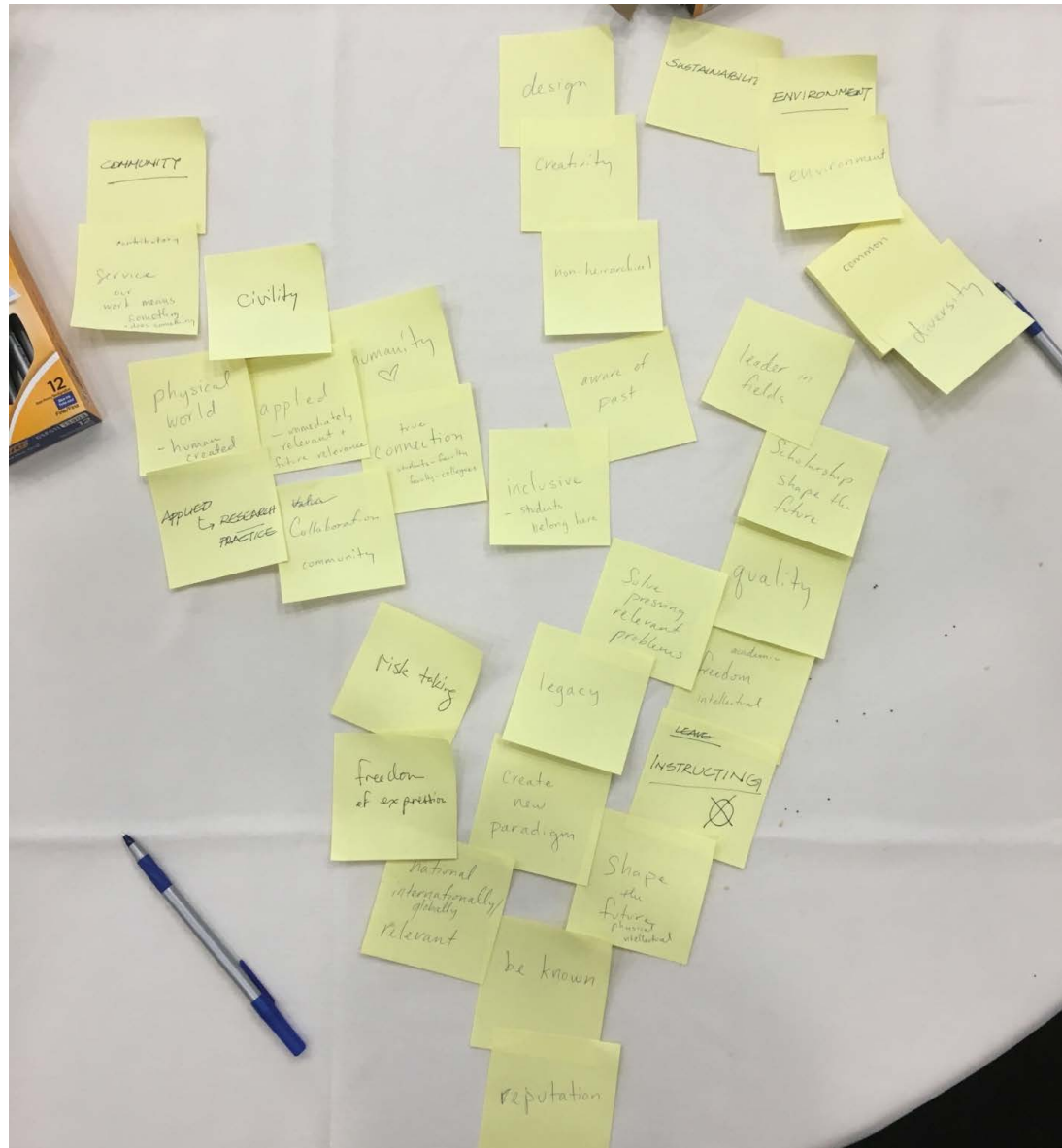


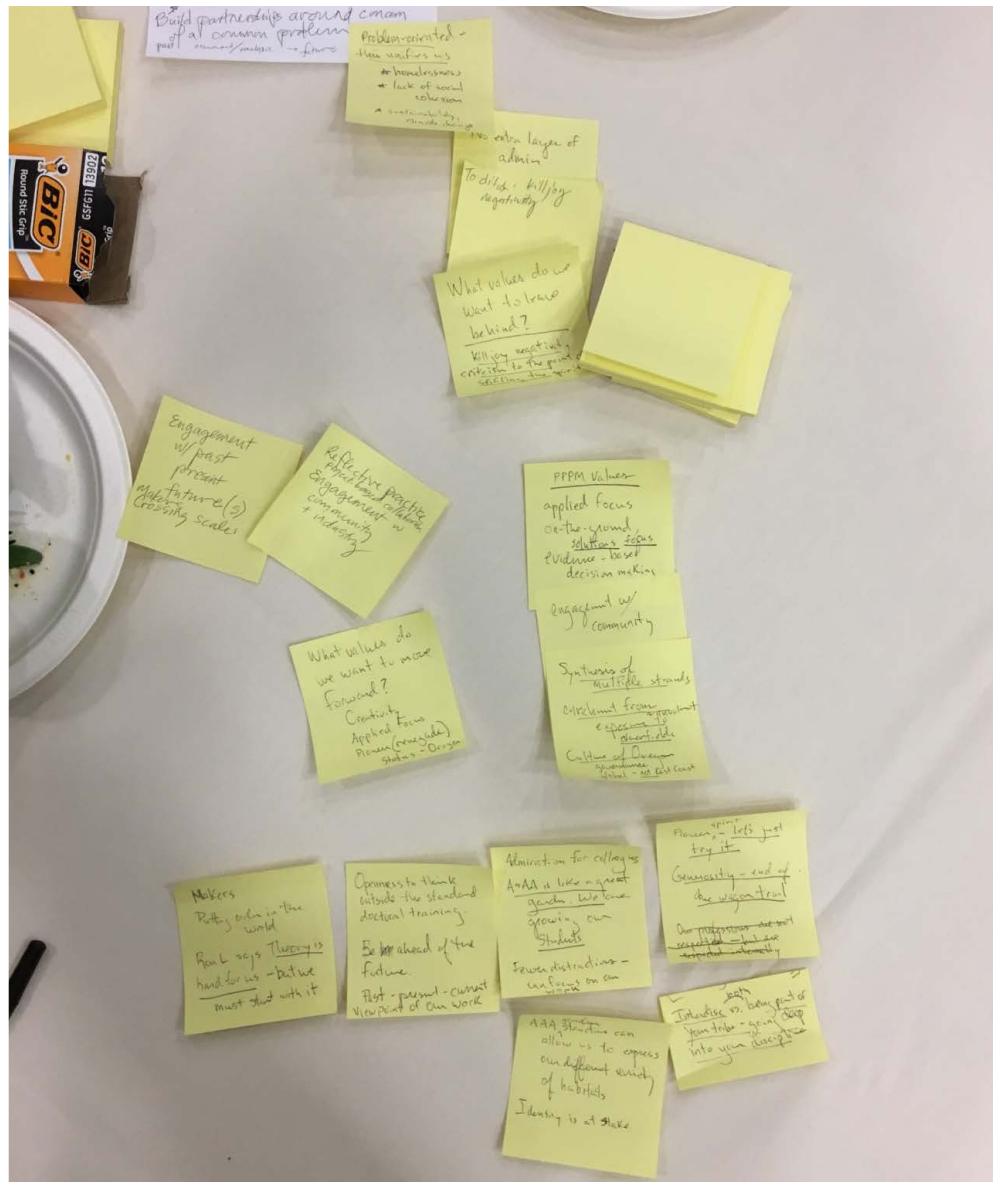
# Visual Archive: AAA College Discussion

Note: All material included here was produced by faculty and staff during open consultation and workshops

10/05/16 – Faculty Working Lunch #1

# A&AA Values, Guiding Principles





Interdiscip -  
organic, encouraged  
but never forced  
Pulling together multiple  
strands -  
common ground  
Unique OR colling  
Describe intensely +  
clearly

Engaged w  
community +  
industry  
Visionary

~~Ditch negativity~~

Freedom of being  
here in OR  
- Globalness  
- Pioneer spirit  
- Can-do  
- Generosity

Creativity  
Applied focus  
Evidence-based  
Dec.-making  
Compare - across  
depts  
Discernment

Theory - the why  
e.g. climate change,  
water re landscaping,  
architecture  
Finding your tribe  
Connection e.g. to  
~~Arts~~ sciences

~~Efficiency~~  
Outside disciplinary  
boundaries  
Problem-oriented -  
as a focus for  
interdiscip. projects

Respect for  
disciplines  
within the school  
Greatest garden -  
what's growing  
is students  
Tutorial  
One on one

