

FACULTY MEETING / RETREAT

Agenda:

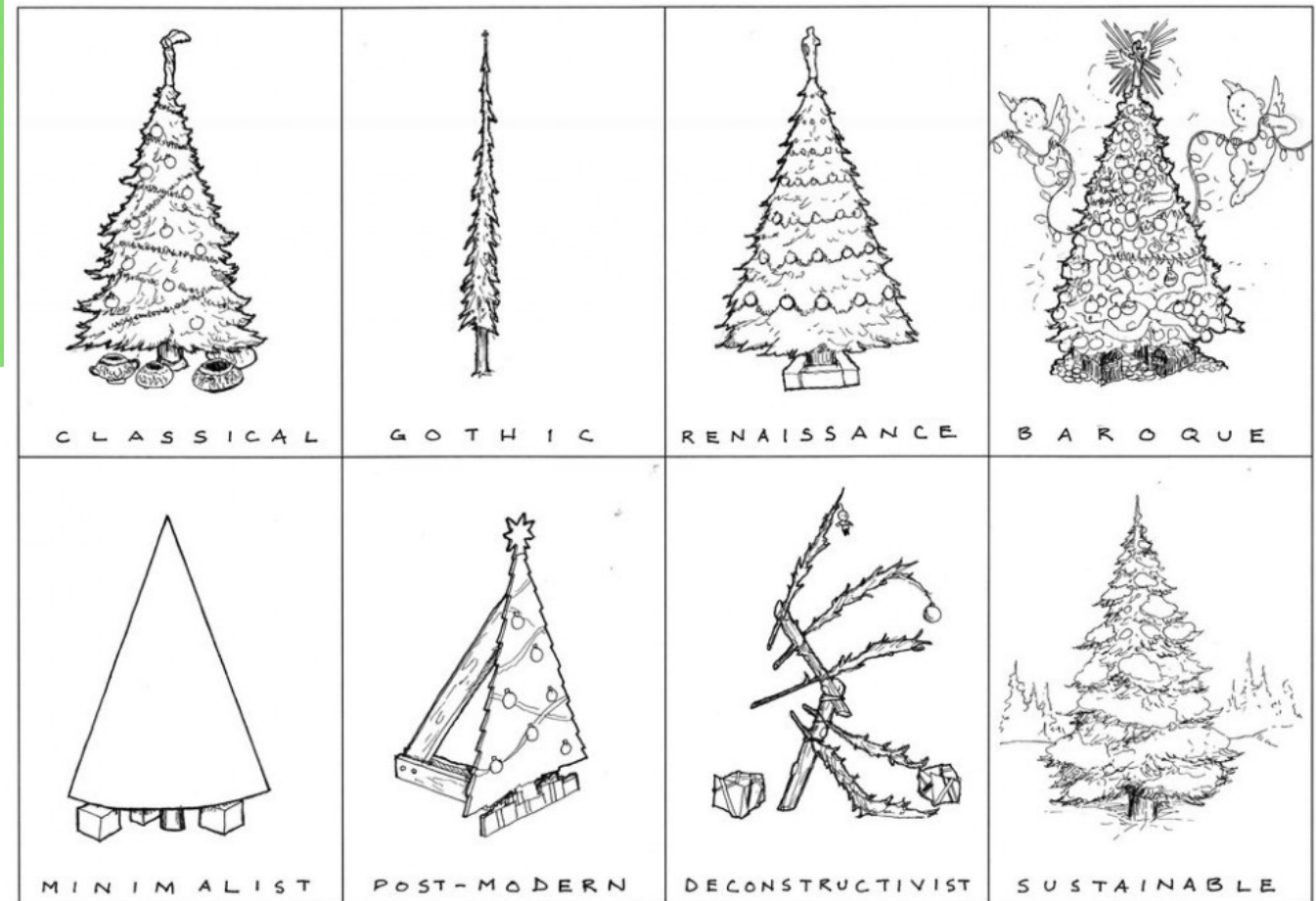
1. Announcements

- a. Housecleaning
- b. AIAS (Jessica Lee)
- c. Annual Review Procedure update (Rashed-Ali)
- d. Report from Puerto Rico
- e. NAAB Prep process

