

The secret of good leadership often lies in the art of communication. While few administrators seem to have much of a problem with talking, the virtues of listening are equally if not more important. Thinking, listening, body language, and even humor may be the most important aspect of the leadership of a particular individual in a specific leadership role.

Diversity is an essential aspect of leadership and citizenship. It is the most fundamental responsibility of an academic leader to foster and protect diverse community of Scholars.

Leadership and Citizenship in the Academy

Leading and Leadership

Citizenship in the Academic Community

The Diversity Responsibility

ON TURNING AROUND, EXCESSIVE:

Now that I'm here, we'll
turn the program
around 360 degrees.

Jason Kidd, Dallas Mavericks' No. 1 draft pick, talking about the team's prospects

Leadership and Citizenship in the Academy

Leading and Leadership

" I have defined my role as providing leadership to the members of the schools that the mission of the school can be accomplished. I see my major function as developing leadership in others. That is the way I have assessed myself.

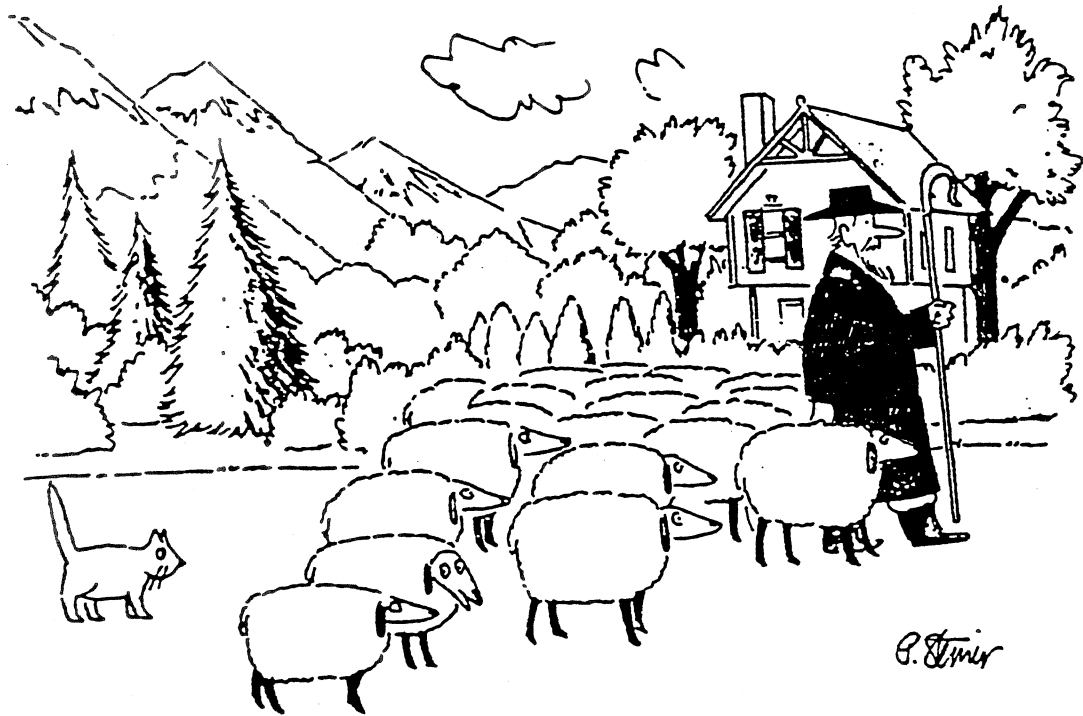
...This function can only be done when leadership is democratic rather than autocratic and where those involved in carrying out the decisions are part of the decision-making process." *The Leadership Role of a Dean*, by Claire Fagin

Workshop Agenda:

The Concept of Leadership
Building a Team
The Dean Chair Relationship
Developing a Plan
Humor

Relevant Articles:

What is Leadership: Administrative Profiles
Bob Greenstreet
The Concept of Leadership
Marvin J. Malecha
Soaring with the Eagles or Flying with the Geese
Unknown
How Academic Leadership Works
Robert Birnbaum
What is Leadership: Administrative Profiles
Bob Greenstreet
Overcoming the Five Temptations
Patrick Lencioni
The Dean-Chair Relationship
Bob Greenstreet
Advanced Listening
Greenstreet Consulting
How to solve Disputes
The Los Angeles Times
The Early Strategic Plan
NC State University / Marvin J. Malecha
The Gift of the Box
Marvin J. Malecha
Humor is a serious Business
Bob Greenstreet



"She's not all over you, but she gets the job done."

Source: Drawing by P. Steiner; © 1992 The New Yorker Magazine, Inc.

What is Leadership:

Administrative Profiles

Bob Greenstreet

Leadership is a phenomenon easier to recognize than to define

Review of Literature in the Field

- A. Metaphors
 - Whip, rudder and compass needle
 - Lightning rod
 - Weeding out educational Edsels
 - Dove, dragon, diplomat
 - A balance spring bringing all forces into harmonious action
 - Planter of ideas
- B. Statistical Profiles
 - First Dean: Gurney at Harvard 1870
 - Average Dean: White male 40-60 years old
 - Median age 49
 - 86% men, 93% white, 91% married (66% women deans married)
 - 34% from faculty (86% scholar's background in Gould study)
 - 29% were chairperson first (64% in Gould study)
 - 23% acting first
 - 62% nominated
 - 92% have doctorates (finished at average age of 37)
 - 64% still teach
 - 45% still active in research
 - 30% still publish
 - Average 6 days consulting per year (earnings not exceeding \$12,000)
- C. Collective Insights
 - Capable of effecting change without creating a revolution
 - Making a mark on the educational scene (national roving combined with local institutional presence)
 - The dean is the president's academic conscience-active, disturbing and persuasive
 - Experimentation and innovation, not erratic wandering
 - Sharing in the development of consensus
 - A catalyst of faculty opinion, not presenting a comprehensive view of the future
 - The identification of problems, not solutions
 - A faculty agent and representative, and a catalyst of the educational process
 - Moving from extension of the residency to a middle management position
 - Focus disparate elements of the organization's purpose; enlisting sufficient faculty and administrative support
- D. Likely Activities
 - Paperwork is the lowest responsibility – before 9:00 a.m.
 - Regular contact with the students
 - 40% of time spent on faculty matters
 - 90% of the time solving problems, and 90% of the problems are people
 - The average Dean serves on 7 committees and chairs 2
 - Legislative contact specifically focused on budget
 - Significant increase in reporting to governmental, state, system and administrative bodies
 - Development of a climate for learning and research
 - To shape educational policy and facilitate academic planning
 - Setting budget reduction strategies

- E. Decanal Priorities
- 90% leadership
 - 80% communication
 - 77% faculty relations
 - 74% decision making skills
 - 74% sensitivity to faculty issues
 - 67% human relations skills
 - 64% planning and legislative skills
 - 65% vision for education
 - 31% fundraising abilities
 - 42% scholarship

A dean shall be:

- Scholar, administrator, policy former, decision maker
- Self sacrificing servant to the faculty

A leading scholar and a leader of scholars with

Perceived priorities of: Budget

Program viability:

- Personnel
- Recruiting
- Committees
- Institutional essentials
- Societal need
- Geographic, environmental and political factors
- Demand
- Quality
- Cost-Timing

Decanal weaknesses:

- Not taking a stand
- Not evaluating faculty
- No budget priorities
- Blaming upper administration
- Rigidity
- Lack of planning
- Irresponsibility
- Bad management

The Concept of Leadership

Marvin Malecha

The responsibility for leadership in the academy is based on the ability of an individual to build a relationship of trust with a complex constituency. The deanship based on power is a model of the past. An individual with an aspiration to lead in the academy must be prepared to articulate a vision of the organization, open it to discourse, assimilate the opinions of others, and determine a specific course of action. The Dean must be prepared to be a teacher of faculty and staff regarding the issues before the school, to lead the discussion that follows, and to bring a spirit of consensus even while providing strong leadership. Deanship today functions within a demanding democracy. The faculty, staff and students of a school of design are a well informed and exceptionally creative citizenry. Not unlike the ancient Greek city-state every move of the leadership is read by the community for the implications on the freedom of the individual.

The story of the Athenians in the time of Pericles suggests that the creation and survival of democracy requires leadership of a high order. When tested the Athenians behaved with the required devotion, wisdom, and moderation in large part because they had been inspired by the democratic vision and example that Pericles had so effectively communicated to them. It was a vision that exalted the individual within the political community; it limited the scope and power of the state, leaving enough space for individual freedom, privacy, and the human dignity of which they are a crucial part. It rejected the leveling principle pursued both the ancient Sparta and modern socialism which encouraged the individual achievement and excellence that makes life sweet and raises the quality of life from everyone. Above all, Pericles convinced the Athenians that their private needs, both moral and material, required the kind of community Athens had become. Therefore, they were willing to run risks in its defense, make sacrifices on its behalf, and restrain their passions and desires to preserve it.

Donald Kagen, Pericles of Athens and the Birth of Democracy, The Triumph of Vision in Leadership. New York: Touchstone Publishers, 1991), p. 273

Lessons from experience in the academy are derived from the legacy of Pericles.

Deanship requires leadership of a high order:

The academic leader is expected to articulate a clear belief system founded on fairness and open to scrutiny. Everyone must know what the dean believes is important. This aspect of leadership is crucial since this will set the tone of an organization. People require a structure that will define either a matrix for action or a model against which alternate behavioral systems may be proposed. Ultimately, the dean is he individual responsible for nurturing creative activity in a school.

Deanship demands the ability to form a shared vision:

The development of a shared vision for the community is among the most important responsibilities of the academic leader. The creation of a community with shared interests rather than a disjointed collection of special interest is dependent on the ability of the individual who leads to communicate. A shared vision demands respect for the individual within the community. The dean must be a good communicator, but an even better listener. The act of listening begins the process of assimilation necessary for a shared vision.

Deanship requires rejoicing in the accomplishments of others:

Perhaps the most satisfying aspect of academic leadership is the opportunity to help create and celebrate the success of others. The leadership of academic programs is measured by the ability of the individual to attract the very best colleagues. Seeking and encouraging creativity is dependent on a willingness to reward and celebrate it when it is found. There is no greater dampening effect on a creative intellectual community that a leader who follows a self-promotional strategy.

