achieving our goals will require an investment in faculty time beyond usual service expectations, e.g., through adjustment of teaching, research, and service loads, course buyouts, and summer salary.
- c. Resources for the centers, museum, and exhibition program as they expand to contribute to the new college's mission, including the development of a new Heritage Studies Center and a new or expanded program of fellows.
- d. Support for existing programs and for the development of new interdisciplinary courses, programs, and initiatives that advance the college's mission.
- e. Support for research, including collegiate infrastructure to facilitate it and seed funding for faculty who elect to take innovative new directions through interdisciplinary work.
- f. Funding to initiate annual symposia, interdisciplinary design projects, and publications.
- g. Support for marketing and communications to increase the college's visibility.
- h. Space, facilities, and academic resources necessary to fulfill our mission.

#### ***F. Recommendations regarding the optimal design, structure, and organization of the new college.***

The organization of the new college requires well-defined programs and departments that foster disciplinary distinction, structures that facilitate interdisciplinary collaboration and responsiveness to change, and effective administrative support to provide the facilities and operations that will advance the college as a leader internationally.

**Disciplinary distinction.** Architecture and Landscape Architecture are autonomous departments and we recommend that they remain so. The disciplines and programs housed in DHA each require a more distinct identity, sufficient autonomy to advance pedagogical and intellectual goals, and greater visibility within and beyond the University. At the same time, the new college offers opportunities for developing new affinities, opening the potential to combine disciplines and programs in new and innovative ways. The college's faculty will need to engage in determining the optimum structure through a planning process. The goal will be to develop a structure that supports disciplinary distinction, facilitates interdisciplinary connections, and combines resources to achieve administrative efficiencies. We recommend that DHA serve as a transitional structure to support the programs it currently houses as they develop plans for future directions.

**Interdisciplinary connections.** Because interdisciplinary education, research, partnerships, and public engagement are fundamental to the design college's mission, we recommend that the college develop a clearly defined structure and sufficient staff to facilitate, advance, and coordinate the critical interdisciplinary activities that will make the college unique.

**Collegiate administration and resources.** The college's administration should facilitate the goals of the college and its individual units in the following areas: operations, to provide the highest quality management of finance, human resources, and facilities; research and public engagement, to facilitate connections among the resources and faculty of the college, University, and community; academic resources, to support teaching and learning needs; technology, to provide infrastructure for working in an academic community; student services, to realize the highest quality student experience; advancement, to promote development, communications and alumni relations in support of the college's identity, future support, and programs.

#### **IV. Recommendations for prioritizing deliverables.**

Appendix 10 lists a timeline of specific tasks to implement the deliverables in establishing this new college. This spring, the strategic planning process must continue to plan for administrative, faculty, programmatic, governance, identity, and space needs. Next fall, a public celebration to launch the college should occur and, throughout the year, new curricular opportunities and program development should be assessed at the undergraduate and graduate levels. A first public interdisciplinary event should be held in the spring. Continuing into the future, the college will be engaged in education, research, and outreach activities as we achieve our goals.

## Appendix 1. Methods Followed

The CALA/CHE Taskforce approached our work as a design problem. The steps of our approach can be characterized by a typical design process in which the following phases are addressed:

- **Identification** of the situation
- **Analysis** to get facts and feelings about the situation
- **Synthesis** of the essential issues, incorporating various perspectives
- **Selection** and refining of the best options to reach our goal
- **Communication** of the options
- **Evaluation** of the plan

The phases appear to be a linear process, but in practice it clearly is not. Development of a design requires constant feedback/interplay among the phases and frequently phases occur simultaneously. Our specific activities related to each phase are presented below.

### **Identification**

The situation or design brief was established by the Provost prior to the formation of the taskforce and comprised the mission of the taskforce and the six deliverables. The taskforce spent many meetings discussing the language of the deliverables and how to build our recommendations in the final report. In the end, in order to present our report in a way that appropriately addressed our mission, the deliverables were reordered.

### **Analysis**

The taskforce identified types of information we would need to address our mission. We developed a list of stakeholders from whom to gather insights, identified a series of conceptual interests around which we would invite others to discuss their work, conducted research about how design is addressed at other universities, inventoried design activities in other colleges at the University of Minnesota, collected basic data about our units, and looked into broad trends occurring in design education and practice.

### **Synthesis**

Over 40 one-hour scheduled meetings were held with more than 350 individuals to hear about their work and learn about their perspectives and ideas for the new college. The meetings were framed around four questions:

- What are the current strengths in this area?
- What do you see as the major issues and projected trends in your field?
- What are current and future collaborative opportunities or partnerships?
- What's dear to you, that is, what do you care most about; what motivates your work?

The sessions were rich with input for the taskforce to consider. The strengths identified and ideas that arose from these sessions were surprisingly similar and are reflected in our final report. Because the meetings occurred from September 29 through December 1, the taskforce was able to receive input continuously through the fall which helped us to sharpen our report.

The sessions, particularly the faculty interest group sessions, had the ancillary benefit in that people across our units began to meet and learn about one another. And, because of the number of meetings held, many had fewer than ten individuals so every attendee had the opportunity to contribute to the discussion.

### ***Selection***

Our recommendations for each deliverable were complicated due to the breadth and depth of ideas that could be considered for each. Ultimately, we considered each recommendation with regard to how it would advance the college “to be an international and national leader in multidisciplinary research, creative production, teaching, and public engagement in a wide variety of design-related fields” (taskforce mission statement). The recommendations are presented in the report under each deliverable, but they are very interconnected in how they will allow us to meet our mission.

### ***Communication***

The taskforce felt that it was vital to inform our communities about our progress throughout the fall and, from October 2 through November 30, a weekly email update was sent. However, we also knew that email communication was not sufficient. The 40-plus meetings were useful in serving as modes of additional communication. Additionally, in our unit and collegiate business meetings that are routinely held, taskforce members would give updates in their respective units.

By November 17, we felt the need to bring to our units more substance of the nature of our discussions, and so presentations using the same PowerPoint® slides were made at the department meeting of Design, Housing, and Apparel, and the assembly meeting of the College of Architecture and Landscape Architecture. The input was very positive from our communities and it affirmed the direction the taskforce was taking.

Public forums were held at Rapson Hall and McNeal Hall on December 5 and 6, respectively, at which more than 140 individuals attended to hear our recommendations. Questions and comments were very constructive and influenced the language of our final report. Again, both communities were very appreciative of the work of the taskforce members, positive about the recommendations, and eager to begin implementing them.

The interest in the new college formation expressed by our stakeholders and others across the country was considerable. It became evident that the first document of the new college would, in fact, be the report of the taskforce. Its physical design would communicate to our stakeholders the potential of the new design college, so we requested and were granted permission from



Provost Sullivan to work with a designer for our report. We contracted with the student design studio, By Design, operated by the Department of Design, Housing, and Apparel, to do the document layout. Adam Hickey, a senior in graphic design and employee of By Design, presented his proposals to the taskforce and we chose a layout that is well designed, without implying a new identity for the college.

### ***Evaluation***

Our recommendations received additional input during the public feedback period from December 16 through January 27, 2006. In addition to feedback from individuals, the taskforce chairpersons met with Provost Sullivan to discuss the report. We also received input from the Senate Committee on Equity, Access & Diversity and the Twin Cities Deans Council. The taskforce reviewed all of these comments, revised our report, and submitted the final report to the Provost on February 3. Evaluation of our new college will begin after the recommendations are implemented. Given the dynamic quality of the input we received from our communities within and outside the University in developing our report, we look forward to evaluating the effectiveness of our new college in meeting its mission.