2. BREAK

3. Discussion

- a. Defining Perspectives
- b. Strategic Planning
- c. By-laws Revision



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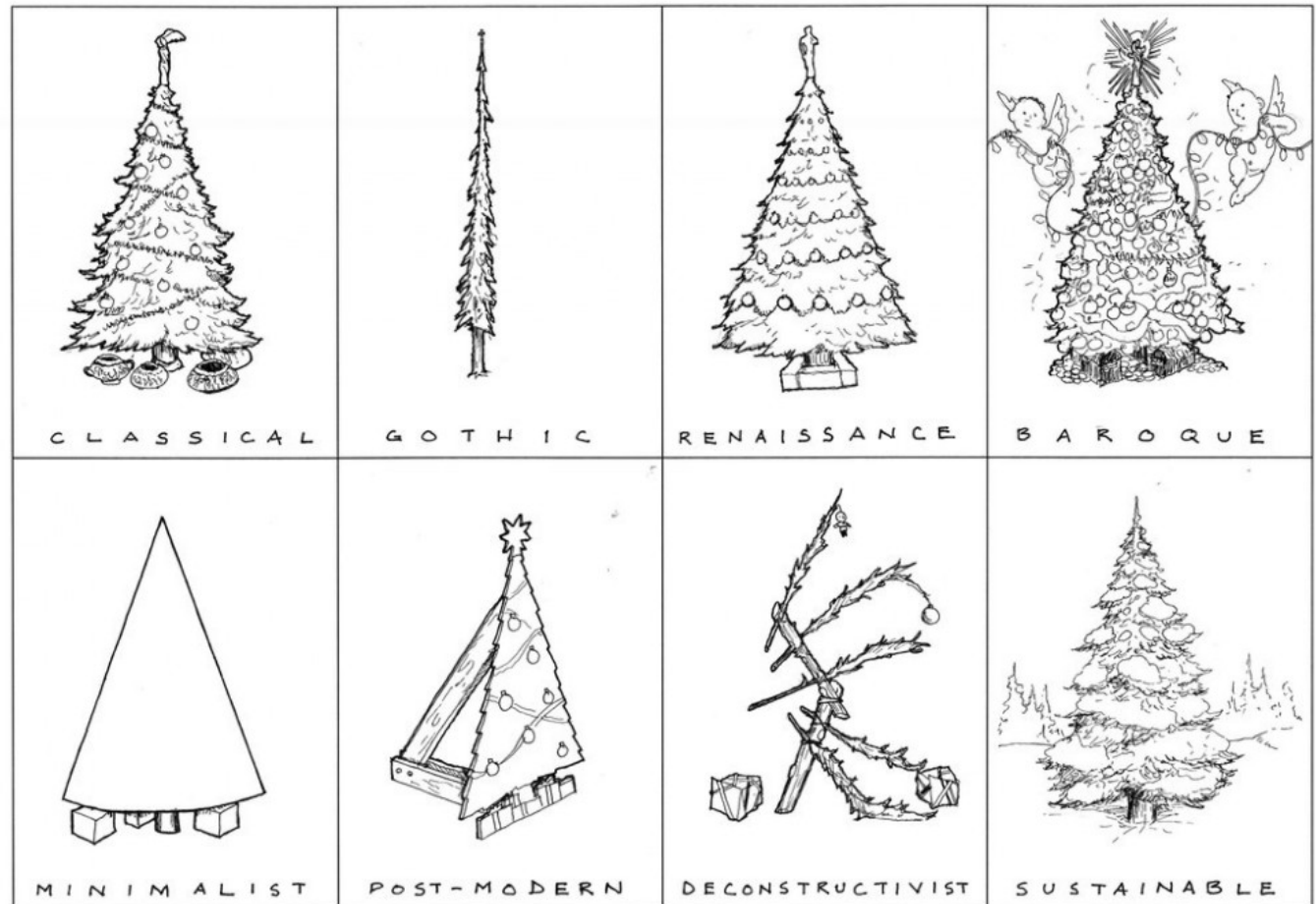
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- g. AAAC News

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- Studio Cleanup
- CIDA Prep (Gallery & Hallway)
- Annual Review reminder
- Study Abroad (3 sections = 39 students)
- Studio quality
- Curriculum sub-cmmt. Reports (Dec. 10th)
- NTT recruitment / sign-up via STARS