Deanship requires attention to details:

Attention to detail cannot be left entirely to others. Certainly delegation of duties is a necessity in a successful deanship. However, this should not be carried so far as to disconnect the dean from the fundamental operations of the university and the school. Effective leadership is only possible through familiarity with details of operation. The management of budgets, the promotion-retention and tenure of faculty, the selection of students, the quality of facilities and equipment, and the stewardship of the external constituency of the program cannot be left entirely to others. Excellence is frequently determined by where

the individual touches the artifact. Excellence in leadership is similarly determined by the personal attention of the dean to details.

Deanship requires maintaining personal perspective:

While leadership frequently requires distance from other people in the organization, affected behavior diminishes the individual in the position. Leadership and friendship cannot be confused. It is important to distinguish between decisions made and the individuals who have formed a close relationship with the dean. Favoritism seriously undermines the fairness necessary to make difficult decisions. Leadership is founded on the accomplishments of the individual. Continuing professional development is crucial to maintaining perspective in the role of leadership in a professional school.

The trials of leadership are more than compensated by the opportunity to make a significant contribution in an important, professional and academic community. Leadership is a joyful opportunity to help people realize dreams.

Not long after my arrival at the NC State College of Design I was required to make a presentation to the Board of Trustees. Although I had only been on campus for approximately two months, the trustees expected a report on the activities of the college since my arrival. This assignment presented the opportunity to speak on the subject of aspirations. Approximately one month later Trustee Flora Grantham approached me at a University event with a small gift inspired by my presentation. She gave me a small kaleidoscope. She said it was an invaluable tool for a dean since by looking through it even the most common object could be turned into something wonderful. The point was wonderfully made that the ability to find special qualities in people, events and things, is among the most fundamental qualifications of an academic leader.

Soaring With The Eagles Or Flying With The Geese?

Some Lessons About The Importance of Team

1. As each bird flaps its wings, it creates an “uplift” for the bird following. By flying in a “V” formation, the whole flock adds 71% more flying range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

2. When ever a goose falls out of information, it suddenly feels the drag and resistance of flying alone and quickly gets back into formation to take advantage of the “lifting power” of the birds immediately in front.

Lesson: If we have as much sense as a goose, we will go in formations with those who are headed where we want to go.

3. When the lead goose gets tired, it rotates back into information and another goose flies at the point position.

Lesson: It pays to take turns doing the hard tasks and sharing leadership—with people, as with geese, interdependent with each other.

4. The geese in formation honk from behind to encourage those up front to keep up their speed.

Lesson: We need to make sure our honking from behind is to encourage the others and not something less helpful.

5. When a goose gets sick, wounded or shot down, two geese drop out of formation and follow their fellow member down to help and provide protection. They stay with this member of the flock until it is able to fly again or dies. Then they launch out on their own with another formation or to catch up with their own flock.

Lesson: If you have as much sense as the geese, you’ll stand by each other through all the difficulties.

How Academic Leadership Works

Robert Birnbaum
Jossey Bass Publishers

The preparation of educational leaders is more than a matter of mind and theory. Robert Hutchins once remarked that the chief test of the administrator was more of character than of intellect. I am sure how sanguine we should be about the extent to which we can shape character at the graduate level. There are, however, empirical and philosophical bases supporting the power of ideals in leadership development and effectiveness. That ideals and values should be a topic of prominent discussion in exercises devoted to leadership development is not an issue. Exploring those ideals and values will constitute a primary engagement of this book.

In examining these topics, current books on leadership are certainly helpful. In addition to the volumes cited in the Preface, Kouzes and Posner's *The Leadership Challenge* (1987). Bolman and Dean's *Reframing Organizations* (1991). And Birnbaum's *How Academic Leadership Works* (1992) offer useful research background, philosophic reflection, and integration of ideas for leaders on the firing line.

While these volumes are worthy contributions to the field, there is still a need to capture the interaction of passion and principle, of ethics and effectiveness. Why do some college administrators not stand for anything? Why do we have a growing literature on leadership and still experience so many disappointing exhibitions of collegiate leadership going astray? As a friend holding an executive appointment in higher education recently queried me. "Why do smart people behave in dumb ways?"

Any collegiate leader can be placed in climate where conditions of content and context, of people and politics, of finance and fashion, can confine and confuse. Too often, however, college leaders are architects of their own demise. In disappointing displays of ignorance, irresponsibility, and insensitivity, they take themselves, their institutions, and their client in harm's way. The causes of performance ineffectiveness are many and will always be complicated combinations of person, position, and context. I believe however that many of these disappointing performance records may be traced to

- A flawed sense of role – a condition of empty vision
- A contempt for ideas – a condition of empty mind
- A neglect of constructive values – a condition of empty heart
- A retreat from servant ideals – a condition of empty spirit
- A violation of cultural norms – a condition of empty sensitivity
- A sacrifice of honor – a condition of empty character

A moderate consideration given to the design of leadership climates can help collegiate leaders void these performance pitfalls.

Strategies for the Development of Leaders

Little published research relates to the precise ways in which department chairs exhibit and perform leadership, but the available evidence suggests some guidelines. A study of the process of transformational leadership in two higher education institutions identifies five steps that such leaders use: creating a need for change, overcoming resistance to change, articulating a vision, generating commitment, and implementing the vision (Cameron and Ulrich 1986). Useful for virtually all chairs is the focus on assisting a department to develop a clear vision for its future. Such a vision needs to accommodate likely realities as well as aspirations and achievable goals. The vision often originates with the chair but needs to be crystallized through departmental discussion and debate. The vision should be expressed in terms indicating the faculty's ownership of and commitment to its achievement.

A second strategy of leadership that successful chairs have use is to ensure that effective databases are available to provide information necessary for informed decision-making, especially in relation to impending change (Creswell et al. 1990). Professional journals and associations, networks, the higher education press, employers of graduates, government papers and reports, the media, alumni, colleagues, and students are all potential sources of information that could be vital in articulating or refining a goal. Many of the notices and items that reach a chair's desk are of interest and relevance to all department faculty. Information passed along will provide faculty with a constant stream of material that can be used to enhance their own professional standing and to strengthen their commitment to the shared vision.

A third strategy of interest to chairs who want to lead their departments to positions of excellence is an understanding of the dynamics and politics of the institution. Chairs need to monitor and observe that broader stage on which the realities of departmental visions will be played out (Minter 1990). A chair who is constantly rebuffed at the dean's door will bind faculty support and enthusiasm beginning to wane, however splendid the vision. (The next section provides additional information on how a chair might gain skills in working through the system).

Networking and support gathering

Creating a support network simply means finding out who can help and how supporting relationships can be built. The fundamentals of the processes involved are interpersonal, and the chair deliberately sets out to gain support from others by playing on their ideas, emotions, and aspirations to gain their interest, confidence, and support (Kanter 1983). Such work involves bargaining, creating obligations, making alliances, manipulating expectancies, conferring prestige, and so on. The chair needs to focus energy on the individuals or groups involved using means such as luncheons, meetings, telephone calls, office visits, or social occasions as media through which ideas are sold, bargains struck, rewards promised, and support solicited – all in terms of the opinions and ideas of the target to be networked.

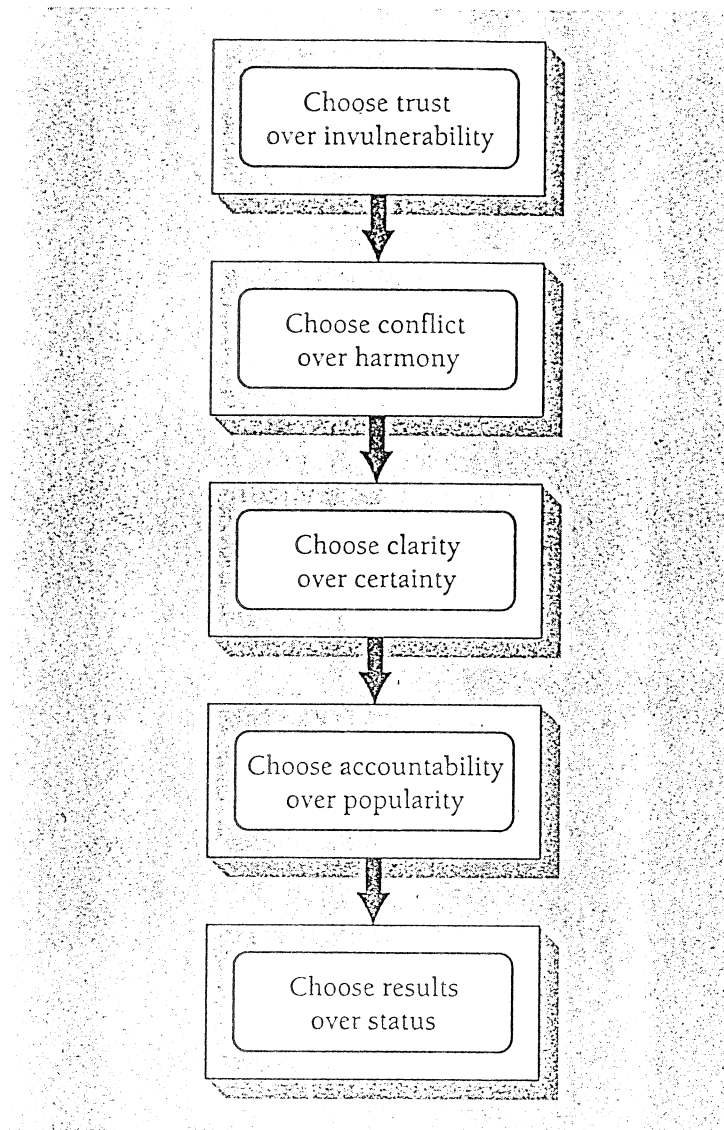
In universities and colleges, the internal network targets for the chair include departmental opinion leaders and groups, committee members, senates, centers or institutes, councils, regents, trustees, senior executives, and advisers. Outside targets include legislators, coordinating commissions, professional associations, foundations, and accrediting agencies.