## **Appendix 2. Consultations and Communications**

### **Deans**

Weekly emails from co-chairs\*  
Fisher, Neckar from CALA; Baugher, DeLong from CHE  
9/28, 11:00-noon, 238 Morrill  
All taskforce members\*\*\*

### **Centers**

Weekly emails from co-chairs\*  
Design Institute  
10/11, 12:30-1:30, 308 Northrop  
7 taskforce members; DI director; 2 DI staff  
Metropolitan Design Center  
KS consulted w/ director  
Goldstein Museum of Design\*\*  
11/1, 2:30-3:30, 274 McNeal  
BY, KL; 2 DHA faculty, 3 Goldstein staff, 1 grad student, 1 DI staff

### **CALA faculty**

Weekly emails from co-chairs\*  
CALA assembly  
11/21, 11:30-12:15, 225 Rapson  
KS Presentation  
Department of Architecture governing faculty  
11/7, 12:45-1:30, 145A Rapson  
KS, LL, BY, TR; 18 Arch faculty; 1 Arch staff  
Department of Landscape Architecture  
10/7, 1:15-2:00, L.A. Conf room Rapson  
KS, RK, KL, LE  
Architecture studio faculty  
Lunch at Nolte  
KS, LL, BY; ~ 6 Arch faculty  
Faculty interest groups:  
Sustainable design & technology  
LL  
Digital design\*\*  
10/6, 10 a.m., 145A Rapson  
LL, KL  
Metropolitan design\*\*  
11/3, 1:30-2:30, 145A Rapson  
KS, BY, LE; 6 CALA faculty  
Design thought  
LL

History/ theory/ culture/ preservation\*\*  
11/3, 12:30-1:30, 145A Rapson  
KS, LE; ~ 20 CALA faculty

### **DHA faculty**

Weekly emails from co-chairs\*

Department of Design, Housing, & Apparel meeting

11/17, 11:30-12:30, 274 McNeal

BY, KL Presentation; ~ 25 DHA faculty/staff

Retail Merchandising

10/18, 1:30-2:30, 363 McNeal

BY, KL; 5 from DHA

Housing Studies

10/18, 2:30-3:30, 363 McNeal

BY, KL; 2 DHA faculty; 1 DHA grad student

Interior Design

10/20, 10:30-11:30, 4<sup>th</sup> flr McNeal

BY, KL; 8 DHA faculty/instructors

Graphic Design

10/20, 1:00-2:00, 395 McNeal

BY, KL, TR; 4 DHA faculty; 1 DHA staff

Clothing Design

10/21, 1:00-2:00, 274 McNeal

BY, KL; 3 DHA faculty; 1 DHA grad student

Faculty interest groups:

Human centered design/ User-based design/ Lifespan issues/ Human factors\*\*

10/21, 2:00-3:00, 274 McNeal

BY, KL; 4 DHA faculty; 1 DHA grad student; 2 CALA faculty; 1 CALA staff

Psychological-Sociological issues/ Theory\*\*

10/27, 9:00-10:00, 274 McNeal

BY, KL; 4 DHA faculty

Communication design/ Merchandising/ Consumption/ Business/ Ethics\*\*

10/31, 2:00-3:00, 41 McNeal

BY, KL, AE, KS; 4 DHA faculty; 1 community member; 2 staff

Cultural issues/ History/ Design education & pedagogy/ Design thinking\*\*

10/27, 1:00-2:00, 274 McNeal

BY, KL, KS; 10 DHA; 1 Goldstein; 1 Des. Inst.; 1 DHA/DI; 1 community

Urban-rural-metropolitan issues/ Preservation/ Policy issues/ Sustainable-environmental issues/ Social justice\*\*

10/27, 10:00-11:00, 274 McNeal

BY, KL; 3 DHA; 3 CALA

Digital design/ Design process & production/ Technology\*\*

10/31, 3:00-4:00, 41 McNeal

BY, KL, KS, AE; 4 DHA faculty; 3 DHA grad students; 1 CHE staff; 7 CALA staff; 1 community member

### **Other faculty**

Mechanical Engineering  
12/8, 3:00, 1130 MechEng  
AE; ~ 25 ME faculty

### **Staff**

Weekly emails from co-chairs\*  
CALA staff: Informal discussions  
CHE/DHA CS/BU & PA staff  
10/13, 3:15-4:15, 274 McNeal  
BY, KL; 9 DHA staff; 17 CHE staff; 1 CHE admin

### **Graduate Students**

Weekly emails from co-chairs\*  
CALA grad students  
11/2, 5:45 p.m., CALA courtyard  
LE, RK, KS, BY; ~25 grad students  
DHA grad students  
11/4, 1:00-2:00, 22 McNeal  
BY, LE; 11 DHA grad students; 1 DHA faculty; 1 DHA staff

### **Undergraduate Students**

CALA undergrads  
11/3, 6:00 p.m. CALA courtyard  
LE, BY, KS; 5 undergrads

### **Alumni/Donors**

CALA Alumni/Donors  
12/1, 11:30-1:15, 225 Rapson  
KS, RK, TR, KL; donors, prospective donors, principals of arch. & landscape arch firms

### **Advisory Boards & Boards of Directors**

Interior Design Advisory Board  
9/29, 5:00-7:00, 10 McNeal  
BY; ~ 10 attendees  
Retail Merchandising/Clothing Design Advisory Board  
11/10, 4:00-6:00, 22 McNeal  
BY, KL, KS; ~ 15 attendees  
Housing Studies Advisory Board  
11/9, 4:30-6:00, 274 McNeal  
BY, KL, KS; ~ 11 attendees

Friends of the Goldstein Board of Directors  
11/18, 10:30-11:30, Women's Club, Mpls.  
BY, KS; ~ 25 attendees  
CHE Dean's Advisory Council  
9/23, 9:30-1:00, 22 McNeal  
BY; ~ 12 attendees; CALA advisory board invited to lunch  
CALA National Advisory Board  
10/28, 9:45-12:30, Weisman  
KS, LE, TM, KP; CHE advisory board invited to lunch

### **Professional Organizations**

Executive Council of American Institute of Architects Minnesota Board of Directors  
11/4, 8:00 a.m., Suite 54, International Market Square  
TM, KS, BY; ~ 12 AIA-MN members  
American Society of Interior Designers (ASID)  
11/15, 4:30 p.m., Conference Room A, International Market Square  
TM, BY, TR; ~ 6 ASID-MN members  
Minnesota Chapter, American Society of Landscape Architects (MASLA) Board  
11/11  
LE, RK; 8 MASLA members

### **Professional Community**

Design Professionals  
10/4  
TM, LL; 3 prof. architects, 1 industrial designer, 1 landscape architect, 1 interior designer  
Target Corporation  
11/9, 11:30-1:00, Target Headquarters  
TM, BY, KL, RK, LE, KP, TR; Rich Varda, design director  
Curators of Goldstein, Weisman, Walker, MIA  
11/17, 8:30-9:30, Arch. Conf room  
KS, BY, TM, RK, KL, TR, AE, LE; 3 directors/curators (MIA had to cancel at the last minute)

### **University community**

Vic Bloomfield, public engagement  
10/19, 11:30-noon, 238A Morrill  
8 taskforce members  
Public forum\*\*  
12/5, 12:15-1:15, 100 Rapson  
9 taskforce members; ~ 80 attended  
Public forum\*\*  
12/6, noon-1:00, 33 McNeal  
5 taskforce members; ~ 65 attended

- \* Weekly update sent via email to all faculty/staff/grad students in CALA, CHE Administration and DHA. They were encouraged to respond.
- \*\* Everyone in CALA/CHE invited.
- \*\*\*Taskforce members in attendance at meetings are noted by their initials.