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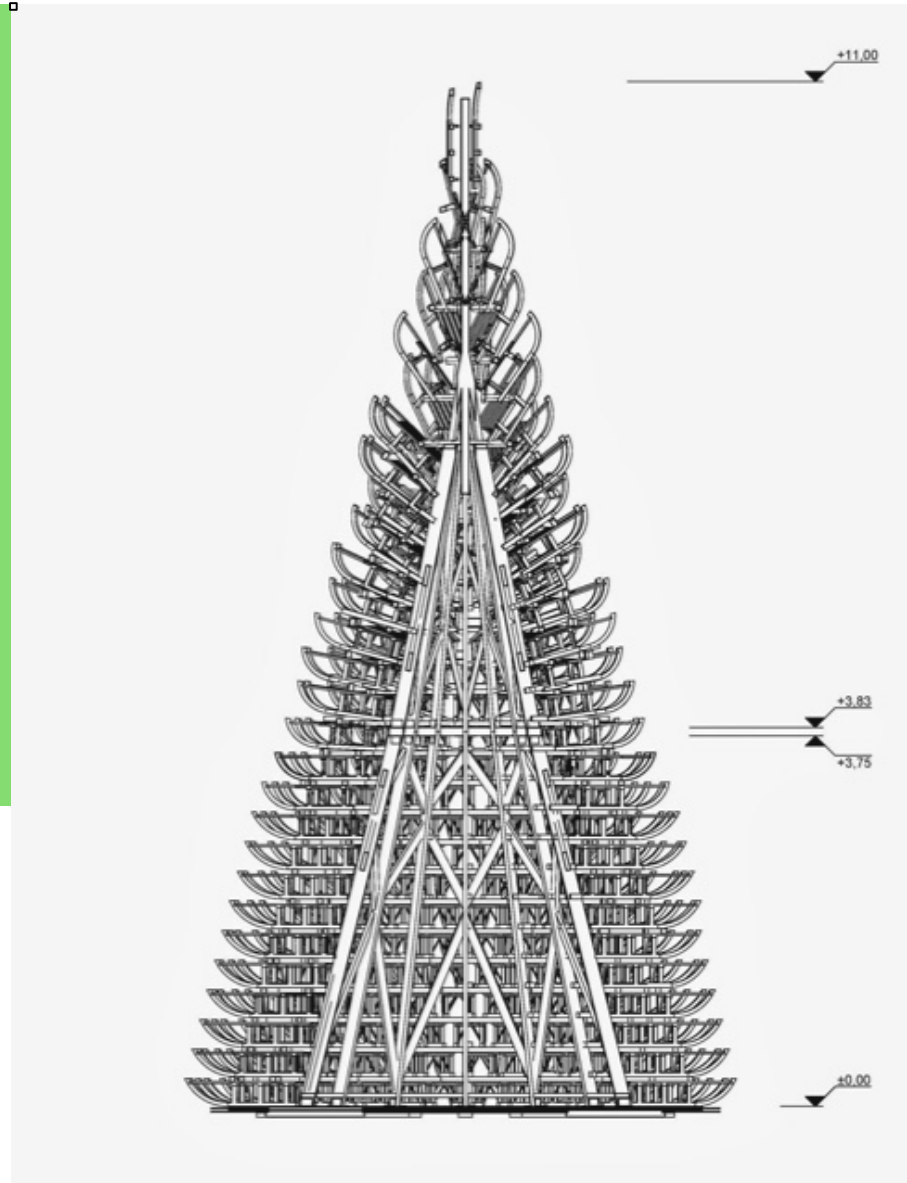
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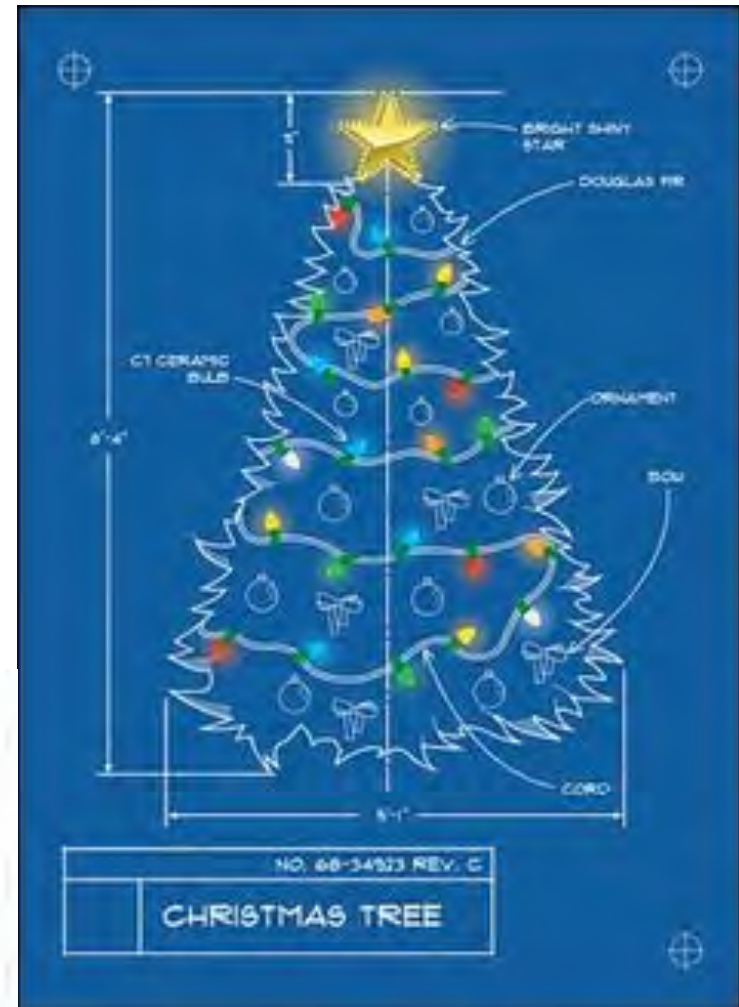
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The New Economics of Education