A firm set of goals

A chair without a firmly held and very clear set of goals should not have accepted the position of chair. Such goals are the visionary part of the agenda, a set of strategies to implement the vision the other part.

The first and most important set of skills is concerned with determining which forces are for and which are against the agenda-listening, gathering opinions, patience and persistence. After listening, identifying key players, searching for the basis of their opinions, and gaining a feel for the source and strength of likely resistance, the chair can construct an agenda that retains the essential vision. The chair must be prepared to accept compromise and to accommodate conflict with the department's goals so that the agenda can be seen as workable in terms of available resources. In essence, the skills needed are careful listening, assessment, and compromise without abandoning the vision.

Overcoming the Five Temptations



Self-Assessment

Ultimately, the best way to understand which of the Five Temptations is most tempting for you is to simply reflect on the model and decide which temptations seem to fit. A good way to do this is to ask yourself, "Which of the temptations made me feel uncomfortable?" Although this is certainly unscientific, the best self-assessment is often unstructured and qualitative.

However, some people prefer to use a diagnostic tool to provide a little structure in the search for their temptation(s). One such tool is provided here.

Some of the questions are tricky in that they do not seem to reveal weaknesses at all. However, keep in mind that this tool is designed to identify your *susceptibility* to a given temptation, not to determine that you definitely succumb to it. Ultimately, this has to be your call.

TEMPTATION 1

Choosing status over results

- Do you personally consider it a professional failure when your organization fails to meet its objectives?
- Do you often wonder, *What's next? What will I do to top this in my career?*
- Would it bother you greatly if your company exceeded its objectives but you remained somewhat anonymous relative to your peers in the industry?

Rationale

On a professional level, organizational success and personal-professional success are one and the same. Although it is healthy for any human being to separate his or her sense of self-esteem from success on the job, in the context of professional success these should not be divided. Too often, CEOs justify their own performance even when the organizations they lead are failing around them.

CEOs must ultimately judge their personal-professional success by the results on the bottom line. This is not to suggest that other “human” factors are not important, or even most important on a spiritual and emotional level. However, only the CEO is ultimately responsible for the results of the company, and this must be his or her ultimate measure.

Additionally, a pronounced concern for the “next step” in a person’s career is a good sign of susceptibility to Temptation Number One because it is a possible indication that success is being gauged in terms of career advancement rather than current performance. The most successful CEOs focus almost exclusively on their current jobs.

Finally, worrying about how much public recognition one receives is a possible sign of susceptibility to the first Temptation. Although human nature dictates that we hope for a just share of acknowledgment, it is a dangerous part of human nature to entertain. Certainly, at one time or another all CEOs have experienced short shrift when it comes to public recognition. Those who eventually get that recognition are the CEOs who aren’t distracted by the occasional slighting that an unscientific press is sure to give. Interestingly enough, they experience a low degree of satisfaction from such press. After all, they take larger personal satisfaction from achieving results.

TEMPTATION 2

Choosing popularity over accountability

- Do you consider yourself to be a close friend of your direct reports?
- Does it bother you to the point of distraction if they are unhappy with you?
- Do you often find yourself reluctant to give negative feedback to your direct reports? Do you water down negative feedback to make it more palatable?
- Do you often vent to them about issues in the organization? For example, do you refer to your staff as “we” and other employees as “they”?

Rationale

It is wonderful for CEOs to care about direct reports as people, so long as they can separate the success of those relationships from their sense of self-esteem and personal happiness. This is difficult because most of us try to avoid major disagreements with close friends, and it is impossible not to be concerned about a deep rift with one of them. If those close friends are your direct reports, the accountability within the organization can be threatened. The slightest reluctance to hold someone accountable for their behaviors and results can cause an avalanche of negative reaction from others who perceive even the slightest hint of unfairness or favoritism.

Those CEOs who are able to make close friendships with direct reports and still avoid a sense of favoritism often find it easy to use those reports as their personal “venting boards.” All executives need people they can vent to about challenges they face in the organization (for example, people they are frustrated with), but CEOs must resist the desire to use direct reports for this service. It can lead to politics among the executive team, and more importantly, it can undermine the team’s objective understanding of their own actions by creating an atmosphere of self-victimizing groupthink. Often this manifests itself during executive staff meetings in comments such as “When will these people stop questioning us and start understanding what we are trying to do?”

TEMPTATION 3

Choosing certainty over clarity

- Do you pride yourself on being intellectually precise?
- Do you prefer to wait for more information rather than make a decision without all of the facts?
- Do you enjoy debating details with your direct reports during meetings?

Rationale

Certainly, intellectual precision alone is not a sign of Temptation Number Three. However, when it manifests

itself during staff meetings in terms of unnecessary debates over minutiae, it is a sign of real trouble.

It is no surprise that many CEOs take a great deal of pride in their analytical and intellectual acumen. Unable to realize that their success as an executive usually has less to do with intellectual skills than it does with personal and behavioral discipline, they spend too much time debating the finer points of decision making. Those debates are problematic for two reasons. First, they eat up valuable time that can be spent discussing larger issues, which often receive just a few minutes at the end of the staff meeting agenda. Second, and more important, they create a climate of excessive analysis and overintellectualization of tactical issues. If there is one person in an organization who cannot afford to be *overly* precise, it is the CEO.

TEMPTATION 4

Choosing harmony over productive conflict

- Do you prefer your meetings to be pleasant and enjoyable?
- Are your meetings often boring?
- Do you get uncomfortable at meetings if your direct reports argue?

- Do you often make peace or try to reconcile direct reports who are at odds with one another?

Rationale

Executives often bemoan the number of meetings they attend, and they include staff meetings with their peers at the top of that list. They often complain about meetings taking up time that is needed for “real work.” This is a good sign that those meetings are not as difficult (that is, are not as productive) as they should be.

Productive executive staff meetings should be exhausting inasmuch as they are passionate, critical discussions. Pleasant meetings—or even worse, boring ones—are indications that there is not a proper level of overt, constructive, ideological conflict taking place. But don’t be deceived. Every meeting has conflict. Some executives just sweep that conflict under the table and let employees deeper in the organization sort it out. This doesn’t happen by accident.

When executives do get into an issue, CEOs often squelch any potential for passion by making peace. This sends a message that pleasant, agreeable meetings are preferred by the CEO. After a few pleasant meetings, boredom sets in and executives start lamenting the real work that they could be doing.

TEMPTATION 5

Choosing invulnerability over trust

- Do you have a hard time admitting when you're wrong?
- Do you fear that your direct reports want your job?
- Do you try to keep your greatest weaknesses secret from your direct reports?

Rationale

No one loves to admit being wrong, but some people hate it. Great CEOs don't lose face in the slightest when they are wrong, because they know who they are, they know why they are the CEO, and they realize that the organization's results, not the appearance of being smart, are their ultimate measure of success. They know that the best way to get results is to put their weaknesses on the table and invite people to help them minimize those weaknesses. CEOs who understand this concept intellectually but cannot behavioralize it sometimes make the mistake of finding symbolic moments to admit mistakes and weaknesses. This only serves to reinforce the notion that the CEO is unwilling to put real weaknesses on the table. Overcoming this temptation requires a degree of fear and pain that many CEOs are unwilling to tolerate.

If you have a difficult time identifying your temptations, you may want to ask your direct reports to answer the questions above and compare your responses to theirs.

THE DEAN-CHAIR RELATIONSHIP

It is not easy being the chairperson, department head, or director. On one side, you have the dean expecting you to carry out administrative duties that he or she assigns, while on the other, you have the faculty who expect you to be their champion and defender in dealing with the upper echelons. The University of Wisconsin's Dean of Fine Arts likens the chair's position to that of the FBI chief at the Waco stand-off, who reported that through the transmitter in one ear he could hear one of his agents fighting for his life while in the other, he heard the voice of someone who thought he was God. "That's it" she said, "the chair's lot."

If the relationship of Dean and chair is to work, it is incumbent upon the former to make the going as smooth as possible for the chairs. Some mutually understood expectations might help.

What Deans Expect From Chairs:

To take care of the small stuff

Having to micromanage is a pain, and Deans have plenty of small issues of their own to take care of within their own bailiwick. Asking them to decide or act on minor issues can become irritating.

Do things on time

Deadlines are a nuisance, but can be compounded for the Dean if he/she is having to constantly remind the chair of due dates past.

Tell the Dean what's going on

Deans need to know the bad stuff, the rumblings in the corridor, rebellion at the faculty meeting, and discontent in the studio so they can help to solve any problems before they get out of hand. Similarly, they need to know how the good news - faculty accomplishments, student awards, changes in the curriculum, etc - to pass on to audiences outside the school. The more information the Dean has, the better he/she can advocate for the program.

Show initiative and show enthusiasm

If Deans and Chairs can't get together and immediately discuss new ideas and activities that will improve, or celebrate the good news of student or faculty achievement, neither should be in the job any more.

What Chairs Should Expect from Deans:

That they recognize the inherent difficulty of the chair's job.

That they will listen to the chair's ideas, viewpoints, complaints and requests patiently, attentively, and helpfully.

That they will play the 'bad guy' role in saying no where necessary.
This should not be overworked as a chair's strategy.

That they will support the chair, politically and financially, wherever possible.
Requests for resources should be short, specific and clearly detailed as to cost, activity and expected outcome, stressing the benefits to the school.

That they will help the chair in his/her personal development.

If a chair is indeed a mouse trying to become a rat, the latter should help as much as possible in providing opportunities and guidance in helping the individual ascend the administrative ladder. (B.G.)

ADVANCED LISTENING

Basic Principles

1. The fundamental communication skill

Most people think of communication skills as speaking and writing. It's true that as a professional you must be able to express yourself effectively. You have to know how to gather information, present solutions and respond to difficult questions. But in order to do these things well, you first have to master a frequently overlooked skill: **listening**. Listening underpins everything you do as a professional. Even reading is a form of listening. Most professionals spend at least half of each day in a mode which requires them to listen.

2. Hearing is not listening

The reason many professionals are poor listeners is because they confuse listening with hearing. Hearing comes naturally. It is a biological function and unless you are physiologically impaired, you hear without effort. Listening is not biological but intellectual. When you listen, you interpret a message taking into account your knowledge of the speaker and the subject.