Fewer distractions  
Teaching students  
Maker pt of view -  
3 PM doing

Ditch  
Full of negativity  
Extra (new) layer  
of admin.  
Vision → \$, naïve.  
Find \$, then vision

inevitable.

what's project broken.

identity/resource.

time and people.

values to be preserved.

creativity.

applies from evidence based.

values that our department have.

avoid full joy. negativity

uniquely synthetic.

see different points of view.

thinking unique. values.

resources of money


time. social crisis  
environmental crisis

identify the problem.


measurement and strategy.



separate  
but complementary  
→ each with  
a clear set of  
specific commitments

  
intersecting spheres  
(rather than distinct  
common denominators)

A way to  
organise themes  
around retaining  
disciplinary depth



CONS OF  
→ SWITCH TO  
COLLEGE

→ only cosmetic  
→ cost-cutting (e.g. Chem)  
→ Administration efficiency?

VALUES / PROS &  
→ COLLEGE

- allow for more specificity  
distinct values /  
needs & expertise /  
independent identities
- vs. professional school  
of architecture
- NAME / inspiration  
Emphasise making a name  
talk / voice - is that good?

SHARED VALUES

- experimentation  
(not)
- APPLIED EXPERIMENTATION  
(3PM)
- CRITICAL THEORY
- interdisciplinary  
(a myth?)

POTENTIAL DRAW  
BACKS FROM  
CA.S.  
(Cinema studies)

- \* CULTURAL STUDIES  
CENTER
- \* CRITICAL studies center
- \* urban studies center

- new potential for  
collaboration  
(e.g. co-teaching)
- possibility of promoting /  
voicing under-represented  
departments
- more efficient consolidation  
of fields into centers /  
institutes / schools

across departments  
big shared projects  
excellence" (e.g. Vietnam)  
big - create buzz  
by links

10/10/16 – Faculty Working Lunch #2

# Pros/Cons of Forming a College





We need the synergies of closer involvement across a new organizational structure

Advantages?

Departments  
now →  
rigid  
little collaboration  
lack of presence  
+ recognition.

Schooly Visual  
cultures?

We need re-organization into syndetic working groups (colleges) addressing critical issues for the future

College of the built environment?

Land use

Urban

Arch.

College of AAA  
composed of  
schools ...

---

is it reunification  
of a fragmented  
school??

RESEARCH 'METRICS'  
FOCUS ON:  
RESEARCH QUALITY  
VS  
\$\$\$

Is this change  
cultural  
or  
structural  
or  
both?

To what extent  
does the departmental  
meeting impede  
cross-over and  
pollination?

New allocation  
of funds within  
40 will affect  
future of AA

What are the actual evolutions @ the VO level that affect this decision?

LOOSE  
ASSOCIATION  
—  
NOT RIGID  
BOUNDARIES

"SCHOOL"  
VS  
"COLLEGE"  
DOESN'T  
MATTER

question the structure  
academic ambitions  
identity role to them.  
raise our visibility  
leaders in fields  
underrepresented  
but seeking  
collaboration

- Multiple overlaps:
  - Shared interests
  - Own <sup>vs</sup> focus

It being a college  
makes it easier to  
come up w/ counter  
institute —

Would we have  
to have schools

Design

- NP + into
- ~~Planning~~ Mgmt
- Architecture
- Sustainable Cities
- New H.D. programs
- Innovations -
- Locally produced Ashman case

College vs.  
school

- Exchange students
- Collaborations

SCAPIS

Interview, centers  
or with inst.

Design - architecture  
Interiors, architecture,  
arch, landscape,  
Museums  
• Enviro science