- Future U. likely more indiv centered (Uber / Airbnb)
- Stanford 2025 (open loop U. / self paced education / skill focused)
- U Michigan – Alumni free courses for life / family discounts.

Survival & Resilience

- Issue for us since 2001 are now hitting other institutions (public)
- Pressures / Issues:
 - Licensure (incl. streamlined pathway)
 - Lack of Desire of US students to work abroad
 - Siren Call of invention & tech. – expensive tail wagging
 - 2-tiered faculty emerging trend – rising tenure stds = teacher / practitioners are now teacher / critics & overemphasis on indiv. faculty achievements not program.
 - We rarely want our children to enter profession

What to do?

- Focus on problems important to public/others (Engineering 14 big challenges)
- Increase focus on Design Thinking while not abandoning bldgs.
- Collaborate – really
- Diversify program degree offerings (responsive to emerging needs)
- Teach students to engage sustainable / resilient design strategies
- ...

- NAAB Team Room Prep
- The New Economics of Education
- Globalization of Academia
- Survival & Resilience in the 3rd Millenium



Xmas 3 Tree
(Brussels,
Belgium)

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Last Time: (2010 Accreditation)

- Focused Evaluation (3 years)
- **Conditions Not Met**
 - Architectural Education and Registration
 - Physical Resources
 - Building Service Systems
 - Professional Development
- **Causes of Concern**
 - Student Voice
 - Full Time Faculty
 - M.Arch 3 Program (History)
 - Program Self-Assessment
 - Human Resources & Development (Travel)
 - Financial Resources

This Time:

- Committee
- Course Material collection
- Student Performance Criteria
- Display of Work throughout Program.



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- New Initiative by Provost
- Funding-based
- Under review and revision



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- Symposium on Current State of Practice
- Mentorship Program (in place of Shadowing Day)
- Funded Competitions – emphasizing quality in design.