3. "Listen hard"

As children we were told by parents and teachers to listen hard. There is considerable wisdom in that once irritating phrase because it often is very hard to listen. When we listen effectively we can feel the strain of concentration.

4. Clients can tell

When professional associations survey clients, they find that the number one client complaint is that their professionals don't listen to them. Doctors hear patients with pen poised above prescription pad. Lawyers interrupt with seconds. This leaves the client with the impression that they are on an expensive conveyor belt which makes no distinction between individuals and allows for no subtlety in problems.

Increasingly, clients are refusing to tolerate this mechanical approach. They are flocking to professionals who have a reputation for being good listeners. Professionalism is becoming defined by effective listening.

THE PAY OFF

When people know they are being genuinely listened to, they

- relax
- give more information
- are more cooperative
- look for ways to help the listener.

TECHNIQUES FOR EFFECTIVE LISTENING

- Prepare for meetings. Read and think ahead, but don't assume you know what the speaker will say. Keep an open mind.
- Schedule your listening. Effective listening demands a high degree of energy. Try to schedule meetings to coincide with your personal high-energy times.

- Welcome the speaker's comments and encourage further information. Leaning forward, head on one side sends a strong nonverbal message of "I'm listening." Frequent eye contact reinforces this message.
- Concentrate on the message and force your mind to stay focused. We can hear much faster than others can speak. This time lag in communication can result in our minds wandering. People with fast minds are often especially poor listeners.
- Be non-judgmental in your words and your body language. Your body should reflect your open mind: keep arms and legs unfolded.
- Don't interrupt even if you spot an inaccuracy. Wait until the speaker has finished. Make a short note to remind you to raise the issue later.
- Take notes but make them brief to avoid losing eye contact for very long.
- Look for the big picture in what you are being told rather than fixating on a detail.
- Summarize briefly from time to time so that the speaker knows the message is getting across. This gives the speaker an opportunity to correct misunderstandings and provides you with a more accurate interpretation
- Resist distractions. It's all too easy to become distracted by your physical environment: the pictures on the wall, the papers on the desk, the noise of an emergency vehicle. You can also find yourself breaking off attention to consider the way the speaker looks or how they speak rather than what they are saying. Then, of course, there is that constant chattering that goes on in most heads. Practice turning off your personal chat channel when you move into listening mode.
- Don't rehearse speeches. We've all met the client or colleague, perhaps family member who pretends to listen to you while in fact figuring out what to say next. Remember the frustration of dealing with that listening style and avoid it like the plague.
- Leave yourself behind. It's appropriate to reflect on your professional image, but not while you are in a listening mode. Avoid the distraction of concerns such as What does she think of me? Do I seem intelligent and professional? If you allow those concerns to effect you while a colleague or client is talking, you can be sure that the impression will be far from professional.
- Pause and reflect before responding to the speaker. This gives you an opportunity to respond effectively while also demonstrating to the person who just stopped speaking that his or her comments are worthy of consideration, and now it is time for that person to listen carefully to you. Much communication is lost in rapid-fire dialogue.
- Adopt a non-defensive style and convey this with your open body language and choice of words when you respond. Avoid killer phrases such as "Yes, but..."
- Adjust to the pace and style of the other person. Slow, highly reflective people can be turned off by too much speed and spontaneity. Try to synchronize.
- Show that you are listening by leaning forward and nodding assent at appropriate points.

NON-VERBAL COMMUNICATION READY REFERENCE

Non-verbal communication is complex, and a single gesture may be misleading. To reduce mistakes, look for clusters of gestures which reinforce the message. If you want to reinforce a verbal message with body language, be sure to convey it in cluster form. Here are some examples of messages you may want to convey or recognize in your clients and associates.

1. enthusiasm
 - move forward to greet/not too fast/firm but comfortable brief handshake
 - eye contact
 - smile/animated expression
 - relaxed shoulders
2. interest
 - lean forward/hands unclasped/relaxed
 - eyes wide open/maintain eye contact while other person is speaking
 - touch chin or cheek (but not nose, eyes or ears)
3. open attitude
 - loose, open arms
 - eye contact: if lost look to the right (considering)
 - hands loose and comfortable/palms up
 - no pronounced leaning back in chair (cautiousness/superiority)
 - body forward facing, not sideways on
4. confidence
 - eye contact
 - low steepling (can sometimes indicate arrogance: watch for clustering)
 - no clenched hands or rigid limbs
5. active listening
 - mirrors speaker verbally and non-verbally
 - leans forward
 - asks for clarification
 - eye contact or eyes right
6. integrity
 - eye contact
 - should **not** display the following:
 1. covering mouth when speaking
 2. eyes left (deceit, manipulation, or cornered)
7. professional maturity
 - relaxed shoulders
 - relaxed gestures
8. commitment to excellence
 - meticulous grooming
 - pausing before answering complex questions
 - eye contact or eyes right
9. empathetic
 - mirroring verbally
 - mirroring gestures (e.g. you lean forward, they lean forward)

LISTENING SELF-TEST

Read the questions below and for each question give yourself a score of 1 (hardly ever) 2 (sometimes) or 3 (often). Be brutally honest with yourself: it's in your best professional interests.

1. Does your mind tend to wander during a conversation?
2. Do you look around at your environment while you are listening?
3. Do you look intently at the person speaking to you but have difficulty focusing on what is being said?
4. Do you rehearse in your mind what you are going to say while the other person is speaking?
5. Do you start speaking before a speaker has stopped speaking?
6. Do you find it difficult to recall the details of conversations you had three or more days ago?
7. When speakers pause in an effort to find the right words, do you ever try to help them out by suggesting words?
8. Do you tend to fold your arms when listening to another person's point of view?
9. Do you find listening tiring?
10. Are you easily distracted when reading?
11. Do you find it difficult to remember the names of people you meet at a large gathering?
12. Do you ever think that you know what someone is going to say before they speak?

HOW DID YOU DO?

If you scored...

15 or below

You are a good listener. To maintain this level, continually practice and polish your skills. Anything above 12 gives room for improvement, but you can congratulate yourself on possessing a communication skill that will have a large and positive impact on your professional and personal success.

16-21

You are an above average listener. Given your chosen career, you should focus on reducing your handicap by paying attention to your listening patterns and raising your listening skills to new heights.

22-28

You are an inconsistent listener and there is a risk that you may be dipping below the listening skill level necessary to be effective and efficient in your dealings with clients and colleagues.

29-36

You have a listening deficiency which, unless corrected, can and probably will damage your chances of achieving your professional goals.

10. committed to an idea or approach
watch gestures when you touch on the idea/approach to a problem
- **positive:** leaning forward, eye contact, alert
 - **negative:** low eye contact, lowered eyes, lean back, move body sideways
11. readiness
- leaning forward
 - eyes wide open/alert
 - eyes up and blinking (means the person may be on the point of a positive decision)
 - open gestures (hands/arms/legs)
 - (sometimes) neck inclined sideways
12. skepticism
- hands near eyes or ears
 - eyes half closed
13. interest
- hand on cheek or chin
 - eyes wide open
 - leaning forward
14. discomfort
- clenched hands
 - damp handshake
 - playing with fingers
 - touching neck
15. boredom
- head in hand looking down
 - swinging a crossed leg
 - feet pointed towards exit

NC STATE UNIVERSITY

SCHOOL OF DESIGN
STRATEGIC PLAN

In 1948, in this unlikely setting on Tobacco Road, a new School of Design was founded and a new educational idea was given birth. At the core of the School in these early years was an uncompromising belief that comprehensive design would produce a healthy environment, an improved society, and a better life for all. Experimental in nature, the School was open to new ideas and challenges. It identified with the progressive aspirations of the new south but its perspective was global. Unlike many of its peer institutions newly emerging from traditional academic positions, The School's zeal for the new was balanced by an uncommon concern for the broad development of the individual student who was expected to assume a formative role as a creative leader and committed citizen.

As the School has grown and matured, these ideals have become even more important. The environmental and social crisis of our times require a renewal of energy and imagination if we are to in fact realize the potentials of design to shape a better world. The School of Design, with new leadership and a clear sense of purpose, is poised once again to assert its full commitment to the art of humanizing the environment.

Professor Bob Burns
Architecture, 1995

Strategic Plan

School of Design

Architecture
Design and Technology
Graphic Design
Landscape Architecture

Design Research Laboratory
Center for Universal Design
The Harry B. Lyons Design Library

The Multi-media Laboratory
The Media Laboratory
The Computer Laboratory
The Materials Laboratory
The Shop
The Print and Textiles Laboratory

North Carolina State University, Raleigh

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During the Fall Semester of 1994 the faculty and staff of the School of Design gathered at the National Humanities Center to consider possibilities for the future. The message inscribed on the dedication plaque at the building entrance inspired a strategic planning effort to complete this plan.

Can we be arrested in our work at least for a moment and take thought about what it represents? Can we ask whether our faith, and our works, are as great as the faith that others have in us? I do not know. I think so, I hope so, but each year a company of scholars will gather here, and they will be the tests of the faith that others have shown in us. If we scholars can match it even a little, if we can do our work with passion and with sanity, with firmness about ideas but also a power to imagine a world beyond our ideas, we shall perhaps do something to lift the vision of scholarship that scholars in general hold, and to lift the vision of this civilization.

Charles Frankel (1917 - 1979)
President and Director
National Humanities Center, 1977-79

The Development of a Strategic Plan begins with intentions and aspirations. It is a statement of what is important to a community of students, design professionals and scholars at the School of Design at North Carolina State University. Greater accountability to society, the related design professions, and the University will significantly alter the development of curricula and the management of the School. The School must reflect the growing diversity of modern society. The impact of technological change upon the design professions and education environment will significantly change professional curricula.

Studio instruction is the essence of the learning experience in the School of Design. This method of teaching has evolved from the Guild through more than two hundred years of academic experience.

The School must be a vital member of the University community. To be valued within the University community the School of Design must seek to contribute to every aspect of its conduct. This includes accepting a role in the general education of every student on campus as well as seeking to raise the standard for the design of the campus environment. As members of the academic community, scholarship will be rewarded just as

these new technologies be fully utilized within the School. The reality of design practice already demands individuals prepared for computer assisted practice. The impact upon the delivery of design services is profound. Such change at the foundation of practice requires an equivalent response within the University.