## Appendix 3. Copy of the Charge Letter

September 15, 2005

TO: Provost's Academic Task Force on College Design: College of Architecture and Landscape Architecture/College of Human Ecology  
Katherine Solomonson, *Co-chair*, Associate Professor, Department of Architecture, CALA  
Becky Yust, *Co-chair*, Professor and Head, Department of Design, Housing and Apparel, CHE  
Lynn Enger, Graduate Student, Department of Landscape Architecture, CALA  
Arthur Erdman, Professor, Department of Mechanical Engineering, IT  
Rebecca Krinke, Associate Professor, Department of Landscape Architecture, CALA  
Karen LaBat, Professor, Department of Design, Housing and Apparel, CHE  
Lance LaVine, Professor, Department of Architecture, CALA  
Tom Meyer, President, Meyer, Scherer and Rockcastle, Ltd.  
Kristen Paulsen, Adjunct Instructor, Department of Architecture, CALA  
Terence Rafferty, Director of Admissions & Recruitment, Department of Architecture, CALA

FROM: E. Thomas Sullivan, Senior Vice President for Academic Affairs and Provost

RE: Provost's Charge to Task Force on College Design: CALA/CHE

Thank you for agreeing to serve on the academic strategic positioning Task Force on College Design: College of Architecture and Landscape Architecture/College of Human Ecology, under the leadership of co-chairs, Katherine Solomonson and Becky Yust. The efforts of this task force will be critical to the overall success of the University's transformative strategic positioning effort.

Attached are documents that, taken together, comprise the charge to your task force.

- Attachment A contains an articulation of the University's overall goal and assigns to the task force the responsibility of retaining an "eye on the prize." Each of the issues identified in Attachment A, which is part of the charge of every task force, must be addressed.
- Attachment B contains criteria to be addressed by each task force. These criteria are drawn from the action strategies identified in the strategic positioning report *Advancing the Public Good: Securing the University's Leadership Position in the 21<sup>st</sup> Century* (February 2005). It is critical that each task force consider how its work can further each of the five broad action strategies.
- Attachment C contains the mission and deliverables specific to your task force, along with the date on which your task force report and recommendations are due.

- Attachment D contains the criteria for decision making, taken directly from the February strategic positioning report. Each task force should use these criteria as a framework for decision making.
- Attachment E contains a diagram of the process to be used by each task force. Note in particular the periods of required consultation with stakeholders.

There are a number of resources available to you as you pursue your charge. These include the professional staff member assigned specifically to assist your task force, the Resource Alignment Team, a toolkit of documents and templates, and the professional staff of University Relations appointed to facilitate internal and external communication of progress through the strategic positioning process. The Resource Alignment Team is a consulting group charged with providing support to all task forces in the areas of cross-functional alignment, change management, and subject matter expertise as needed. Support also is available from the Steering Committee for your strategic area. Finally, Leanne Wirkkula has been appointed to serve as a liaison between the academic task forces and me. Leanne will be able to help task force co-chairs access needed support and assistance. Leanne may be reached at (612) 625-0563, [wirkkula@umn.edu](mailto:wirkkula@umn.edu).

The success of your task force will depend upon creative, forward-looking thought that maintains constant focus on the broad goals for the institution as a whole rather than the self interest of particular individuals or groups. Your effort will require consultation with all potentially affected stakeholders, from deans to students and everyone in between. It will require dedication and persistence. And together with the work of the other task forces, it will help guide the University on our journey to become one of the top three public research universities in the world.

Thank you for accepting this important challenge. I look forward to meeting with you at the kick-off work session hosted by President Bruininks this Friday, September 16.

Attachments: 5

- c: Gail Dubrow, Graduate School Dean and Vice Provost  
 Sandra Ecklein, Staff to the Task Force on College Design: CALA/CHE  
 Sharon Reich Paulsen, Assistant Vice President and Chief of Staff  
 Leanne Wirkkula, Assistant to the Provost



## Appendix 4. Comparative Data on 10 U.S. Design Colleges

### **Rhode Island School of Design**

Mission/Philosophy: The notion of design at RISD is predicated on the fine arts, with faculty consensus that the curriculum for graphic design, industrial design, the architectures, furniture design, apparel design and textile design should rest on a solid foundation in the fine arts. Since its founding in 1877, RISD has been dedicated to helping students “successfully apply the principles of Art to the requirements of trade and manufacture.” RISD distinguishes their contemporary mission from their historic mission.

Teaching Philosophy: "Holistic education" balances professional major with expectation that students are versed in liberal arts. Educational experience underscored by rigorous requirements and reviews. One-third of program concentrated in the Liberal Arts. Focused study is supplemented by a broad understanding of the context in which artists, designers and art educators pursue their chosen fields of work.

Undergrad Degrees: apparel design, architecture, ceramics, film/animation, furniture, glass, graphic design, illustration, industrial design, interior architecture, jewelry/metalsmithing, painting, photography, printmaking, sculpture, textiles

Graduate Degrees: art history, architecture, art + design education, ceramics, digital media, furniture, glass, graphic design, industrial design, interior architecture, jewelry/metalsmithing, landscape architecture, painting, photography, printmaking, sculpture, textiles

PhDs:

Organization: 4 Deans: Architecture, Design, Fine Arts, Graduate Studies, Liberal Arts. Department heads and Directors for all degree subjects.

Faculty: 350 faculty and curators, and 400 staff members. 200+ prominent artists, critics, authors and philosophers visit each year.

Students: 1,920 undergraduate students; 370 graduate students

Publications:

Centers: Ongoing long-term technology initiatives: Corporate-sponsored research projects (e.g., Nissan, NASA, Maytag and the Red Cross); "Professional Development Fund" offers full or partial funding for faculty projects, based on a six-month cycle for considering grant proposals and the RISD Research Foundation offers funds for research support.

Facilities/resources/other: RISD Museum w. collection of 80,000 works of art in all media; Pre-college program

## Cross Disciplinary Collaborations:

### **Harvard Design School (GSD)**

Mission/Philosophy: Stated priorities include "reinforcement of the school's position of leadership in training design professionals, vigorous adaptation to the new technological and globalization opportunities that are transforming design practice, nurturing the field of urban planning as a context-shaping discipline that informs all other aspects of design, integrating themes of sustainability, equity, and energy efficiency into all of the school's programs, and expanding financial aid so that the opportunity for a GSD education will be fully open to students of talent."

Teaching Philosophy: The studio method of teaching remains at the core of design and planning education at the GSD. Through structured project assignments, students develop their creative potential and sharpen their analytic and critical skills. The international focus of the studios and of the faculty continues and increasingly reaches to Europe, Asia, South America, and emerging economies around the world.

## Undergrad Degrees:

Graduate Degrees: Professional Degree Programs (MArch I, MLA I, MUP) Postprofessional Degree Programs (MArch II, MLA II, MAUD, MLAUD) Advanced Studies Programs (Master in Design Studies (MDesS) with various areas of concentration)

PhDs: Doctor of Design (DDes), Doctor of Philosophy (PhD)

## Organization:

Faculty: The GSD draws on leading scholars and practitioners in their respective fields, broad range of perspectives and design styles. The emphasis throughout is on a cross-disciplinary approach.