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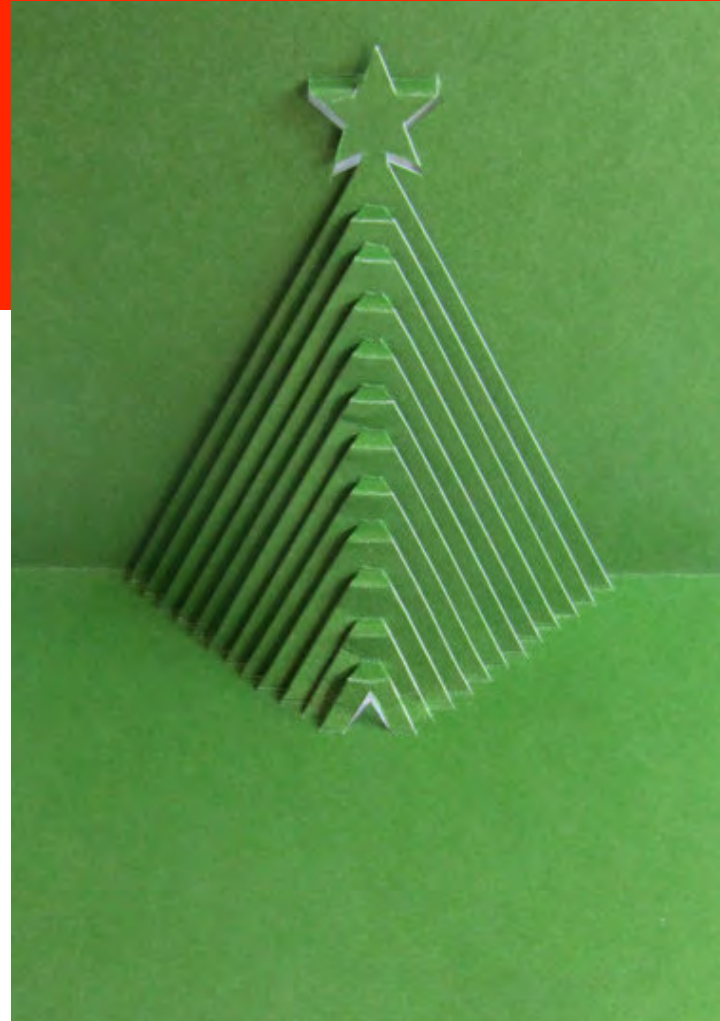
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1. Program's Benefit to the Institution

A sample of the types of activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service.

2. Benefits Derived from the Institution

A summary of the benefits derived to the program from the institutional setting

3. Holistic Development of Young Professionals

A description of how the program's course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the specific discipline of architecture.

4. Learning Culture

The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work/school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to field trips, participation in professional societies and organization, honor societies, and other program-specific or campus-wide and community-wide activities



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5. Social Equity

The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources. (2015 addition)

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional, college or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college or institutional-level.

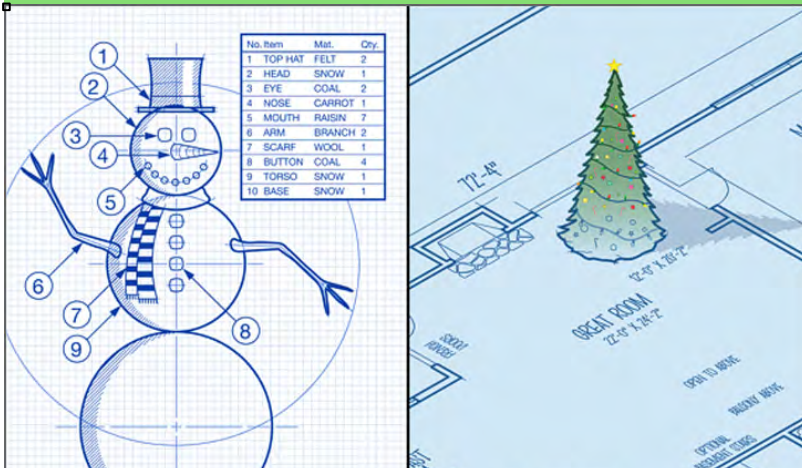
6. Defining Perspectives (perspectives = values)

The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership

The program must describe its culture for successful individual and team dynamics, collaborative experiences and opportunities for leadership roles. (2015 addition) Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

- Structured design environments?
- Coursework?
- Extracurricular Faculty and Student Driven Activities?
- External Programs and Events?