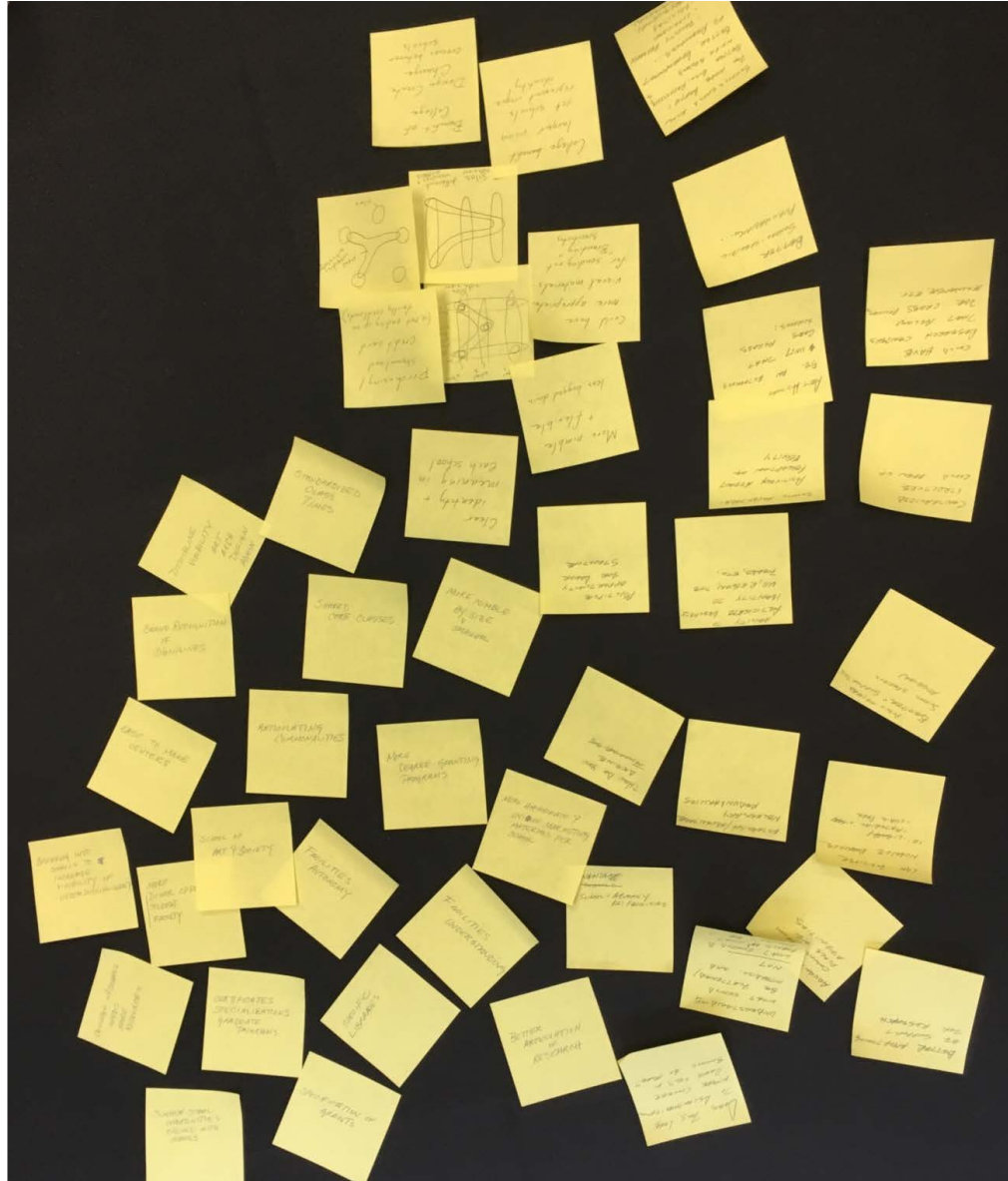
Exhibition plan +  
design  
Core engagement

- New budget model based on risk challenge, grants

Guest spots  
List of experts

Cross-listing courses  
is very difficult  
at UO

collaboration  
To what extent does  
dept. structure impede  
this?





### Advantages overall \*

- Identity = \$\$\$
- Agency = power
- visibility
- Restructuring  
involvement  
integrating

### Advantages School \*

- Interdisciplinary  
interoperability
- needs to be  
responsive on  
both research  
+ teaching  
sides
- signal innovation

- Consider requirements  
as well

- we only look backward  
not forward -  
reorganizing  
we do not create  
change - forming a  
new school will allow  
us to rethink +  
create change

### Look for efficiency

### Questions

- Can reorganizing  
be done without  
major structural  
revisions?
- Begin of the end  
line to currently  
functioning year?

### Advantages School

- flexibility in  
space + time
- we need to be more  
collaborative - this  
is how the world  
works
- if scheduling is  
more collaborative as a  
school

- have an intentional  
structure / not just  
reacting what is

- opportunities for  
stability + flexibility

- Foundation year?  
- shared purpose  
in

### DO/THINK/MAKE

- Co-teach courses
- ART/ART/ART
- Drawing
- History/Practice  
lab

- Possible Framework

### Accreditation

- tend focus  
to the needs of  
research or  
do/Confer  
Institute
- share service
- rethink credit
- structure for time-  
intensive teaching

### SHARED 1st YEAR

### FOUNDATION

- GENERAL  
EDUCATION  
FOR COMPOSITION

TRADING

### RECOGNITION OF RESEARCH

- Interdisciplinary  
collaboration not  
priority on  
teaching.