Students: students from 40 countries

Publications: Publications include Harvard Design Magazine, Studio Works, conference proceedings and books on history, theory and the city. On-line "studioworks" documents student work.

Centers: GSD research programs include: Joint Center for Housing Studies (collaboration btwn GDS and Kennedy School of Government), Real Estate at Harvard DS, Center for Technology + Environment.

Facilities/resources/other: Nondegree Programs (The Loeb Fellowship Program, Executive Education, Career Discovery Program ). Opportunities for advanced study and research in real estate, digital media, and housing. "The Wall" public display of student work.

Cross-disciplinary collaborations: Open studio enrollment across disciplines

## **University of Michigan**

Mission/Philosophy:

Teaching Philosophy:

Undergrad Degrees: BS in Architecture; BFA

Graduate Degrees: MArch (2 G or 3G), Joint/Dual degrees: M.Arch/MUP, MArch/MUD, MArch/MBA, MArch/Meng, MS in Arch (nonprofessional); MFA

PhDs: PhD in Architecture specialization areas: building and environmental technology, design studies, and arch history + theory)

Organization: Two separate schools: (1) Taubman College of Architecture and Urban Planning and (2) School of Art + Design

Faculty:

Students:

Publications: Michigan Architecture Papers (MAP), Dimensions (student journal)

Centers: Certificate in real estate development

Facilities/resources/other

Cross disciplinary collaborations:

## **MIT**

Mission/Philosophy: (excerpts from the Dean's message) The School is united by widely shared beliefs and values that give it a unique character and direction. We are committed to sustaining and enhancing the quality of the human environment at all scales, from the personal to the global. We value design excellence, technological inventiveness, and imaginative scholarship. And we believe that design and policy interventions should be grounded in unwavering commitment to equity, social justice, and making a positive difference in the everyday lives of real people. Unlike many professional schools, not a self-contained institution, but an integral part of the vast research enterprise that is at the core of MIT's mission. We have very active and

diverse research programs and laboratories ourselves, and we have strong PhD programs as well as professional degree programs.

Teaching Philosophy: Close intellectual connections between professional education and cutting-edge research are crucial, and we are strongly committed to the MIT tradition of learning by doing -- of engaging students in advanced research work.

Undergrad Degrees:

Graduate Degrees: [incomplete list] Master of Science in Building Technology, Master of Science in Architecture Studies

PhDs: [incomplete list] PhD in Building Technology, PhD in Computation

Organization: Dept of Architecture, Department of Urban Studies and Planning, The Media Laboratory, Center for Real Estate, Center for Advanced Visual Studies. The department administrative structure is organized into Headquarters staff members responsible for overall administration of the Department, and faculty and staff members who administer the individual discipline groups.

Faculty: There are approximately 49 members of teaching faculty and academic staff, including 15 professors, 9 associate professors and 9 assistant professors. These faculty are supplemented by visiting faculty, researchers, and instructors. 14 women and 2 minority members of faculty. Some faculty are part time and work with various architectural firms. In addition, there are a number of visiting scholars.

Students: 300 + students enrolled in the Department of Architecture.

Publications:

Centers: [incomplete list] Building Technology Program is an interdisciplinary program sponsored by the Department of Architecture, Dept of Civil Engineering and Mechanical Engineering

Facilities/resources/other: The school is completing a \$6 million renovation resulting in almost 60,000 square feet of newly developed space, giving MIT the most up-to-date architecture and planning facility in the entire nation (according to MIT). New studios equipped with network drops, CAD workstations and file servers for digital image storage and distribution, as well as with ISDN lines for videoconferencing. In addition to new studios the renovations include the creation of the Advanced Visualization Theater--a teaching space which brings the latest technology into the classroom.

Cross-disciplinary collaborations: Cross-disciplinary working connections with various departments in the School of Engineering, the Sloan School of Management, and the School of Humanities and Social Science

### **University of Pennsylvania**

Mission/Philosophy: The change in our name (to "Penn Design") underscores our belief in the centrality of design to all aspects of creativity. A dual challenge is offered to our students: explore a broad range of possibilities through both practice and theory. Students at PennDesign seek the critical balance between art and practicality, the why and the how...the left brain and the right. As our students and their work impact our global environment through the making of thoughtful places and objects, our new name celebrates the future of PennDesign as a leading center for design education and practice in the 21st century and beyond.

### Teaching Philosophy:

Undergrad degrees: Architecture (BA), Major in Fine Arts (BA), Major in Digital Media Design (BSE), Major in Visual Studies (BA), Minor in Fine Arts, Minor in Photography,

Graduate degrees: MArch - professional, MArch - post professional, MS in Architecture, MLA, Master of City Planning, MFA in Painting, Sculpture, Photography, Printmaking and New Media

PhDs: PhD in Architecture

Organization: Organized by academic programs: Architecture, Landscape Architecture, City and Regional Planning, Fine Arts, Historic Preservation, Real Estate, Urban Design

Faculty: 2005-06 standing and associate faculty: Architecture = 30 , City and Regional Planning = 16, Fine Arts = 55, Historic preservation = 10, Landscape Arch = 12, Real Estate = 7, Urban Design = 4,

### Students

### Publications

### Centers

Facilities/resources/other: The certificate programs: City and Regional Planning (concentrations: Community/Economic Dev'mnt, Env Planning/Growth Management, Int'l Metropolitan Planning, Transportation and Infrastructure Systems Planning, Urban/Regional Information Systems). Historic Preservation. Landscape Studies. Real Estate Design/Dev'ment. Urban Design. Graphic Design. Time-based and Interactive Media.

Cross-disciplinary collaborations: 4-yr joint programs: MArch + MLA, MArch + MSHP, MLA + MFA. 3.5-yr programs: MLA+MSHP, MLA+MCP. 3-yr joint programs: MSHP+MCP. Many interdisciplinary initiatives within Penn Design (e.g., btwn MFA and other disciplines)

## **University of Virginia**

Mission/Philosophy: "the School of Architecture focuses on analysis and design of the public realm, or the 'Architecture of Urgent Matters.' Just as democratic culture is a dialogue and cooperative effort of individuals, design in the public realm is a discussion and joint effort of individual disciplines. The School of Architecture...promotes design as a conscious act, which may be associated with the public realm and the values of that culture"

Teaching Philosophy: Curriculum emphasis: A system of practical ethics as a method for evaluating choices and their consequences for the man-made and the natural environment. The promotion of community-based design and planning that gives voice to all cultural and economic groups. The critical study of the history of architecture and culture as both a discipline and as a foundation for developing innovative design responses. Aesthetic applications of technological innovations. Study abroad and a multi-disciplinary approach .

Undergrad degrees: Architectural History; Science in Architecture; Urban & Environmental Planning

Graduate degrees: Architectural History; Landscape Architecture; Urban & Environmental Planning; Master of Architecture professional and post-professional degrees

PhDs:

Organization: disciplines: architecture, landscape architecture, history of architecture, and urban and environmental planning

Faculty

Students

Publications

Centers: Institute for Environmental Negotiation (research & public services to govt, citizen orgs, businesses that deal w/ policy choices and conflicts)

Facilities/resources/other:

Cross-disciplinary collaborations: Interdisciplinary Certificate Programs in Historic Preservation and American Urbanism

**Cranbrook Academy of Art**

Mission/Philosophy: Cranbrook Academy of Art is a private, independent graduate degree-granting institution. "Cranbrook's program supports the solitary path of the creative individual. We believe first and foremost in 'getting it right with oneself.' At Cranbrook, the use of time is largely self constructed. Courses of study evolve from each individual. Everyone anticipates a high level of productivity, and everyone generously contributes. We live and work together and are energized by mutual accomplishment."