The School must be accountable for its programs and activities. The splendid isolation of the academy is a concept of the past. Accreditation groups, related professional offices and organizations offer comments upon the effectiveness and preparation of our alumni. There are rigorous University review procedures. And, there is a growing demand in society for the accountability of higher education.

The design process is the model for determining the Strategic Plan of the School. The enthusiasm for the study and practice of design motivates the process of data collection and issue identification. This process nurtures the ability to make the connections and generalizations that comprise a general concept for the School. Diversity and transformation characterize the design process. The spirit of this realization reinforces the importance of broad participation in the development of a plan for the School of Design. Students, faculty, alumni and friends have been involved with every aspect of the development of this plan.

The School, similar to the profession and society as a whole, is in a period of transition. Periods of transition spawn growth in creative communities. The Bauhaus, the inspiration for the founding of the School of Design, grew during a time of international unrest. The post WW1 period in Europe was a time of shifting fiscal policy, international borders in transition, and a rapidly evolving industrial complex. Weimar and Dessau became hosts for the Bauhaus because of industries interested in the products of creativity relating to industrial capabilities. The situation today presents us with a world society in remarkable transition. We are immersed in a culture that demands our commitment to a new world order. The technology of the information age is transforming every aspect of our lives. The School of Design is positioned in proximity to one of the world centers of industry and research related to the technologies of information. The relationship between the School, the design professions, and related industries is being drawn closer by the steady withdrawal of state resources. Complacency will not fuel the change demanded of the School in this period of transformation. We must have the courage to employ these energies to secure our future.

The study of design and the needs of the community must be interwoven. Many new challenges confront the designer in a global society. Social and environmental concerns provide the framework for the participation of the school in a broad context extending far beyond the limits of the Campus.

The study and practice of design must exist in a symbiotic relationship. The practice of the design disciplines and the reflection and preparation that relate to them lie along the same continuum. The issues of the profession, such as management and marketing, professional liability, and professional services, affect the quality of design and must be introduced into professional education. The reflective aspects of education with particular emphasis on the creative process, research and the creation of new knowledge, ethics and precedent, present the opportunity for the improvement of the design professions.

The School must address the new technologies of design and the

MISSION STATEMENT

The School of Design is a community devoted to excellence in scholarship, artisanship, and action with the perspective of social and environmental responsibility. The School community is dedicated to a tradition of individualized instruction in the design studio fostering scholarly research, creative activity and community service. School programs and curricula value the integrity of the individual by cultivating curiosity and cherishing the results of creative effort.

SUMMARY OF GOALS

The Strategic Plan for the School of Design comprises seven major goals that form the basis of action plans that will be appended to this document.

- 1 Conduct programs within the School of Design founded on underlying common principles that support scholarship, social and professional relevance, and design excellence.
- 2 Advance the study of design through research, scholarly, professional and creative activity.
- 3 Create a supportive environment, founded on diversity, within the School community.
- 4 Extend the reach of the School to the University, the related design professions, and the community.
- 5 Advance the technological capabilities of the School to enhance the academic experience, support research and creative activity, and improve administrative services.
- 6 Undertake resource planning and management within the School of Design.
- 7

Published by the School of Design, The College of Architecture, The University of Texas at Austin

GOALS AND OBJECTIVES

1 CONDUCT PROGRAMS WITHIN THE SCHOOL OF DESIGN FOUNDED ON UNDERLYING COMMON PRINCIPLES THAT SUPPORT SCHOLARSHIP, SOCIAL AND PROFESSIONAL RELEVANCE, AND DESIGN EXCELLENCE.

Reinforce the legacy of interdisciplinary and multidisciplinary experiences available to the students and faculty of the School.

Enhance the School Fundamentals Program to instill the love of making inherent in a life focused on design.

Provide opportunities within the School's curricula to promote multidisciplinary experiences, interdisciplinary teamwork, and common courses including the integration of faculty from various disciplines.

Establish a visitors' program to enrich the curricular experience of the classroom with accomplished scholars and practitioners.

Conduct a visitors' program bringing distinguished practitioners into the School.

Conduct an exhibitions program in the School to include visiting artists and designers; as well as students and faculty members.

Establish a process of curricular assessment to provide information on program quality, diversity and excellence.

Seek the assessment of programs within the School (including accreditation) by students, distinguished individuals and representatives of institutions outside of the School.

Improve the procedures for advising and counseling within the School to facilitate increased communication between all members of the design community.

ADVANCE THE STUDY OF DESIGN THROUGH RESEARCH, SCHOLARLY, PROFESSIONAL AND CREATIVE ACTIVITY.

Leadership and Citizenship

Contribute to the advancement of knowledge through teaching, and the pursuit of scholarly, creative and professional activities.

This is not interesting time to study, teach, and practice design. Technological change redefines relationships between people and information, provoking questions about the fundamental nature of design problems and signaling the emergence of new areas of practice. As we map unexplored territory and predict future roles for designers, we recognize the expanding need for research and scholarship. Increasingly diverse audiences demand that we know more about how people think and the cultural, social, and historical contexts that shape their interpretations of messages. While many schools struggle to comprehend the significance of these changes, or choose to follow rather than lead, the School of Design seizes this time of change as an opportunity to reinvent itself in anticipation of a reconfigured professional landscape. I can think of no better time to put our design ways of knowing and learning to work in fulfilling greater expectations of ourselves as students, teachers and practitioners of design.

Meredith Davis
Professor and Head, Department of Graphic Design

Foster an environment supportive of research and creative activity within the School.

Provide facilities for research and creative activities including product modeling and analysis capabilities, advanced computing, and dedicated project studios.

Encourage regular interaction among the Center for Universal Design, the Design Research Laboratory and the School community.

Secure permission to plan for a Ph.D. program from the Board of Governors.

Disseminate information regarding faculty research, creative and outreach activities.

Some Schools are justly proud of their old traditions. The School of Design can be proud of its youth. The School is young and wishes to stay that way. But it is not this youth that can be measured by time that matters here. It is the youth of constant scientific curiosity and the youth of freshness that is consciously traced to its sources in nature, that the School will try to preserve.

Matthew Nowicki
School of Design

Organize regularly scheduled faculty

Strengthen School Library capabilities to support research and scholarly activity.

Assess the operation of the Design Library in cooperation with the University Librarian and the School Library staff with the assistance of an outside consultant.

Improve the network capability of the Library to insure adequate access to support all forms of inquiry within the School.

Improve and expand the facilities and collections, including special collections (including digital images), and electronic access.

3 CREATE A SUPPORTIVE ENVIRONMENT FOUNDED ON DIVERSITY WITHIN THE SCHOOL COMMUNITY.

Ensure that faculty, staff and students are properly represented in the decision-making processes of the School.

Conduct regular "town meetings" to solicit the participation and consultation of the faculty, students and staff in all affairs of the School.

Conduct an annual Executive Council Retreat.

Support student development.

First and foremost, one of the strongest qualities of the School of Design is its faculty, students, and environment. To be able to share personal experiences on a one-to-one basis between students and faculty is truly a special gift. Another treasured quality of the School is the ability to design ones own curriculum based on an individual's initiative. The drive of a student with the support of the faculty is the very structure of the design process. Therefore the broader the options available, the greater the possibilities for individual growth.

Molly McGaughey
Design Student, Class of 1998

Recognize the evening and weekend population of students by providing meaningful services, such as greater access to the Computer, Materials, and Media Laboratories.

Create a Student Life Program to include registration, admissions, advising, career guidance, mentoring, African-American student affairs and student recruitment.

Support faculty development.

We must always remember that the strength of our programs is not just determined by the courses we offer in our discipline but also by the context within which we work. We need to encourage our students to explore and learn from other design disciplines, to participate in inter/cross-disciplinary work, and to use the larger university context to expand and enrich their development as design professionals capable of dealing with the future in a creative and appropriate manner. We must encourage our students to look past today and to prepare for a life in design that is becoming both more collaborative and global in nature.

Art Rice
Professor and Head, Department of Landscape Architecture

Improve facilities related to faculty working conditions, including office and research spaces.

Resolve salary equity issues relative to faculty compensation.

Develop a plan to prepare the School community for the retirement of senior faculty members.

Establish support services and office spaces for active emeritus faculty.

Support staff development.

Because character, a profound devotion, and an absolute professional commitment are prime ingredients of any creative activity where the social responsibilities are as vital as in design, we foster and cultivate the integrity of the individual. Here a community of scholars working each in his own way searches for the truth as he sees it, giving the young student the benefit of his professional knowledge, his technical training, and his experience as a citizen. The goal in the growth of the student is not only the mastery of the design techniques of the profession, but through the stimulation and development of the intellect and emotional capacities together, a readiness is developed to meet the challenge of any environment.

Henry L. Kamphoefner
Summer, 1959

Establish a pattern of work assignments based on teamwork.

Improve staff work-stations.

Improve the facilities of the School to enhance teaching, research, and learning opportunities for students, faculty and staff.

Establish a regular maintenance and improvement plan for all School facilities and landscape spaces.

Establish a budget line for equipment acquisitions and facilities improvements. Renovate and expand the space available for the School of Design in Leazar Hall.

Establish the School entrance hall as a design showcase by creating a gallery space to support student, faculty, and visitor programs.

Create a safe environment for students, faculty and staff, especially in the 24-hour working studio areas.

Develop a sense of community within the School by fostering racial, gender, cultural and ideological diversity.

The student experience at NC State is unlike any other program I've ever seen. Within the University itself, the design students have access to all of the advantages of a big university including diversity of students and subject matter; many clubs and activities; varsity sports; and a national reputation for excellence. However, within the School of Design a student experiences the pleasures of attending a small school: community, identity, and familiarity. No student is ever a number here. We know and call our professors by their first names and they know us as well. The instructors respect the students' backgrounds and treat us as individuals. This is truly a self-contained creative community.

Alysha Naples
Graphic Design, Class of 1997

Focus on the necessary recruitment of qualified and diverse students to the School of Design. This effort should include the development of a WEB page.

