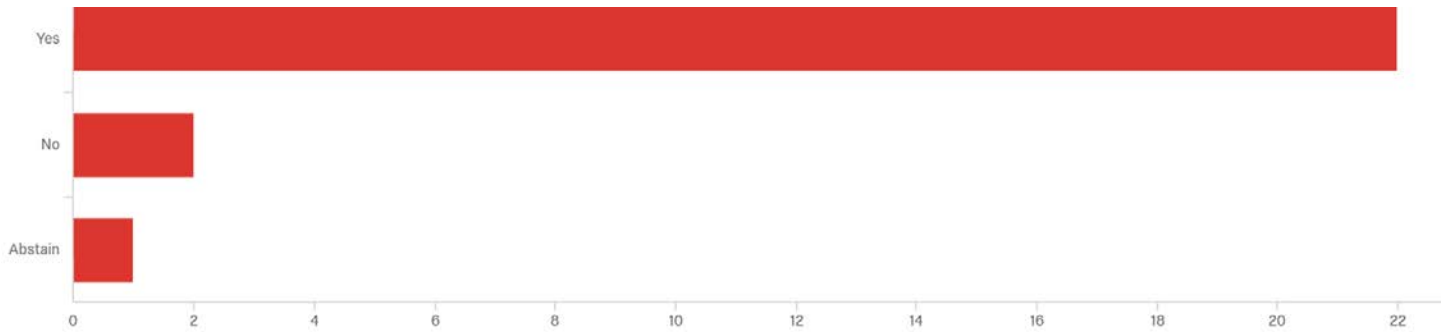SEPT 2018 ARCH FACULTY SURVEY RESULTS

1. Do you support adoption of the revised 2018 Architecture Promotion and Tenure guidelines? <u>The motion Passes</u>

I cannot support evaluation guidelines that so significantly de-value "built work" as one of the defining characteristics of achievement in the field of architecture. I appreciate the effort to value a broad range of engagements with real projects (analyzing the work of others, reviewing or judging the work of others, etc.). However, I think the proposed guidelines, indirectly, work an injustice on the relatively small number who are active practitioners. Getting something built is a significant achievement. Completing public commissions is particularly significant. These guidelines undervalue those achievements.

I feel that there was a great deal of feedback provided to the committee in faculty meetings on this point, and I am disappointed that there was not a clear response to that feedback.

2. Do you support the Motion: Ad Hoc Committee Renewal?
<u>The motion Passes</u>
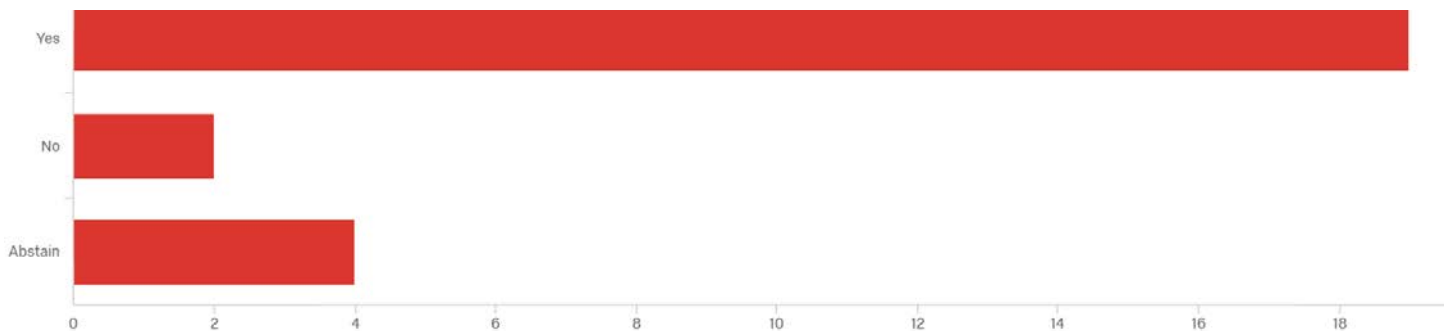
We need new governance documents. If the Head thinks that this ad hoc committee is the right approach, then i support it. i think the language should include a note that the ad hoc "can" act in an advisory role to the head at the "request of the head". I strongly agree that IF we elect an ad hoc it MUST be a NEW ad hoc since the assignment of the last ad hoc was to rewrite the internal governance document. Instead, they...well...they did not do that.