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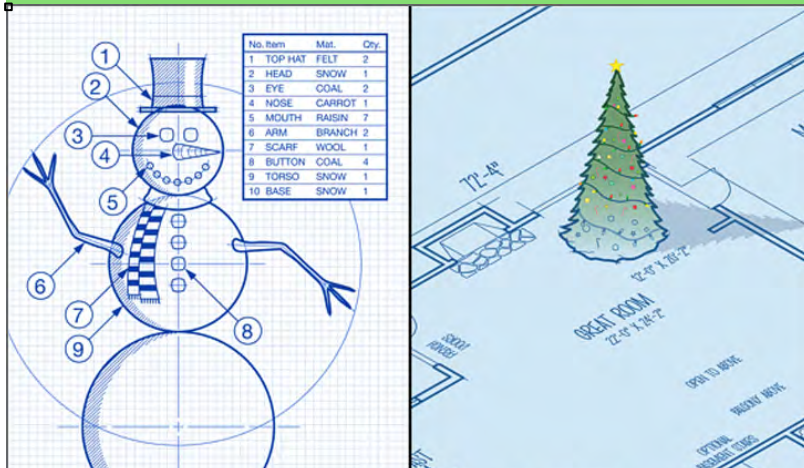
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B. Design

The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value. *(2015 addition) Graduates should be prepared to engage in design activity as a multi-stage process aimed to address increasingly complex problems, engage a diverse constituency, and provide value and an improved future.*

- Design Studio Sequence
- Non-studio Coursework
- Other opportunities

C. Professional Opportunity

The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources. *(2015 addition) that are significantly compromised by the act of building and constructed human settlements.*

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding. *(2015 addition) The social responsibility of architects lies in part in the belief that architects can create better places, and further that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development, conservation or changes to the built and natural environment.*

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Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and / or planning process. . In addition, the program must demonstrate that data is collected routinely, and from multiple sources to identify patterns and trends, so as to inform its future planning and strategic decision-making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college and university.

Assessment

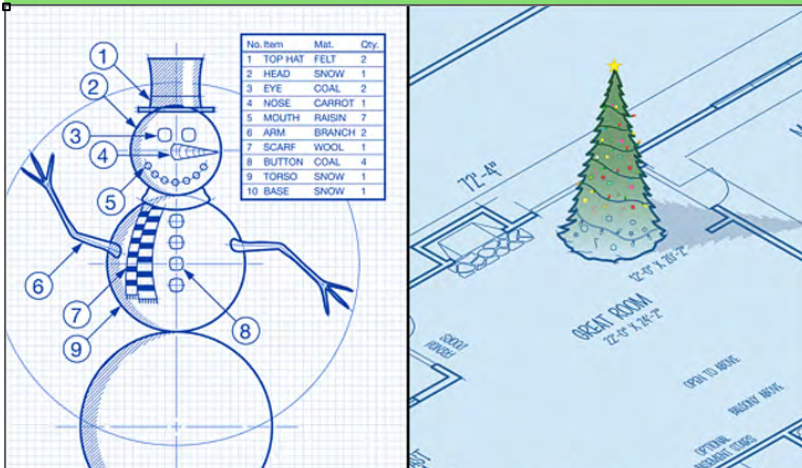
A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing towards its mission and stated objectives. **Do we do this?**
- Progress against its defined multi-year objectives. **Do we do this?**
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit. **Have we done this?**
- Strengths, challenges and opportunities faced by the program while continuously improving learning opportunities. **List?**

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development:

The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives including the curriculum committee, program coordinators, and department chairs or directors.



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Strategic Planning Committee

- *The committee did not meet this semester. Issues covered include:*
 - *New Building*
 - *Physical Facility Improvements*
 - *Academic Programs & Curricula*
 - *Faculty constitution? (hires, mentorship, ...)*
 - *Other Initiatives not covered here ...?*
 - *Schedule = Draft end of Spring (dovetail w/Univ & College)*
 - *Your Feedback, Ideas, Concerns, Issues, Most Important Things to Do.*



Hanukkah Menorah By Richard Meier

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Bylaws Revision Update

- Basic Components:
 - 1. Faculty Governance
 - 2. & 3. Faculty Voting Membership
 - 4. Departmental Committees
 - Dept. Faculty Committee
 - Dept. Exec. Curriculum Committee
 - Graduate Programs Committee
 - Dept. Sub-Committees Curriculum

- Feedback Today?