Give greater attention to Design Camp as a tool for the recruitment of students.

Formulate an African-American Advisory Committee.

Present, explore, and tolerate different approaches to teaching and learning in all

EXTEND THE REACH OF THE SCHOOL TO THE UNIVERSITY, THE RELATED DESIGN PROFESSIONS AND THE COMMUNITY.

Leadership and Citizenship

Develop an operating strategy to coordinate the efforts of the School in community affairs.

Work toward the establishment of a studio based center for design to facilitate university and community related projects.

Make regular use of community resource people, including in particular alumni of the School, guest lecturers, part-time faculty, and visiting review committee participants.

Conduct lecture programs off campus as an extension of the School into the community.

Seek expanded relationships with departments, colleges and special interest areas on campus.

Design education is completely involved with life; it is serious-minded and purposeful, and therefore, value-laden. To admit otherwise is to miss its motivating force - Survival.

Marvin J. Malecha, 1995

Establish connections to the College of Textiles, the College of Engineering (including the Department of Computer Science) and the College of Management to promote the connections between design, management, construction and manufacturing (including joint degree programs).

Establish connections with the College of Agriculture and Life Sciences on matters related to the study of the environment.

Promote further connections to the College of Education and Psychology on the subject of middle and high school design education.

Promote the concept of providing design services to the entire University community.

Nurture an improved relationship between the Visual Arts Center and the School of Design.

Develop a strategic alliance between the School and the related design practitioners.

Create educational opportunities for students and faculty within professional offices by creating cooperative education opportunities and by establishing experimental relationships with selected "teaching" offices.

Work with practitioners to establish a leadership position for design in the community.

Develop continuing education programs that address changing knowledge and attitudes about the design professions.

My ideas in teaching grew out of my experiences in learning, first in sculpture, next in architectural projects I worked on with Neutra. I learned to distrust abstractions that were not my own abstractions. I believed in starting with the real. I considered design to be discovery. In design I looked for the natural and the simple. This is what the artist looks for.

Harwell Hamilton Harris

Cooperate with professional groups to offer educational programs necessary to fulfill requirements for lifetime professional growth.

Cooperate with elementary, middle and secondary schools to provide continuing education opportunities (including workshops) for art and design teachers.

Expand relationships with institutions internationally.

Continue to support NC State international programs.

Assess all exchange agreements thereby establishing a coordinated effort and diversifying the interests of the School.

Enhance the operation of international activities by creating an office for international study and exchange within the School.

Create a comprehensive plan for international activity including student and faculty exchanges, international studies and course offerings, shared library resources, and project related activity.

Develop procedures and initiatives for communicating with the university and community about programs and projects in the School of Design.

Assign a staff and/or faculty member to the task of information officer. This activity should be coordinated with the School Advancement Office.

ADVANCE THE TECHNOLOGICAL CAPABILITIES OF THE SCHOOL TO ENHANCE THE ACADEMIC EXPERIENCE, SUPPORT RESEARCH AND CREATIVE ACTIVITY, AND IMPROVE ADMINISTRATIVE SERVICES.

Develop a plan for the incorporation of computers and related hardware into teaching, academic activities and administrative services.

We can not and should not return to the traditional limitations of the past; we must rather conceive a program of education which will make our technology a supple instrument of human development. We believe in the modern movement in architecture because we conceive it, not as a breaking away from history and tradition, but as a deeper rooting of architecture in the soil of the region and the community, with a fuller utilization of the universal forces that bind humanity as a whole together.

Lewis Mumford
School of Design, 1949

Support the development of teaching, research and scholarship with the appropriate technology by providing the necessary technological resources to accomplish this task.

Facilitate support services for students, faculty, and administration by establishing and maintaining uniform compatibility in software and procedures.

Develop a coordinated plan for facilities and resource management related to technological advancement.

Develop a facilities management and expansion plan that will address the impact of new technologies on the facilities and equipment of the School.

Develop a plan for upgrading classroom, instructional laboratory, studio and review area instructional support, as well as, faculty and school administration.

Develop a facilities plan for an integrated digital environment which will allow the movement of information between photography, modeling and analysis, and A/V production.

Develop a plan to incorporate distance learning capability into the technology of

Build the digital connectivity of the School of Design.

Complete the process of connecting the School of Design computing resources to the University system. Bring the fiber optics network to all School of Design facilities.

Develop and maintain a Home Page for the School of Design within the University Web pages.

Foster technological capabilities that relate to the traditional skills inherent in the study of design.

Continue to maintain and improve the Materials, Print and Textiles, and Media Laboratories to insure that wood, synthetic, and metal working, printing, weaving, photography, and gaming (full scale modeling) activities can be properly served.

Establish a specific training program for all students, faculty and staff of the School, as a qualification for the use of the Materials, Print and Textiles, Computer, and Media Laboratories.

6 UNDERTAKE RESOURCE PLANNING AND MANAGEMENT WITHIN THE SCHOOL OF DESIGN.

Conduct a comprehensive evaluation of all School policies and practices, staff and administrative positions.

We are entering a new age, democratization of the world is a reality. Freedom and human rights are in the minds of most nations of the world. Everyone is seeking the "American Dream", the good life is thought of as an entitlement. If we are to pursue this mode of ethnocentrism, then humanity will probably act in ways which will deplete our natural resources and eventually man will be profoundly affected.

I have asked myself what role "Design" can take in this rather grim scenario in order that the "artifacts" we make somehow reflect an awareness of the impact our artifact making has on the earth.

I would like to think that the School of Design is aware of the problems facing our world and can begin to introduce into the educational process a mind set that asks some fundamental questions about what we produce and how it may affect our quality of life in the earth's environment.

Professor Angelo Abbate
Landscape Architecture, 1994

Conduct regular management meetings and evaluations with each department head or area director.

Reconsider the management practices regarding of the Design Research Laboratory and the Center for Universal Design.

Reconsider the administrative management structure of the School including the definition of all staff job descriptions to create areas of shared

STRATEGIC ISSUES AND EVALUATION MEASURES

The strategic planning process has identified several significant evaluation measures. The measures of our success are focused on the relationship the School maintains with a larger audience, the quality of the individuals who graduate from the programs of the School, and the willingness of the School community to be open to a diversity of ideas.

Leadership and Citizenship

The School will maintain accreditation, a favorable position relative to the expectations of first rank peer institutions, and high success rates on related professional examinations.

The ability of the School of Design to fulfill its mission within the University system and to the community at large rests solely upon the reputation of this faculty and their contributions to knowledge through teaching, research and extension activity.

The highest priority of this faculty should therefore be to provide an environment in which our creative and intellectual capabilities are nurtured. This can be achieved in three ways:

- 1, Career development and enhancement;
- 2, Improved resources for teaching and research; and
- 3, An equitable system of rewards.

All of the other aspects of our strategic planning will be resolved if we keep in focus the ultimate importance of a renowned faculty whose reputations should be national and even international in stature.

Professor Peter Batchelor
Architecture, January 1995

tions with employers of the graduates of the School of Design. This information is complemented by information regarding the success of School alumni on professional examinations in the Departments of Architecture and Landscape Architecture. Members of the faculty regularly participate in the assessment of curricular requirements. There is growing concern among the School community regarding the position of the School relative to institutional peers. The concern includes faculty salaries, the student-faculty ratio, and operating fund support. There is a general concern about falling behind to others among national and international peers.

The graduates of the School of Design professional programs will demonstrate a high degree of professional expertise and intellectual agility.

The opinion of the design professions the School serves is that the graduates have improved in quality over the recent past. There is a general belief that students are particularly well prepared to be problem solvers. However, there is a concern among design professionals regarding two issues. First, there is an expectation that the graduates of the School will be at the cutting edge of the incorporation of new technologies into the design process. Second, there is a need to enhance the awareness among students of professional practice.

While there has been a general appreciation for the quality of the work of students and faculty, visiting accreditation teams have identified similar concerns relating to computers and practice. The need for a stronger relationship to practice and the incorporation of new technologies have been specifically identified as areas requiring greater attention. The most recent accreditation report of the National Architecture Accreditation Board also identified the need for the renewal of faculty.

The faculty have been continuously involved in the assessment of the programs of the School. This process includes faculty committees and special task forces, as well as the advising and mentoring of students. Further, the process has been enhanced by a series of regular visitors to studio and seminar sessions.

Greater diversity of approach in the composition of the design community and the nature of the materials presented in course offerings is necessary to meet the needs of an ever more complex society.

The School is challenged to increase the diversity of the student, faculty and staff community. This is an area of concern for the future of the School community. The activities of the School must be devoted to the necessary advancement of the society about us. This focus will insure the realization of the desire we have to prepare the leaders of the design professors.

November 1995

The
Gift of the Box
Lessons for Administrative Leadership in the Academy

Marvin J. Malecha
Dean, NC State School of Design

Prologue

There are moments in our lives when a gesture takes on meaning inspiring us to a higher standard of performance. During the summer before I assumed the responsibilities of the deanship at the NC State School of Design I was presented with a gift intended to instill, with humor and sincerity, a higher standard of academic leadership. The friends and colleagues who assembled the collection, that comprises the gift of the box, have provided me with a continuing source of inspiration. The box sits on my desk reminding me of the qualities that comprise leadership.

The Box

The box represents what constitutes the qualities most important to the success of an academic leader. Successful leadership contains the ideas of a broad representation of the diverse constituencies of a dean or department head. An academic leader must accommodate the opinions and ideas of a community of students, staff and scholars. An academic community depends on the ability of individuals to express ideas and freely explore new directions while functioning within an ordered environment. Frequently, the dean or department head must see to the realization of the ideas and aspirations of others. The Box symbolizes the complex and conflicting responsibilities of leadership.

The Contents

The contents of the box are a collection of artifacts that represent a collection of thoughts about leadership. Simple objects representing the complexity of life.

A Miniature Church

An academic leader must develop a mature belief system. Leadership is dependent on a clear belief system that is understandable and reasonable. The individual who accepts leadership responsibility provides the matrix for acceptable ways of acting. The miniature church represents this imperative.

A Paper Angel

Successful leadership cannot be achieved without the cooperation of many individuals. A small paper angel represents the need for the watchful attention of a committed team. The individual who assumes a leadership position must begin by building a team. Failure is often disguised by individuality.