### INTENTIONAL ORGANIZATION

- opportunity to  
enact forward-  
thinking change (in  
process, practices, programs)

### Disadvantages \*

- faculty time  
to restructure
- as much on as  
little
- depends on how  
motivated you  
are - may vary

### INTERDISCIPLINARITY



### INTEROPERABILITY

### WORK SHOP(S) WRITED BY MEDIA- "TRADING LAB"

### RE-NAMING

### FLEXIBILITY

### STABILITY

### AGILITY

### CREATE SCHEDULES THAT ALLOW FLEXIBILITY

### PULLING FROM OTHER FIELDS OF KNOWLEDGE (a definition of interdisciplinary)

10/13/16 – Faculty Working Lunch #3

# Shared Governance Structures

History  
+  
Cultural Resource  
Management  
→

ARH  
AAD  
HP

ARH

AAD

Non Prof.  
Museum

HP



2  
Architektur  
→

Arch  
+  
Landscape

Arch

Int Arch

3  
Landscape  
+  
Planning  
→

ARH  
AAD  
HP

Pub. Policy

Planning

Land. Arch.

?  
Cinema  
Studies  
?

4  
Art and  
Design  
→

ARH  
AAD  
HP

Art

Dig Arts

Prod.  
Des.



PLANNING

~~PLANNING~~

MGMT

PUBLIC POLICY

DESIGN

+ ART

Imple. of staff  
support —  
not only for  
faculty but  
for students

School includes  
2-3 disciplines  
Dean — external  
Assoc Dean/Finance  
Assoc Deans head  
schools  
Program heads — oversight  
of a degree program

~~SPITT~~ who has  
authority over which  
decisions.  
Autonomy is impt in  
accreditation

~~ART~~

Joint responsibilities  
Teach +  
Research —  
not governance

How would  
units fit  
together into  
schools?

Hiring  
decisions  
dept? → school?  
college?

Duties of  
Dept chair  
vs.  
Assoc. Dean

School Assoc.  
Dean  
↓ ↓ →  
Program Program

Tenure -  
decision  
dept? School?  
College?

Tenure -  
each "unit" must have  
enough autonomy  
to satisfy accreditation  
requirements  
↳ + faculty hiring,  
curriculum, student review

School Assoc. Deans  
should be tasked  
with increasing  
research/creative  
productivity

Dean + AD Finance,  
Associate Deans  
for the Schools,  
Program Heads  
(master, AD, independent  
majors)

Making Sure chg.  
in ~~Structure~~  
Does not cost  
more ordinance  
more time from  
faculty

Clarity about  
the benefit  
of formulating  
a College Is  
The most important  
STRUCTURE & Governance  
driver. What we want.

WE KNOW WHAT  
WE WANT, FOR  
CAN "GET"

⇕  
STRUCTURE TO  
GOVERNANCE  
FACILITATE IT!

STRUCTURAL  
BARRIERS  
VS  
Serendipity in  
co-location  
RE Collaboration

Difference  
btw Collaborating  
in Research  
VS  
Curriculum

NEED For  
Prof. School w/  
Accreditation needs  
Curricular Vision  
to Enforce  
Accreditation is  
maintained

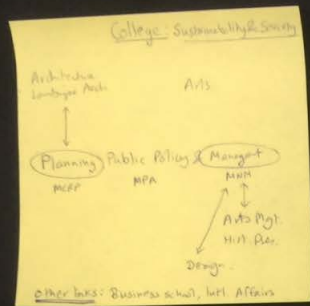
Change = Spark  
Spark =  
Funds Raising  
OPPORTUNITY

ASSOC DEAN  
could have  
more clout &  
visibility @  
UO Johnson Hall  
-> RESOURCES

ARE Administration  
SAVINGS REAL?

in terms of  
Work load

LARGER STRUCTURE  
OF Schools in  
a College vs Depts  
In a School may  
OPEN DOORS TO  
Joint Appointments  
w/ "SCIENTISTS" BIO  
EG. CHEM



Architecture

Arts

Management

Schlesler

Limit my  
# of Masters

Clear & clean lines  
of control

Cultural  
Managers  
as masters  
of interspace  
working within spaces  
between spheres  
/disciplines

Possible effect  
On Student  
ability to  
engage across  
schools

Governance  
AAD - Flat structure  
vs. hierarchy  
Collaborative  
Team-based

Further  
siloning of  
disciplines  
limiting cross-  
disciplinary  
engagement

AAD as Hybrid  
Discipline  
Intersection  
between cultural  
product & process  
Vs. Management



It's all about  
the size of  
the schools and  
especially of  
the sub-units  
of the schools,  
tupid.