Teaching Philosophy: The students work in a professional studio environment, and are given the responsibility and freedom to develop their critical thinking and artistic output with the guidance of their distinguished Artist-in-Residence/Department Head. There is not a formal class structure, but an active program of studio work, critiques, reading groups and seminars, lectures by visiting artists and critics, and student research and travel projects directed by the departments. One-on-one critical discussion with many faculty outside of their department occurs at Academy-wide annual reviews, where the students present a solo body of work.

Undergrad Degrees:

Graduate Degrees: MFA, MArch, and "non-degree" programs (departments include: 2-D design, 3-D (product) design, architecture, ceramics, fiber, metalsmithing, painting, photography, print/media, sculpture)

PhDs:

Organization

Faculty: Artists in Residence are available to students for weekly desk crits

Students: 150 full time students. Very small classes (17 in the 2-D program, 8-10 in ceramics), students are highly-motivated, focus on developing individual creativity.

Publications

Centers

Facilities/resources/other: In the fall of 2000, Cranbrook began construction on a 35,000 square foot New Studios Building to be connected to Saarinen's 1942 museum. Future visitors will not only see the products of artists and designers in our museum, but will have visual access to the places where the work is made. At a time when the American public becomes increasingly estranged from the ways most things are made, our project aggressively unites process with the product, reaffirming the status of materials and process as fundamentally important to human identity, initiative and inspiration.

Cross-disciplinary collaborations: Cranbrook's Master of Architecture program is unique in the world. The limited number of students; our emphasis on full-scale construction, craft knowledge,

self-direction, and interdisciplinary exploration; the 24-hour access to departmental metal and wood shops; the large, semi-private studio spaces; our position within an institution completely dedicated to graduate studies in art, design, and architecture; and the rich history and high standards of the department make it a rare and important place, especially in this time of global homogenization.

## **UC Berkeley**

### Mission/Philosophy:

Teaching Philosophy: "The college is known for teaching planning and design as disciplines that foster critical thinking, research inquiry, and imaginative problem-solving. Planning and design are pursued not only as ways of developing alternative design solutions to critical environmental challenges facing society but also as ways of exploring the potential of a specific design approach. Each department continually questions the underlying cultural, scientific, and aesthetic assumptions of its discipline and the role they play in how our society formulates solutions to the built environment."

Undergrad degrees: 4 year Bachelor of Arts (A.B.) non professional

Graduate degrees: Professional masters in: architecture, city and regional planning, and landscape architecture; Master of Arts degree in selected aspects of visual design is offered for a limited number of students; Master of Urban Design degree (interdisciplinary)

PhDs: PhD in architecture, city & regional planning, landscape architecture

Organization: College of Environmental Design w/ 3 departments: architecture, city & regional planning, landscape architecture

### Faculty

### Students

Publications: Berkeley Planning Journal; Concrete: Student Journal of Environmental Design; FRAMEWORKS; IASTE Traditional Dwellings and Settlements Review; PLACES: A Forum of Environmental Design

Centers: Ctr for the Built Environment; Ctr for Environmental Design Research; Ctr for New Media; Geographical Information Science Ctr; Green Building Research Ctr; Int'l Assn. for the Study of Traditional Environments; Inst. of Urban & Regional Development.

Facilities/resources/other: Environmental Design Library (198,000 vols); Architecture Visual Resources Library (slides, photos, digital images); Environmental Design Archives (papers & records of 100+ significant architects/ landscape architects); Architecture Shop (3 D support);



Computer Graphics Labs ; Photo Lab & Studio (full service b&w wet darkroom & shooting studio)

Cross-disciplinary collaborations: Program in Design of Urban Places. May 2004 Berkeley Institute of Design (BiD) kickoff. "a new design discipline spanning computer science, architecture, industrial and mechanical engineering. BID is expected to provide a two-year Masters degree program and a research program offering the Ph.D. degree. Note: these degree programs are not yet approved.

## **Pratt**

### Mission/Philosophy

Teaching Philosophy: At Pratt, abstraction and pragmatism coexist alongside the development of each student's individual talent, intellectual growth and one's ability to think conceptually. Design studios add the principles of process, function and social purpose through assignments based in product, furniture, exhibition and transportation. Attention to problem solving, both in teams and individually is emphasized. Students learn to design and execute—from presentation sketches to finished models—ensuring a practical understanding of the entire design process.

Undergrad Degrees: **Architecture:** architecture, construction management. **School of Art and Design:** MS in Art and Design Education, MPS in Arts and Cultural Management, MPS in Art Therapy and Creativity Development, MS in Dance/Movement Therapy, MPS in Design Management, MS in Theory, Criticism and History of Art, Design and Architecture, MS in Interior Design. Fine Arts: painting, drawing, sculpture, printmaking ceramics, photography and jewelry. MID (Industrial Design), BID (Industrial Design)

Graduate degrees: MArch (post-professional, 3 semesters), Architecture + Urban Design, MS in City and Regional Planning, Joint Degree Program in Planning and Law (W. Brooklyn Law School)

### PhDs:

Organization: **School of Architecture (incl.** Center for Planning and the Environment, Urban Design, Construction Management, Facilities Management); **School of Art and Design** (includes Art/Design Education, Creative Arts Therapy, Arts/Cultural Management, Computer graphics/interactive media, Design Management, Fashion Design, Fine Arts, History of Art, Industrial Design, Interior Design, Media Arts); **School of Information/Library Science;** **School of Liberal Arts/Sciences**

### Faculty

### Students

### Publications

## Centers

Facilities/resources/other: Associate Degrees in Digital Design and Interactive Media, Graphic Design and Illustration

## Cross-disciplinary collaborations

### **Stanford d.school**

Mission/Philosophy: Our vision: "We believe great innovators and leaders need to be great design thinkers." For students & faculty in engineering, medicine, business, the humanities & education, people from big companies, start-ups, schools, nonprofits, government. Realize the power of design. Solve big problems in a human centered way.

Teaching Philosophy: Project oriented curriculum. Prototype classes: developed inexpensive prototypes of LED-based lamps for developing countries; a class that focuses on what design can do to help children with autism and a class that develops environmentally sustainable products. We will also teach classes that design everything from management consulting engagements to a first-grader's first week at school.

## Undergrad degrees:

Graduate degrees: Grad students will earn Certificate in Design Thinking

## PhDs:

Organization: Operate out of School of Engineering. Core team from Computer Science, Mechanical Engineering, Management Science and Engineering, and Graduate School of Business working on d.school, led by David Kelley, mechanical engineering. A distributed design community--individuals from many fields offering to teach & help fund.

## Faculty

## Students

## Publications

## Centers

Facilities/resources/other: Engineering School has committed Peterson Building at the heart of campus. "Peterson is a lovely classic building that will be transformed into an innovative collaborative space where d.school faculty, students, and other design partners can live and work together on collaborative projects." \$35 million from Hasso Plattner funding goal of \$50 million.