A Magic Wand

A magic wand represents the ability to make something happen from seemingly thin air. The magic of leadership is derived from opportunities seized on and connections made to bring ideas to fruition. Maintaining a critical edge of information and a hyper-sensitivity to the opportunities and critical concerns of the university and society is often mistaken for magic.

A Miniature Concept Model

The concept model represents the importance of communicating ideas clearly. An academic leader must be a tireless communicator. There are distinct constituencies that expect frequent communication with a dean or department head. The clarity of the message is dependent on understanding the concerns of the group.

Ancient Pottery Shards from Crete

Pottery shards, collected from a walk along a Cretan beach and imagined to be the remnants of ancient vessel, are a reminder of the continuous flow of time. The exigencies of decision making often obscure the more important ideas, the guiding principles of action. The trivial often distracts us from the crucial.

La Buena Suerta, A Good Luck Bottle

The good luck bottle is a Peruvian tradition that is sold in the market place. The contents of the bottle are as much symbolic as superstitious. The contents of the bottle certainly represent a rich folklore.

Oil for union in relationships.

Minerals and trinkets to attract money.

Red "Huayruru" seeds from the jungle for luck.

Curled yellow vine, called "vuelve, vuelve" helps regain a lost friend.

A piece of condor plume to ward off evil.

A carved alabaster figure of a child to represent knowledge and wisdom.

A carved skull for protection of the home.

Pieces of dyed wood and bark for good health.

Luck is a crucial aspect of success. However, it is important to recognize that good fortune is a complex composition of strong relationships, knowledge and wisdom, and personal well being.

A Pin With a Message, " I yell because I care".

Passion is an essential aspect of leadership, it necessarily follows a firm set of beliefs. This is the characteristic of energy and enthusiasm for bringing ideas to life. Leadership without enthusiasm will not succeed. Passion fuels hard work.

A Late Addition

Only a short time after I had arrived on the NC State campus the Board of Trustees were scheduled to meet in the School of Design. This visit led to a very special addition to the collection contained within the box. A small welcome gift presented to me by a member of the Board of Trustees represents a bit of sage advice, it remains with me as a reminder of what is perhaps the most important quality of a successful academic leader.

A Kaleidoscope

The Trustee placed the small kaleidoscope into my hands with a sense of enthusiasm that was disarming. Such a gift brings out the child in each of us. Quickly, this small curiosity became the focus of discussion over dinner. Frankly, the reason for this gift was not readily obvious. Later she returned to see if her gift had made the desired impact. Not satisfied that I had captured the point of her gesture she proclaimed that the genius of such an instrument was that through it we could see beauty in even the simplest objects. Her point, though obvious on reflection, was the essential quality required of every academic leader. A dean must see potential in students, faculty and staff. Every situation is an opportunity.

Closing Thoughts

There are fundamental characteristics that define leadership in the academy. Reflection on these characteristics leads to the following observations.

Academic leadership is defined by;

- the ability to bring the ideas and aspirations of others to life.
- the willingness to understand, appreciate and depend on the contributions of others.
- an opportunistic approach to making connections among diverse interests and individuals.
- a clear belief system underpinning a sense of excellence.
- the ability to communicate clearly.
- action founded on a sense of historical and cultural perspective.
- openness in every aspect of decision making.
- passion that fuels hard work.
- luck that generally follows diligent attention to responsibility.

The gift of the box has been a source of inspiration as well as a reminder that leadership is a communal rather than singular experience.

HUMOR IS A SERIOUS BUSINESS

Bob Greenstreet

Administrators are called upon on almost a daily basis to say a few words or introduce a topic or speaker. Of course, a firm-grasp of facts and a clear, well articulated vision of the future is useful, but a little humor can really help to lighten a presentation, however short. Develop a file of good one-liners, useful statistics and anecdotes (not long ones though) that can be woven into your remarks.

A list of comments that were reportedly taken from actual employee performance evaluations:

"Since my last report, this employee has reached rock bottom and has started to dig."

"His men would follow him anywhere, but only out of morbid curiosity."

"I would not allow this employee to breed."

"This employee is really not so much of a has-been, but more of a definite won't be."

"Works well when under constant supervision and cornered like a rat in a trap."

"When she opens her mouth, it seems that it is only to change feet."

Odd bumper stickers:

He who laughs last, thinks slowest.

Everyone has a photographic memory. Some don't have film.

A day without sunshine is like, well, night.

On the other hand, you have different fingers.

Change is inevitable, except from a vending machine.

I just got lost in thought. It was unfamiliar territory.

When the chips are down, the buffalo is empty.

Seen it all, done it all, can't remember most of it.

I feel like I'm diagonally parked in a parallel universe.

He's not dead, he's electroencephalographically challenged.

You have the right to remain silent. Anything you say will be misquoted, then used against you.

I wonder how much deeper the ocean would be without sponges.

Honk if you love peace and quiet.

Despite the cost of living, have you noticed how it remains so popular?

Nothing is foolproof to a sufficiently talented fool.

It is hard to understand how a cemetery raised its burial cost and blamed it on the cost of living.

Just remember...if the world didn't suck, we'd all fall off.

It is said that if you line up all the cars in the world end to end, someone would be stupid enough to try and pass them.

You can't have everything, where would you put it?

Latest survey shows that 3 out of 4 people make up 75% of the world's population.

The things that come to those that wait may be the things left by those who got there first.

A fine is a tax for doing wrong. A tax is a fine for doing well.

Everybody lies, but it doesn't matter since nobody listens.

I wished the buck stopped here, as I could use a few.

I started out with nothing, and I still have most of it.

Light travels faster than sound. This is why some people appear bright until you hear them speak.

Quote for the Day

"He would be out of his depth in a parking lot puddle."

"This young land has delusions of adequacy."

"He sets low personal standards and then consistently fails to achieve them."

"This employee is developing a village somewhere of an idiot."

"This employee should go far, and the sooner he starts, the better."

"Got a full 6-pack, but lacks the plastic thing to hold it all together."

"A gross ignoramus—144 times worse than an ordinary ignoramus."

"He certainly takes a long time to make his point."

"He doesn't have ulcers, but he's a carrier."

"I would like to go hunting with him sometime."

"He would argue with a signpost."

"He brings a lot of joy whenever he leaves the room."

"When his I.Q. reaches 50, he should sell."

"If you see two people talking and one looks bored, he's the other one."

"A photographic memory but with the lens cover glued on."

"A prime candidate for natural de-selection."

"Donated his brain to science before he was done using it."

"Gates are down, the lights are flashing, but the train isn't coming."

"If he were any more stupid, he'd have to be watered twice a week."

"If you give him a penny for his thoughts, you'd get change."

"If you stand close enough to him, you can hear the ocean."

"It's hard to believe that he beat out 1,000,000 other sperm."

"Once neuron short of a synapse."

"The wheel is turning, but the hamster is dead."

He who enters a university walks on hallowed ground.

1936 Harvard

Each honest calling, each walk of life has its own elite, its own aristocracy based on excellence of performance.

No mans knowledge can go beyond his experience.

John Locke Essay on Human Understanding

Cauliflower is nothing but cabbage with a college education.

Mark Twain

Education is a thing of which only the few are capable; teach as you will only a small percentage will profit by your most zealous energy.

George Gissing

Think of your education like the opening of a big window.....paraphrased from.

Mary Webb

Education has for its object the formation of character.

Herbert Spencer

Real education must ultimately be limited to men who insist on knowing, the rest is mere sheep-herding.

Ezra Pound

Ideas are like stars; you will not succeed in touching them with your hands. But like the seafaring man on the desert of waters, you choose them as your guides, and following them you will reach your destiny.

Carl Schurz 1859

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly.

Thomas Huxley

Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts.

Henry Adams 1907

How to Solve Disputes

The Los Angeles Times

Home sharing is a business relationship with an unusually strong emotional component. To get along with your new partner, you'll have to learn how to share your disagreements agreeably. For example, when reacting to a stack full of dirty dishes that your housemate "forgot" to clean and put away, try to remain calm and diplomatic.

Most shared housing experts believe housemates should have a monthly "family meeting" to discuss their current living situation and update their agreement. When conflicts or disagreement arise, the National Shared Housing Resource Center suggests the following "Ten commandments" for solving disputes:

1. Clearly state the problem as you see it, how you feel and what you like to have done to change the situation.
2. Discuss one issue at a time without being defensive.
3. Make sure you agree on what the problem is.
4. Listen carefully to what the other person is saying, thinking and feeling about the problem.
5. List different solutions and steps for resolving the problem. Don't disregard or reject any ideas.
6. Discuss possible solutions, listing the good points about each and the drawbacks.
7. Choose a plan you are both comfortable with.
8. Decide how you will implement the plan. What are the steps? Who will do what, and when?
9. Decide on a time to discuss progress or other problems
10. Take pride in working out the problem.

Leadership and Citizenship in the Academy

Citizenship in the Academic Community

For too long design schools have seen themselves as somehow apart from their academic context. The faculty and students perceived themselves to be citizens of an island of special conditions and ways of teaching seemingly incomprehensible to the average provost or chancellor. Even worse this attitude of special conditions was wrapped in a sense of superiority that could not be penetrated by even the most insistent provost demanding measures proving this supposed veil of excellence. Islands promote isolation and contempt by other citizens of the University. It didn't take long for these islands to be defined as havens of a high level of mediocrity.