The units within  
a school need  
to be small, but  
not too small.  
How then could  
they offer  
programs that  
cut across units?

How many  
units really  
cooperate in a  
meaningful way?  
schools, department,  
program, Center,  
institute, initiative,  
lab, etc.?

Do not force  
faculty to  
rewrite all the  
new policies  
for each school,  
ie, promotion,  
CBA, assignment, etc.  
initially, not possible.

How we do  
all kinds of  
planning-type  
considerations  
will we be  
willing and able  
to coordinate  
college?

Shouldn't we  
have a staff  
member to  
manage evaluation  
and curriculum  
and then take shared  
responsibility for  
units or departments?

Search committees  
and promotion  
vetting assignments  
could come  
from cross-unit  
or cross-school  
labs and sent  
in school, not sent  
out.

Each school  
would best have  
a professional  
student advisor  
for all its units.  
Would all the  
unit heads share  
an executive staff  
or share them?

Particular admin  
and student advisor  
recruitment might  
best be considered  
in forming schools  
as much as not  
taken disciplinary  
language.

The construction  
and offering of  
accredited programs  
compels units  
that have autonomy  
and will not  
be able to share  
with others.

There is a deep  
conflict between  
the president's  
desire to strengthen  
research and the  
massive faculty  
time that will be  
diverted from  
classroom.

It might help  
to eliminate  
unaccredited UG  
degrees to reduce  
amount of  
parochial thinking  
and programs  
within accredited  
disciplines.

It travel  
and admin  
services involve  
the schools,  
does that actually  
save money?  
It would be  
nice to do it.

If lots of  
units go into  
a school, keep  
the units small,  
ie <10 perm. fac,  
so they can be  
creative and  
reach out.

Consider organizing  
units within  
schools that are  
not disciplinarily  
but organized  
around themes  
or modes of inquiry  
that add to country  
research and teaching.

Need a system  
of school  
interests and  
behaviors that  
restores more  
cross-disciplinary  
behaviors and  
interdisciplinary  
by students.

Architecture  
into two  
new departments  
or programs  
perhaps limited  
each to 10 units  
with diff. units.

Encourage  
faculty to  
act throughout  
across schools  
and other UG  
colleges and have  
governance that  
rewards such  
educational work.

The location  
and definition  
of promotion  
criteria and  
reviews is a  
big devil in  
the details.

Course and  
Curricular  
Review  
all inside a  
school and then  
up to UO level.  
No college Dean  
role.

It would be  
difficult for  
accredited programs  
to mix with  
non-accredited  
programs in  
the same school  
as units.

Create PhD  
programs that  
sit across  
all the units  
in a school,  
not within  
disciplines.

How change  
if individuals  
come to schools  
it does not create  
jealousies across  
departments or  
whether-tending to  
of units with autonomy.

Collaboration  
Intellectual exchange  
is aided by faculty  
who have limited  
administrative  
work. In size  
specific curriculum.  
Not clear that  
college would enable  
that more.

How many  
are specifically  
defined or left  
as a vague  
intentional  
and ideal?

Commented that this would have costs at the administration level w/out comparable benefits at the teaching/research level

How will cross-dept. and cross-school efforts regarding collaboration be supported beyond their own taxation (financial support? teaching release?)

Has there been any research on comparable initiatives at other institutions? What has been done w/out due diligence on this initiative?

How would a reorganization increase resources (money, time) for research? Concern is that the added costs of administration could instead be applied towards research at the faculty level.

Administrative work might be executed higher up the administrative chain, freeing dept. heads to be more strategic. But again, how much would that cost to do (extra administrative staff, travel)?

What exactly are the inefficiencies that currently exist?

If the current issue is about sustainability, is it financial sustainability? other?

If financial, how does adding a level of administration (univ. school + depts., which colleges + school + depts.) not increase costs? At another<sup>way</sup>, can we afford a reorganization if we can't the current situation?