Cross-disciplinary collaborations: "We believe having designers in the mix is key to success in multidisciplinary collaboration and critical to uncovering unexplored areas of innovation. Designers provide a methodology that all parties can embrace and a design environment conducive to innovation." Offering support: Alliance for Innovative Manufacturing; Center for Design Research ; Center for Work, Technology and Organization ; Stanford Biodesign ; Stanford Center for Social Innovation ; Stanford Technology Ventures Program

## Appendix 5. Data

**Table 1 - Faculty, Staff, and Students**

Source: Institutional Research and Reporting & Dept. of Design, Housing, and Apparel (October 2005)

Item	Department or Center											
	Architecture		Landscape Architecture		Design, Housing & Apparel		Design Institute		Metropolitan Design Center		CLA B.A. in Architecture	
	FY 95	FY 05	FY 95	FY 05	FY 95	FY 05	FY 95	FY 05	FY 95	FY 05	FY 95	FY 05
Total Faculty	22	41	6	11	17	22	na	na	na	na	na	na
Assistant Prof.	4	2	1	2	5	4	na	na	na	na	na	na
Associate Prof	3	10	2	4	7	12	na	na	na	na	na	na
Professor	5	4	2	1	5	4	na	na	na	na	na	na
<b>Total T/TT</b>	<b>12</b>	<b>16</b>	<b>5</b>	<b>7</b>	<b>17</b>	<b>20</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Other	10	25	1	4	0	2	na	na	na	na	na	na
by diversity:												
Faculty of color	1	5	0	2	1	3	na	na	na	na	na	na
Cauc. or unknown	21	36	6	9	16	19	na	na	na	na	na	na
by gender:												
Male	18	25	5	7	3	6	na	na	na	na	na	na
Female	4	16	1	4	14	16	na	na	na	na	na	na
Total Staff	9	13	9	7	17	30	na	5	7	10	na	na
by class:												
CS/BU	3	3	4	2	9	8	na	1	3	4	na	na
P&A	6	10	5	5	8	22	na	4	4	6	na	na
by diversity:												
Staff of color	2	0	0	0	0	5	na	0	0	0	na	na
Cauc. or unknown	7	13	9	7	17	25	na	5	7	10	na	na
by gender:												
Male	4	6	3	5	2	6	na	1	4	7	na	na
Female	5	7	6	2	15	24	na	4	3	3	na	na
Total Students	216	413	49	162	na**	827	na	na	na	na	na**	na**
Undergrad pre-majors					na**	279					na**	na**
Undergrad majors	147	200	na***	98***	255	486	na	na	na	na	66	70
Graduate students	69	213	48	64	40	62	na	na	na	na	na	na
Degrees granted 94/04*	64	156	8	17	112	155	na	na	na	na	34	2
Bachelor's	60	127	0	0	100	135	na	na	na	na	34	2
Master's	4	29	8	17	11	15	na	na	na	na	na	na
Doctorate	na	na	na	na	1	5	na	na	na	na	na	na

\*Note dates are for fall of 1994/2004, not 1995/2005 (which is the fiscal year)

\*\*IRR data did not include pre-majors in department student counts  
 \*\*\*the undergrad major in Landscape Architecture is named Environmental Design and data were not available for FY95

**Table 2 – Graduate Students**

Source: Graduate School (October 2005)

Item	Department					
	Architecture		Landscape Architecture		Design, Housing, & Apparel	
	FY 01	FY 05	FY 01	FY 05	FY 01	FY 05
Enrollment	143	213	53	64	33	61
by level						
Masters	143	213	53	64	17	28
Doctoral	na	na	na	na	16	33
by home location						
7 county metro	65	111	25	35	13	29
Other MN	19	29	8	7	5	12
WI, ND, SD, IA, NE	30	53	7	14	3	2
Other US	6	10	5	6	6	9
Foreign	21	10	6	2	6	8
no data	2	0	2	0	0	1
by age						
21-25	64	88	16	22	6	4
26-30	46	75	19	28	9	14
31-35	12	24	6	4	7	13
36-45	16	21	7	6	4	17
over 45	5	5	5	4	7	13
< 6 credits	8	80	5	11	6	14
avg credits	13.4	9.3	12.4	12.4	6.5	7.1
Applications						
Masters	194	194	64	76	16	21
Doctoral	na	na	na	na	7	12
male	119	126	34	33	6	7
female	75	68	29	42	17	25
international	79	32	19	11	13	13
minority	9	8	1	3	0	2
Admissions						
Masters	105	102	39	53	9	14
Yield (% of applicants)	54%	53%	61%	70%	56%	67%
Doctoral	na	na	na	na	4	9
Yield (% of applicants)	na	na	na	na	57%	75%

GRE Scores, admitted students						
Verbal avg	50 0.6	499. 6	533.3	512.1	465.5	548.1
Quantitative avg	65 8.4	627. 3	672.5	661.7	619.1	642.9
Analytical avg	59 8.5	678. 5	637.5	576.7	581.8	684.0
Analyt. Writing	na	4.4	na	4.8	na	4.3
Matriculation (admitted students who registered)						
Masters	63	49	20	29	9	12
Yield (% of admits)	60 %	48%	51%	55%	100%	86%
Doctoral	na	na	na	na	2	5
Yield (% of admits)	na	na	na	na	50%	56%
male	36	32	9	11	2	5
female	27	17	10	18	9	11
international	13	0	4	0	5	5
minority	4	3	0	2	0	1
Previous institution of matriculated students						
UMTC	38	25	7	9	4	2
Other UM	0	0	0	1	0	0
Other MN	3	5	5	6	0	6
WI, ND, SD, IA, NE	1	4	1	5	2	3
Other US	9	7	3	4	2	4
Foreign	11	0	4	2	3	2
no data	1	8	0	2	0	0
Degrees Awarded						
Masters Degrees	28	60	13	18	5	4
MElapTTD*	3.7	2.7	2.8	3.7	3.0	3.3
Doctoral Degrees	na	na	na	na	3	3
MElapTTD*	na	na	na	na	9.7	3.9

\*Median elapsed time to degree. The time, in years, from the start of a student's first term in the graduate school until the degree is conferred.

**Table 3 – Programs**

Source: Institutional Research and Reporting & Dept. of Design, Housing, and Apparel (October 2005)

	Programs in Fall 2005									
	Clothing Design	Graphic Design	Housing Studies	Interior Design	Retail Merch	Total DHA	Arch	Landscape Arch*	Total CALA	CLA Arch BA
Total Faculty	4	7	5	4	3	23	47	13		
by class:										
Tenured/TT						19	18	7		
Other						4	29	6		
Total Students						794	399	173	572	420
by level:										
Pre-majors	49	122		77		248				367
Majors	50	100	52	108	168	478	197	94	291	53
<b>Total Undergrad</b>	<b>99</b>	<b>222</b>	<b>52</b>	<b>185</b>	<b>168</b>	<b>726</b>	<b>197</b>	<b>94</b>	<b>291</b>	<b>420</b>
<b>Total Graduate</b>						<b>68</b>	<b>202</b>	<b>79</b>	<b>281</b>	

\*In Landscape Architecture, the bachelor's degree is called Environmental Design

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\*In Landscape Architecture, the bachelor's degree is called Environmental Design



## Appendix 6. Design Related Activities at UMTC (Representative)

### **Bell Museum (CNR) – New building**

Model for environmentally conscious building practices. Design process will estimate additional costs of “building green.” Performance/cost savings will be measured after building opens. (Bell Museum *Imprint*, fall 2005 issue)

### **Biomedical Engineering Inst. (AHC) and Department of Biomedical Engineering (IT)**

Inst: “Where Medicine Meets Technology for Tomorrow’s Innovation.” Medical devices, prosthetics, home/workplace/transportation modifications, assistive technology.