This committee has to go forward. There is a tremendous amount of work to be done. I disagree with teh assertion that it has to be called "ad hoc." The faculty has the right to create new standing committees if they choose to do so. The creation of such committees requires that the governance document be updated to reflect the creation of this new committee. That is the correct order of precedence. It would (will) not be proper to write a governance document that names a standing committee that has already not been created and approved by the faculty.

isn't needed and undermines the role of the department head

I will abstain from voting because I am quite concerned about keeping with IG policy on this one. This is a very different motion than the one that was email 5/29 by HD. There is not an indication of revision in the meeting minutes. Is there a way we can do this correctly? EM

Voting on ad hoc committees does not conform with the department's internal governance policy. Although I support the creation of an ad hoc committee for the purpose stated (revisions to the internal governance policy), the policy notes that the dept head, in consultation with the AWG, forms ad hoc committees, and the faculty has an opportunity to provide feedback on the committee charge and terms of service.

3. Would you support this School and Department Leadership Diagram? (non-binding straw poll)
<u>very mixed responses: needs more work</u>
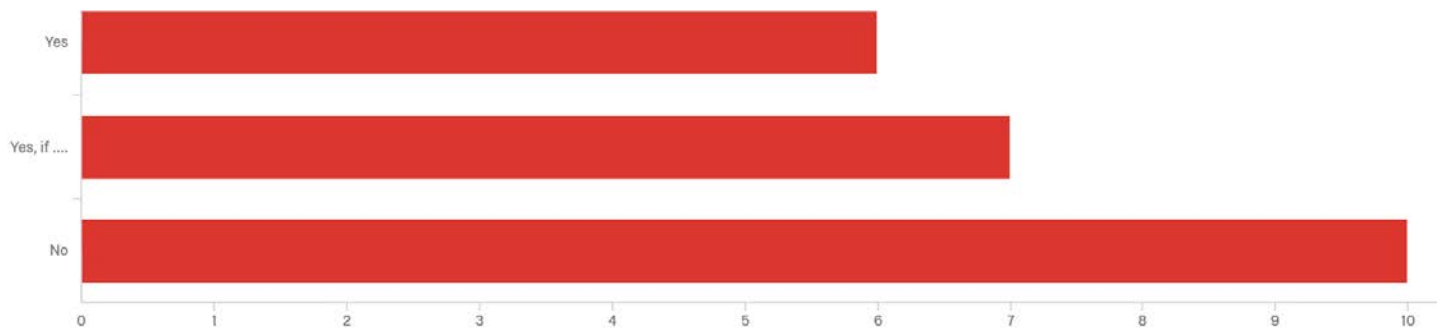
if it was properly justified and explained ....

I appreciate the concept here, that the Department of Architecture have a proportionate representation on the leadership team of the school. I would also support any idea that would organize the department into sub-groups that could be more creative and entrepreneurial by virtue of their being smaller and therefore better able to move things along. I am not convinced that the three representatives of the department designated in this diagram have the right titles and domains of responsibility. It seems to be a quick and easy adoption of the status quo rather than a creative new direction. It would be well to consider variations that could anticipate and mitigate the consequences of such a strong Portland/Eugene split and graduate/undergraduate split.

I'm having a hard time understanding this diagram. In principal I agree with the idea of faculty representatives, but I am skeptical of the motivation behind this oversight as I believe it may criple leadership and benefit special interests that do not represent the future of leadership and diversity in our school.

I'm open to a new structure. . .TBD

Very unclear graphically why grad rep is on the School Council vs. a student/curricular rep (that grad rep would report to) - more like an associate head. We should have an associate head to which urged rep and grad reps report.

4. Key commitments, topics of concern, priorities for teaching and research

Places for People: improving the lives of individuals and communities	12
The Art and Science of Building	12
Designing Healthy Environments	10
Holistic Integrated Design	8
Creative Interdisciplinary Collaborations	8
Evidence-based Design: science in service to the art of building	8

Other suggestions:

Aesthetic Education

Integrated Design

International design excellence

Building Performance Evaluation and Certification

Design & Diversity

Biophilic Design

Strengthen architectural design studios

Advanced Media Design Development for Predicting Beauty and Performance in Proximate Environments

Maybe systems approach (but holistic seems to cover this)

Introduce students to urban design problems

All of the above are nice titles. One would be hard pressed to disagree with them. However, they are essentially meaningless if they cannot be converted to a set of action statements. What do we have to do differntly than we claimto be doing now to advance each of these casues? Are we willing to do these things? Would a subgroup of faculty take each one on and flesh it out? Would we be willing to let them run with it?