10/18/16 – Staff Working Lunch

# Administrative, Operational Perspectives

School  
(many)

College  
(one)

Classroom  
Scheduling

Events  
- Identification  
- Request to college

Events  
- Scheduling  
- Production  
- Communication

Financial  
Transactions

Curriculum papers

Communications  
- ~~Design~~  
- Content specialist

Communications  
- Design  
- Web

Tech Support

Facilities  
- Control of spaces

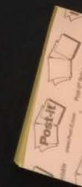
Facilities  
- OSHA/Fire Safety

"Control"  
of  
Gallery  
Spaces

Advising?  
Academic program  
specialist  
(negotiation/skill)

Advising?  
- Undergrad?

Communications  
- subject matter  
experts/writers  
in each school  
- Arch  
- Art  
- PPM  
- design/college  
level

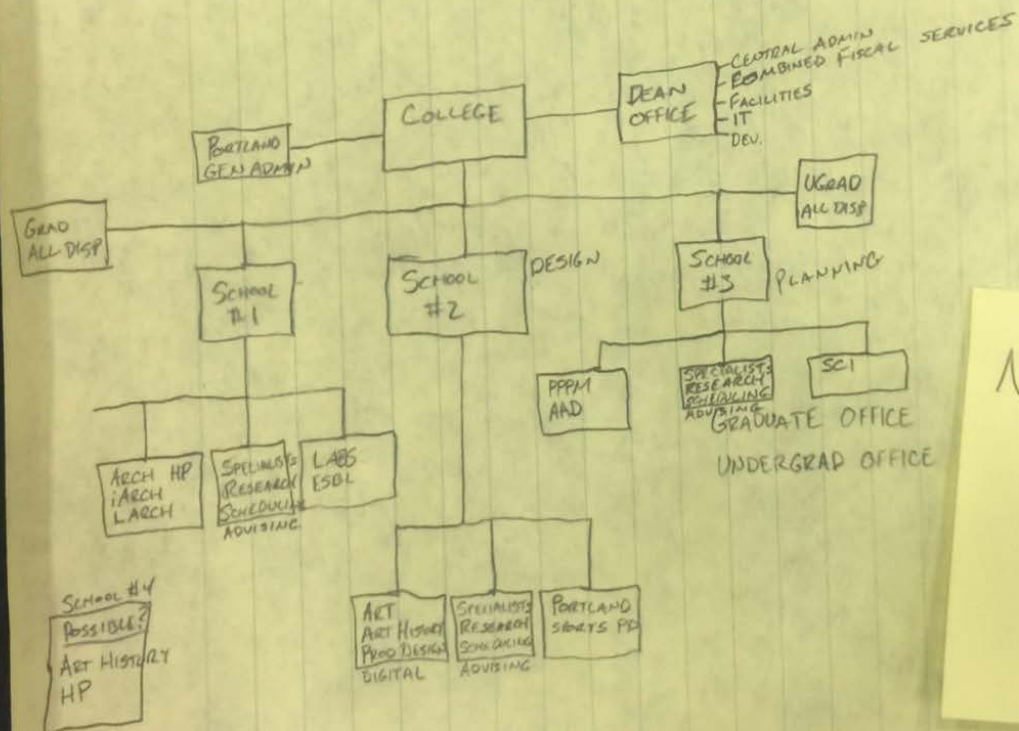


COLLEGE VS SCHOOL  
GENERIC SPECIFIC

DESIGN COMPONENT  
ARCHITECTURE + LA  
HP, INT ARCH

PPPM + AAD

MINDFUL OF?



ART, ART HISTORY

New Building

## RELOCATION?

DISPLACE OF DEPARTMENTS  
WORKING TOGETHER DIFFERENTLY  
REBEL AGAINST  
MINDSET SHIFT/UPHEAVAL  
COMMUNITY

## ADDITIONS?

ATTITUDES  
DIVISION OF LABOR  
COORDINATE  
WORKING FOR NEW SUPERVISOR  
ADDITIONAL PERSONEL WILL  
NEED ROLE UNDERSTANDING

UPDATED JOB DESCRIPTIONS, ONGOING COMMS,  
ADJUSTMENT OF WORKLOAD

DOCUMENT RETENTION LOCATION

RIGHT TIME TO BRING INFORMATION  
OUT?

SURVEY FOR ABILITIES  
AND VISION?

WHAT HAS NOT BEEN DONE  
RIGHT?