<http://www.bmei.umn.edu/> Dept: <http://www1.umn.edu/bme/>

### **Capital Planning & Project Management**

For capital projects: conceptualization, planning, design, construction, space use, preservation. <http://www.cppm.umn.edu/>

### **Center for Changing Landscapes (CALA & CNR)**

Use remote sensing, geographic information systems, spatial modeling to predict future change, and landscape design to generate sustainable solutions to land use questions at regional, sub-regional, district, neighborhood and site levels.

<http://ccl.gis.umn.edu/aboutus.html>

### **Center for Rural Design (CALA/COAFES)**

Design as a problem-solving process. Works to preserve, improve, and protect rural landscapes, cultures and communities. <http://ruraldesign.coafes.umn.edu/purpose.htm>

### **Center for Rural Design – Farm Incubator Project**

Two-component, affordable storage and shelter system. Ability to combine modules in various ways allows diverse communities to realize their own unique agrarian lifestyles while the vocabulary of construction integrates with an existing local aesthetic and pattern. <http://ruraldesign.coafes.umn.edu/farmoverview.htm>

### **Center for Spirituality & Healing – Healing Garden**

Proposed natural space in Mayo Building quadrangle “a sanctuary among aesthetically designed gardens to promote a calm space in an urban setting for relaxation, healing and meditation.” Will support U research in healing environments & landscapes.

<http://www.csh.umn.edu/csh/philanthropy/garden/home.html>

### **Center for Sustainable Building Research (CALA)**

Areas of research: sustainable design, energy-efficient buildings, windows & glazing, improved building delivery process, building science & engineering, human factors in transportation <http://www.csbr.umn.edu/>

### **Center for Transportation Studies**

Works with more than 75 faculty from 25 different departments in disciplines including engineering, economics, public policy, human factors, and environmental studies.

<http://www.cts.umn.edu/about/index.html>

### **College of Liberal Arts – B.A. in Architecture**

Major includes instruction in history, representation, design, and theory, emphasizing development of architecture as a language of form, space, and order.

<http://www.catalogs.umn.edu/ug/cla/cla06.html>

**COAFES/Extension – Sustainable Urban Landscape Info. Series (SULIS)**

Provides sustainable landscape information to the public and to the horticulture/landscape industry to create outdoor spaces that are functional, maintainable, environmentally sound, cost effective and aesthetically pleasing. <http://www.sustland.umn.edu/>

**Department of Art (CLA) – Time and Interactivity**

Web design, sound art, digital cinema, 3D animation, immersive interactive installation, conceptual art, electronic music, performance art. Collaborate with Electronic Music, Dance, Theater, Journalism, Architecture. <http://art.umn.edu/areas/timeInt.php>

**Department of Art History (CLA)**

Offer several design-related courses, including Visual Culture, Design Reform, American Architecture, Topography of Athens, Temples and Gardens, History of Graphic Arts, Why Art Matters, American Modern Design, Renaissance Architecture, Gothic Architecture <http://www.arthist.umn.edu/classes/index.htm>

**Department of Bio-based Products (CNR) – Cold Climate Housing Program**

House as system—building structure, mechanical systems, occupants interact. <http://www.cnr.umn.edu/bp/extension/cchp.php>

**Department of Civil Engineering (IT) – MMAST**

Large-scale testing and simulations on the integrity of structures subjected to earthquakes, wind, and other extreme loadings <http://nees.umn.edu/>

**Department of Geography (CLA)**

Several faculty research areas touch on design: cultural geography, land use and environmental planning, urban geography, cartography, etc. <http://www.geog.umn.edu/Research/index.html>

**Department of Horticultural Science (COAFES) – Environmental Horticulture and Pre-Landscape Architecture**

Courses in landscape design, management, restoration. Display and trial garden with plants, landscape features serves as outdoor teaching lab. Landscape design studio. PLA: Joint program with CALA focuses on sustainable design, site engineering, design representation, landscape ecology [http://horticulture.coafes.umn.edu/About the Department.html](http://horticulture.coafes.umn.edu/About_the_Department.html)

**Department of Marketing & Logistics Management (CSoM)**

Flow of goods and services through the economy, and the distribution of industrial and consumer goods. Job opportunities include marketing research, advertising, manufacturing sales, wholesale and retail sales, buying. <http://www.carlsonschool.umn.edu/Page536.aspx>

**Department of Mechanical Engineering/ Biomedical Design of Medical Devices**

Annual conference at U brings together designers, manufacturers, researchers, public sector representatives. <http://www.me.umn.edu/dmd/index.htm>

**Facilities Management**

Landcare unit services include landscape design & installation, plant & turf care, outdoor furniture, outdoor space use coordination. <http://www.facm.umn.edu/landcare.html>

**Goldstein Museum of Design (CHE)**

The only design museum in upper Midwest. Devoted to teaching, research, and exhibition of design—from clothing and textiles to decorative art and graphic design. <http://goldstein.che.umn.edu/>

**Humphrey Institute of Public Affairs – Master of Urban & Regional Planning**

Designed to produce professionals able to link environmental systems, land use and transportation systems, infrastructure development, and housing and community development. <http://www.hhh.umn.edu/academics/gradprograms/murp/index.html>

**Institute of Technology – Solar Vehicle Project**

Student-run interdisciplinary project involves the design, building, and racing of solar-powered vehicle by undergraduate team. <http://160.94.140.26/index.htm>

**Metropolitan Design Center (CALA)**

Investigates how design can be used to make the metropolitan landscape more livable and sustainable. <http://www.designcenter.umn.edu/>

**Midwest Universities Radon Consortium (CHE)**

Located at and managed by U of M. Provides training regarding the health risks posed by radon and demonstrates methods of radon measurement and mitigation in residential, educational, and other environments. <http://www.cce.umn.edu/series/radon/>

**School of Journalism & Mass Communication (CLA) – Game Research and Virtual Environment Lab**

Cultural, communicative, aesthetic, technical, and social implications and opportunities of game and virtual reality environments. <http://www.inms.umn.edu/gravel/index.htm>

**School of Kinesiology (CEHD) – Human Factors Research Lab**

Interdisciplinary program, design & evaluation of human-machine systems. <http://education.umn.edu/kin/research/hftrl/>

**School of Kinesiology (CEHD) – Laboratory for Health and Human Performance in Extreme Environments**

Interdisciplinary research focused on humans in space, cold, and heat, with applications in space missions and surgical procedures. Includes examining materials for smart design of clothing and protective equipment. <http://education.umn.edu/KLS/research/extreme/default.html>

**School of Public Health**

Robert & Rosalie Kane research in long term care. Both experts in long term care. She studies Green House project, alternative to traditional nursing homes, which humanizes facilities via architectural and cultural makeover. <http://www.sph.umn.edu/news/Inthenews/20050801kane.html>

**U Services/U Relations – Beautiful U Day**

Annual initiative celebrating U's natural resources, buildings, grounds. Student and community involvement. <http://www.buday.umn.edu/>

**Weisman Art Museum – Public Art on Campus**

Committee established in 1988, works “to use permanent and temporary public art as a catalyst for change, an opportunity for education, and a means for enhancing the University landscape” <http://www.weisman.umn.edu/public/history.html>

## Appendix 7. Reference Material

This is a partial list of reference materials that the taskforce used in its discussions:

“Research in Design”

Ann Forsyth, article to be published in *Journal of Architecture and Planning Research*

“Building Information Modeling”

Draft by Renee Cheng

“Architectural Education”

Renee Cheng white paper, 2004

“Design Thinking”

Charles Owen, Institute of Design, Illinois Institute of Technology

Keynote at international design conference, October 2005

“Deep or Wide: Between Education and the Design Profession”

Pete Zerillo, *Core77*, September 2004

“Embracing Change: A Design Education Hybrid”

*NextD Journal*, February 2003

“Institute Launched to Bring ‘Design Thinking’ to Product Creation”

*Stanford Record*, October 2005

“At Public Universities, Warnings of Privatization”

*NY Times*, October 16, 2005

“It’s a Flat World, After All”

Thomas Friedman, *NY Times*, April 3, 2005

Design College Position Paper

Tom Fisher & Lance Neckar

CALA Environmental Scan

Fall 2004

CHE Environmental Scan

Fall 2004

Proposal for the MS in Architecture at the UM

March 2000

## Appendix 8. Strategic Alignment

The taskforce considered the five strategic action areas identified in the University's strategic positioning report as we developed our recommendations. The deliverables that relate to each strategic action are noted.