5. Ways to support faculty research and creative practice:
    1. Grant-writing workshop (top choice for 7)
    2. Reduce intermediate & advanced studios to 2 days a week (top choice for 5)
    3. Workshop on starting & running a practice (strong second choice)
    4. Ability to count a research seminar for my teaching load (strong second choice)
    5. Support for a symposium, lecture or workshop w external experts (popular 2nd & 3rd choice)
    6. Research Interest Group (strong 3rd choice)

6. Suggestions for external Advisory Board members:
    Kent Duffy, SRG (2x)
    Scott Wolf, Miller Hull (2x), 206-682-6837
    Bob Berkebile BNIM, bberkebile@bnim.com
    Scott Clarke, Pivot Architecture, sclarke@pivotarchitecture.com
    Bill Tripp, Architect
    Chris Chatto, ZGF, chris.chatto@zgf.com
    Bob Hastings, TriMet
    Jim Kavelage, Opsis
    Sara Tepfer
    Deanna Van Buren, DJDS info@desginingjustics.org 510.900.9922
    Gordon Chong, FAIA
    Mimi Sullivan, California College of the Arts
    Becca Cavell, Bora
    Randall Heeb, Opsis
    Mike Hatten or Zachary Suchara
    Travis Hanks, Haeccity Studio hello@haeccity.com 778.837.6744
    Grace Cheng, Vice President at Callison RTKL

It is imperative that there be a professional advisory board for ARCHITECTURE. There may, or may not be one for SAE, but there MUST be one that is focused directly on Architecture. If we are going to ask our distinguished alumni and colleagues to serve in an advisory capacity, we must be able to assure them that they will have the chance to work on the things that they most care about. We already know that wonderfully qualified candidates (for an architecture board) have become extremely frustrated in their service on the college wide advisory board because it is not able to (or permitted to) address the issues that the serving members believe to be of the greatest importance. An SAE board may be a little bit less bad than a college board, but still not able to focus squarely on the work that most needs to be done.

1)Revise curriculum so all courses are 4 credits and 2 credits to put us in sync with School and University. This would shake up the curriculum, enrich it, and maybe support research and scholarship.

2)Set up a required internship/program for all professional students (across the School) but we can start with Arch. Reach out to our alums to support this. One term or one summer long. Necessary for our students, great connections with our alumni.

3)Support integrated studio/coursework learning - like study abroad.

a) Integrate field excursions into the introductory curriculum. Set these up as expectations: Mt. Angel - Gordon House,Timberline Lodge, Portland, Oregon coast, Columbia Gorge - integrated into the curriculum.

b) Support study abroad programs. Get IArch and Larch to free up their curricula so students can study abroad in spring.

c) Develop Portland as a stronger "study abroad" program: with a curriculum linked to its place as a major innovator of west coast urbanism. Start an introductory course "Portland" with field excursions and sketching for first term. Turn that into a signature course. Integrate field trips to west coast cities - west coast urbanism - Seattle, Vancouver, San Francisco - one per term. Require thesis projects be significant projects based in Portland. Require practicum/internship in Portland and require a community service internship/practicum in Portland.

4) Have the Hearth always full of student work. Lectures committee should curate faculty to take over the Hearth to showcase. Best projects should be up for first week of each term. Faculty can take turns - one week a year. Student groups could put up shows etc.
5) For question 4 above - This list is all over the map, apples and oranges- message needs to be clearer and stronger with depth - not scatter shot

Support riskier and more novel research agendas (especially those that leverage interdisciplinary partnerships with other departments) through internal grant opportunities.

hard one (and this isn't at all specific to current persons!): strive to balance the department's ostensible need for a Manager with its real but less visible (and constantly contested) need for Leader ADDITIONAL "OTHER" for #5 above: explore significance and consider implementation of Integrated Path to Licensure to UO's program and its students.

they cannot be selected by someone other than the faculty as a whole anyone who is has been imposed on us, and will have little faculty support and a great deal of mistrust from day one

Now that the reorganization from AAA to CoD has been in place for nearly two years, I think an assessment of how well it is performing would be a good idea. This would also be an opportunity to evaluate the leadership team at every level of CoD: Dean's office. SAE and departmental.

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Integrate more diverse studio teaching assignments, especially with respect to veteran faculty teaching first and second year studios. Govern vertical studio programs to avoid too many studios of the same kind or scale at any given term. Articulate detailed deliverables for vertical studios, especially regarding room development and large scale, detailed construction sections.

The recent appointment of the SAE Head was a sham. It undermines the position and credibility of the Head. Faculty and students were not informed of the identity of the candidates, we were not able to hear the candidates speak on key issues and we had no vote or input. Disgraceful and unacceptable! This is unheard of. Another example of the lack of shared governance. This will continue to undermine the Department and become an issue in NAAB accreditation.

Emphasize recruiting of faculty members who can teach design and recruiting of students by offering more scholarships (find a source if possible. We lose too many applicants to other schools who can offer money (e.g., Michigan).