## Relocation -

- hand-offs / processes
- back-ups? <sup>access records</sup> / cross-training
- records management
- time built in to make sure to establish reliability

## Altered Environment

Communication?

- What are goals?

Buy-in on decision making?

Contribute to own career dev?

Capture info not formally available.

inclusiveness, no-

- (values?) authoritarian



### College

- IT Services
- Software
- Set-up
- Labs
- Ed-Tech consulting

### School

- 3D printing?
- Particular software?

### School

#### ADVISING

- WORKSHOP: MAKER SPACES
- COULD BE COLLEGE
- CURS SCHEDULING
- FRONT DESK/INFORMATION SUPPORT

#### Classroom Space Needs

- Scheduling + Support is very different
- Deal with different kinds of people

Functions in Schools  
need admin oversight  
at college level to  
resolve conflicts

PROXIMITY

SCHEDULING

STAFFING

### COLLEGE

- FISCAL
- TECH SUPPORT: PURCHASING
- CONTRACT MGMT
- ↳ ONBOARDING/OUTBOARDING
- SPACE MGMT
- FACILITIES

HR People ordering  
+ offloading

Contact Mgmt  
@ College level

Communication Plan  
@ School level

Appropriate  
Specificity

Space & Identity  
Program Defined

Clarity of Function

WORK FLOW

Class Tenants

Time Together on  
Broader Teams

Budget Barring

Situated w/ Colleagues  
+ people w/ similar  
Skills

Curriculum Coordinator

Quarterly Open  
Lunch Discussions

MATRIX  
STRUCTURE

QUALTAX

- WHAT DO YOU  
HAVE AIN'T TO  
CONTRIBUTE  
- WHERE DO YOU  
WANT TO BE

Quick Updates  
on Position  
Descriptions

Staff ongoing  
training to work  
together.

- MBTI Skills inventory
- Conflict resolution
- Healthy communication

College level

- Records management
- Finance
- Contract process
- Student services
- Gen advising specialist
- Career
- IT - Special liaison to School w/ IT needs
- Facilities

Advising

(department) focus on major - faculty load?

School support

prof advisor entry major + gen advising

College

Gen advising degree audit

centralized services  
Sustain small important departments

★ IMPORTANT!

College Level

communication

- internal
- external

coordinate w/ U.O central + departments

EVENT PLANNING

- calendar conflicts?
- space

School A records management?

Specialist

contracts  
advising  
communication  
Design

Department level events

School B records management?

Specialist

contracts  
advising  
communication  
Design

Department level events

School C records management?

Specialist

contracts  
advising  
communication  
Design

Department level events

Research Institute

← collaboration →

transdisciplinary

? admin

Research Institute

← collab. →

transdisciplinary

? admin

1/19/17 – A&AA All Faculty/Staff

# College Name Brainstorming

College of Symbolic Transformation

College of  
Visual, Environmental,  
+ Design  
Practices

OREGON  
COLLEGE  
OF...

(any word not  
architecture)  
why not?

COLLEGE OF  
VISUAL, CRITICAL  
+ DESIGN  
STUDIES

COLLEGE OF ARCHITECTURE PLUS  
COLLEGE OF ART, ARCHITECTURE, + PUBLIC AFFAIRS

College of Art, Design, +  
Public Administration

College of the Built Environment  
and the things + people + Life Forms  
in it

College of Built + Creative Env.

College of Design, Public Service & Innovation

\* College of Creative Innovation \*

COLLEGE OF ARCHITECTURE + DESIGN

College of Beauty + Intrigue

sex appeal!

Creative College

College of Creative Collaboration  
+ Innovation

College of Creative studies

→ to save the world  
+ community  
engagement

College of Creative

College of

College of Stuff <sup>disciplines</sup> for  
the public good

Community Action ✓

College of Art and Design  
Bob

College of Creative

Interdisciplinary Collaboration

... Design And Built Environment

hot

... Applied & Collaborative Built Env.

College of Material + Immaterial  
Studies

COLLEGE OF  
GETTING  
STUFF DONE  
banana



COLLEGE & ARCHITECTURAL  
PROFESSIONS  
FUBAR? SNAFU?

♡ EMILY HOWARD'S SCHOOL FOR LADIES

OREGONIAN FINISHING SCHOOL  
FOR TECTONIC PLAY

School for Art and LA Design SALAD

---

College of Environmental Design

Oregon College of... bob

\* \* Built Environment, Art, Administration & Management