**1. *Recruit, nurture, challenge, and educate outstanding students who are bright, curious, and highly motivated.***

- B. Recommendations regarding areas of strengths and comparative advantage, including areas that should be targeted for additional investment consistent with the University's goal to become one of the top three public research universities in the world.
- C. Recommendations regarding existing strengths and opportunities and the potential for optimizing new collaborations and partnerships with other academic units outside the newly formed college.
- D. Recommendations on how the new college can be a model for the promotion of active public engagement.
- E. Recommendations regarding a strategy for enhancing the new college's prospects of becoming a widely recognized leader in design, contributing to the University's potential to take its place as one of the top three public research universities in the world. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on all aspects of design.
- F. Recommendations regarding the optimal design, structure, and organization of the new college.

**2. *Recruit, mentor, reward, and retain world-class faculty and staff who are innovative, energetic, and dedicated to the highest standards of excellence.***

- A. Recommendations regarding the name and mission of the new college.
- B. Recommendations regarding areas of strengths and comparative advantage, including areas that should be targeted for additional investment consistent with the University's goal to become one of the top three public research universities in the world.
- C. Recommendations regarding existing strengths and opportunities and the potential for optimizing new collaborations and partnerships with other academic units outside the newly formed college.
- D. Recommendations on how the new college can be a model for the promotion of active public engagement.
- E. Recommendations regarding a strategy for enhancing the new college's prospects of becoming a widely recognized leader in design, contributing to the University's potential to take its place as one of the top three public research universities in the world. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on all aspects of design.
- F. Recommendations regarding the optimal design, structure, and organization of the new college.

3. ***Promote an effective organizational culture that is committed to excellence and responsive to change.***
  - A. Recommendations regarding the name and mission of the new college.
  - C. Recommendations regarding existing strengths and opportunities and the potential for optimizing new collaborations and partnerships with other academic units outside the newly formed college.
  - D. Recommendations on how the new college can be a model for the promotion of active public engagement.
  - E. Recommendations regarding a strategy for enhancing the new college's prospects of becoming a widely recognized leader in design, contributing to the University's potential to take its place as one of the top three public research universities in the world. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on all aspects of design.
  - F. Recommendations regarding the optimal design, structure, and organization of the new college.
  
4. ***Exercise responsible stewardship by setting priorities, and enhancing and effectively utilizing resources and infrastructure.***
  - E. Recommendations regarding a strategy for enhancing the new college's prospects of becoming a widely recognized leader in design, contributing to the University's potential to take its place as one of the top three public research universities in the world. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on all aspects of design.
  - F. Recommendations regarding the optimal design, structure, and organization of the new college.
  
5. ***Communicate clearly and credibly with all of our constituencies and practice public engagement responsive to the public good.***
  - D. Recommendations on how the new college can be a model for the promotion of active public engagement.
  - E. Recommendations regarding a strategy for enhancing the new college's prospects of becoming a widely recognized leader in design, contributing to the University's potential to take its place as one of the top three public research universities in the world. The strategy should bring the intellectual and disciplinary diversity of the University, currently dispersed across multiple colleges, to bear on all aspects of design.
  - F. Recommendations regarding the optimal design, structure, and organization of the new college.

## Appendix 9. Research Typology

As our college advances the mission of the University, research must be clearly identified as to how it contributes to our standing within the University and across our peers. Forsyth and Crewe (in press) propose a classification for research in environmental design. This classification is useful in communicating the types of research scholarship conducted in a design college.

- **Empirical studies** that collect and analyze data, responding to a basic or applied research question.
- **Logical argumentations** that use logical, analytical, or other forms of theoretical reasoning to explore the implications of an issue.
- **Critical analyses** of the built and designed environment, that offer new interpretations based in a historical, theoretical, or aesthetic context and drawing on evidence that has been systematically collected and analyzed. This approach combines empirical and theoretical approaches in a way that is distinctive.
- **Works of synthesis** that summarize, analyze, and classify research findings or positions in ways that clarify findings, and identify promising directions or key issues. Works of synthesis bring together findings from empirical studies and/or other works.
- **Creative work** that systematically generates new approaches and principles, a very small and unusual subset of the larger body of creative design.

Source: Forsyth, A., & Crewe, K. (in press). Research in environmental design: Definitions and limits. *Journal of Architecture and Planning Research*.

## **Appendix 10. Timetable for Launching the New Design College**

### **IMMEDIATE**

#### **Spring 2006**

- Establish the functional structure for the new college, effective July 2006, necessary for the consistent flow of quality education, research and services.
- Continue the strategic planning process launched in Fall Semester, 2005. Each unit and center must examine immediate needs and plans for long term growth and sustainability (mission statements).
- Develop and implement a plan for administration and resources, including positioning new faculty lines and staff to achieve goals of disciplinary strength and interdisciplinary potential.
- Establish a committee to identify space needs and recommend a plan for closer proximity. This could include transitional space in the near term and/or eased parking and transportation between campuses as well as long term, permanent space that addresses the needs of all collegiate units.
- Establish a committee to address collegiate governance.
- Hold the first faculty retreat to report on strategic planning and present proposals for governance.
- Design a new graphic identity and website (for Fall 2006 launch) including strategies for public relations, marketing and communication.

#### **Summer 2006**

- Examine and identify metrics by which we will benchmark our college and programs and evaluate our progress toward our goals.
- Plan a kick-off party paired with exhibition of student, faculty and local design work covering broad range of design disciplines to be held Fall 2006.
- Begin planning the first annual interdisciplinary public event, award and design project (to be held 2006-07).

### **YEAR 1**

#### **Fall 2006**

- Official launch of new identity (graphic identity, permanent name, website).
- Hold kick-off party and exhibit in conjunction with graphic identity launch and beginning of first academic season of the new college.



**Fall 2006 - Spring 2007**

- Evaluate curricula to identify new opportunities for interdisciplinary work, foundational courses for undergraduates, new interdisciplinary programs, and reassessment of graduate research degree programs.
- Complete Product Design program planning and application to appropriate bodies for final approval.
- Establish course of action to continue and initiate new outreach activities including the fellows program, an annual interdisciplinary design project, public events, and continuing education.
- Complete planning for and hold first annual interdisciplinary public event in Spring 2007.

**YEAR 2**Fall 2007 – Spring 2008

- Implement recurring events.
- Expand and implement new courses, programs, and interdisciplinary programs
- Reassess recruiting and funding plans, course development, and collegiate evolution.