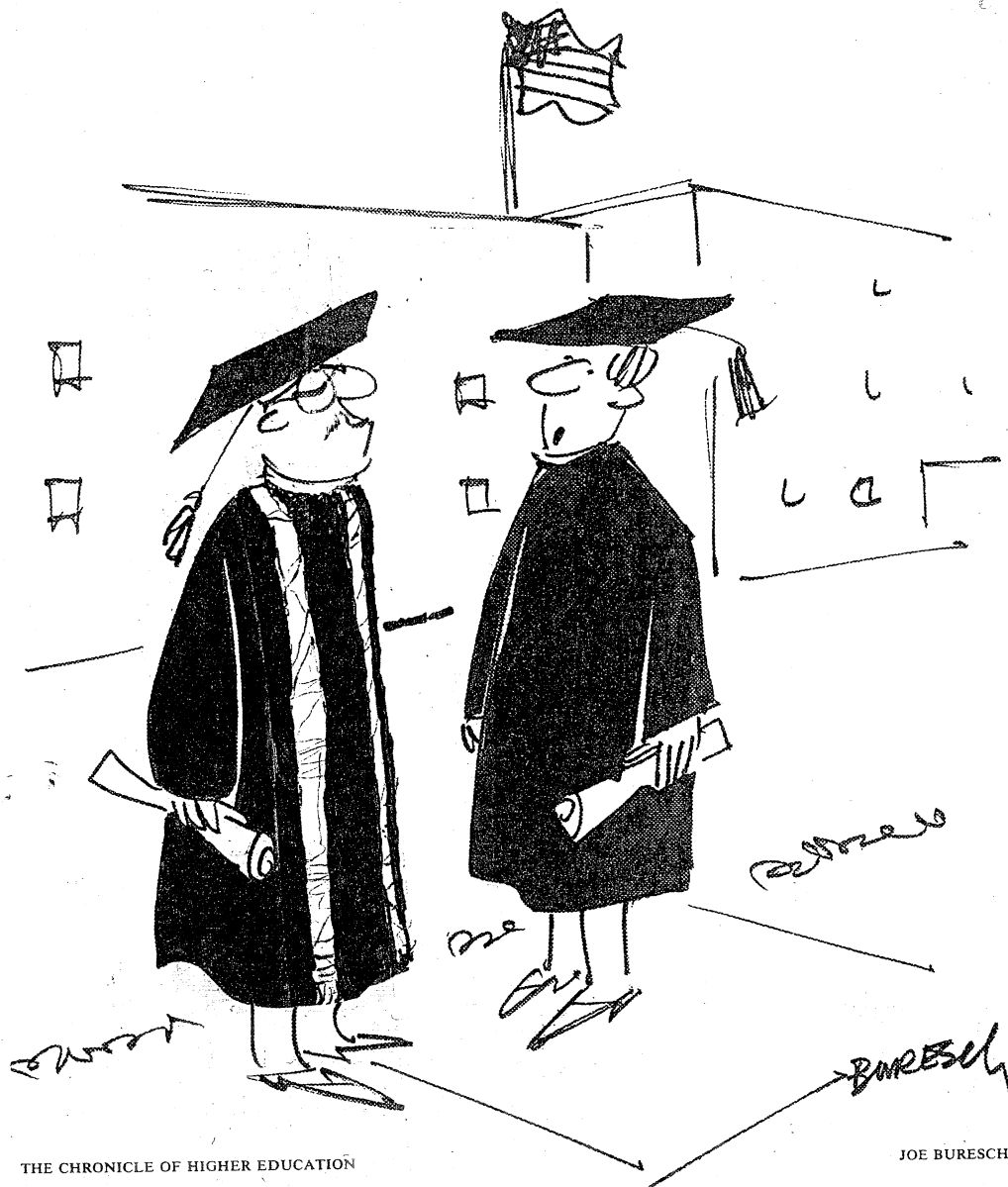
Design schools have moved from being possessions that only the very best could sustain to being members of a larger community expected to demonstrate their value in the terms that all are expected to address. To be valued the design school must now demonstrate value. It must excel at the measures of fund development, graduation rates, research and scholarship, engagement with the community, and attention to the needs of students. These same schools attract the very best students to the campus. They are often valued by the University community as among the best on campus. But in the eyes of the chancellor and provost these are claims that every discipline brings into his or her office. Marvin J. Malecha

Workshop Agenda:

Synchronous Swimming
Working with the Chancellor, President and Provost
Communication, Communication, Communication
The Negotiated Life
Doing Favors and Cutting Deals – Winning in the Arena
More with Less
Understanding Budget Responsibilities
Legal Realities

Relevant Articles:

Winning is a Relative Concept
Marvin J. Malecha
Strategic Thinking for Leaders
Greenstreet Consulting
NC State Model
NC State University, Malecha
Deans: bureaucracy navigators, hustlers, administrators
John E. Czarnecki
Campus Planning and Design
Malecha and Greenstreet
Dean's Newsletter
Bob Greenstreet
Legal Pitfalls of Administration
Bob Greenstreet
The Academic Administrator and the Law
J. Douglas Toma, Richard L. Palm



THE CHRONICLE OF HIGHER EDUCATION

JOE BURESCH

"Did I hear you right? You're wearing a designer cap and gown?"

Winning is a Relative Concept

Marvin Malecha

Winning is a relative concept. When it is applied to the relationship of a dean to the academic arena, it is generally understood that this is an indication of the effectiveness of the individual at the university level. The concept of partnership is crucial to this success. The dean of a professional program must assimilate the aspirations of the senior leadership of the university into the actions of the school or college. Such an assimilation is more a synchronization than a subordination. This posture positions the dean and the school as a player on campus that can be relied on to enhance the overall well being of the academic community. This is a critical image to maintain in order to gain support for school and individual initiatives. This is not a chicken or egg question. Clearly, the synchronization process must occur prior to the accomplishment of personal objectives. However, the accomplishment of these objectives is not an entirely personal or provincial process. Senior academic leadership within an institution must also recognize the importance of partnership for the accomplishment of schools or deans' objectives. This is accomplished by regular communication and an open relationship between the provost, chancellor and dean.

Winning in the academic arena may also be defined as the ability of a dean or department head to assert leadership within the school or department.. Winning inside the College is equally important. It is often crucial for the academic administrator to demonstrate success at home in order to gain credibility at the university. Every tool of the teacher and communicator must be employed to articulate a vision and logistical plan to achieve the desired result.

Deans: bureaucracy navigators, hustlers, administrators

By John E. Czarnecki, Assoc. AIA

With increasing bureaucracy and financial pressures coupled with decreasing leverage and power, the role of architecture school deans, especially in public colleges and universities, is rapidly changing. "The dean's job, like academic administration generally, has become much more complex," says Tom Fisher, dean of the University of Minnesota College of Architecture and Landscape Architecture since 1996. "In a given day, sometimes from one hour to the next, I have to be a thinker, a salesperson, a mentor, a booster, and a boss."

Financial challenges appear to be a primary frustration for deans. When Wayne Drummond, FAIA, began as an architecture school administrator in a public university in the late 1970s, fund-raising consumed only about eight to 10 percent of his time. Today, he says, he spends 35 to 40 percent of his time raising money as dean of the University of Nebraska College of Architecture. "The cost to run a school is radically different than when we were using bum wad and parallel bars," says Drummond. "We've moved from state supported to state assisted. State support is falling fairly rapidly for many colleges, and we're expected to generate that on our own."

With a slumping economy, numerous state budgets throughout the United States are running in the red. State legislatures are pulling the purse strings tighter for public colleges and universities, but education expenditures continue to increase as basic costs and technology demands rise. In general, public higher education is increasingly moving closer to a private school funding model, putting pressure on deans to raise funds to augment school budgets. No matter how fantastic an architect, scholar, or visionary a public university architecture school dean may be, now more than ever, he or she has to hustle for dollars.

(continued on page 88)

City College dean
George Ranalli (left)
has weathered the
fund-raising storm.



Leadership and Citizenship

(continued from page 88) In the 12 years that Robert Greenstreet has been dean of the University of Wisconsin-Milwaukee School of Architecture and Urban Planning, total donations to the school have grown from \$20,000 to nearly \$500,000 annually, and alumni donations increased by more than 1,100 percent. "We create our edge of excellence through fund-raising," says Greenstreet, who spends 40 to 50 percent of his time fund-raising, as well as chairing Milwaukee's city-planning commission.

"The development of alternative sources of funding is a critical measure of a dean's success in times of severe economic challenge," says Marvin Malecha, FAIA, dean of the North Carolina State University School of Architecture since 1994. His school's annual fund-raising target has increased from \$125,000 when he began to \$465,000 today. Bob Mugerauer, dean of the University of Washington College of Architecture and Urban Planning since 2000, says fund-raising consumed 15 percent of his time when he began, takes about one third of his time today, and will likely demand at least half of his time when the school begins a capital campaign.

At the City College of the City University of New York, George Ranalli, dean since 1999 of the School of Architecture, Urban Design and Landscape Architecture, has had multiple hurdles—tight city and state budgets and competition with Columbia University and Cooper Union—for attention and resources. "We have an outreach organization, the City College Architectural Center (CCAC)," he says, "that has existed for more than two decades but was barely functioning financially when I arrived." Under a new director, the CCAC recently procured grants from the Rockefeller Brothers Fund and the National Endowment for the Arts totaling almost \$500,000.

A complex job, everything to everyone

Although he believes the dean's job has fundamentally remained the same, John Meunier, AIA, who this summer ended a 15-year tenure as dean of the Arizona State University School of Architecture and 27 total years as an administrator, acknowledged a dean's current challenges. "Affirmative action and faculty governance eroded the dean as *pater familias*. The erosion of tax dollars in support of higher education has made deans more entrepreneurial. Information technology is challenging the norms of educational interaction and the autonomy of institutions. And lifelong learning has introduced an expanded student body with modified needs and expectations."

In addition to fund-raising needs, deans are now dealing with a larger-than- (continued on page 90)

(continued from page 88) ever bureaucracy of constituencies and an accompanying decrease in decision-making latitude. Gone are the days of deans with broad powers who remained at the helm until retirement. "Now we are, in many ways, middle management," says Roger Schluntz, FAIA, dean of the University of New Mexico School of Architecture and Planning since 1999 and a former dean at the University of Miami. "Deans have to get consensus from below and approval from above and have the means to scramble for money to do anything. It's not all bad, but it's different. It used to be interesting and challenging. Now it's getting to be repetitive, argumentative, and tedious."

So why would anyone want to lead an architecture school today? "People have asked me why I am doing this at all," says Eric Owen Moss, FAIA, a well-known practicing architect who began as director at the Southern California Institute of Architecture earlier this year. "That's a fair question, and maybe, in the end, the answer is 'I don't know.' But because I don't know, I am willing to go into it for a few years and try to see whether there are lessons learned that can be passed along to students."

Deans switch schools

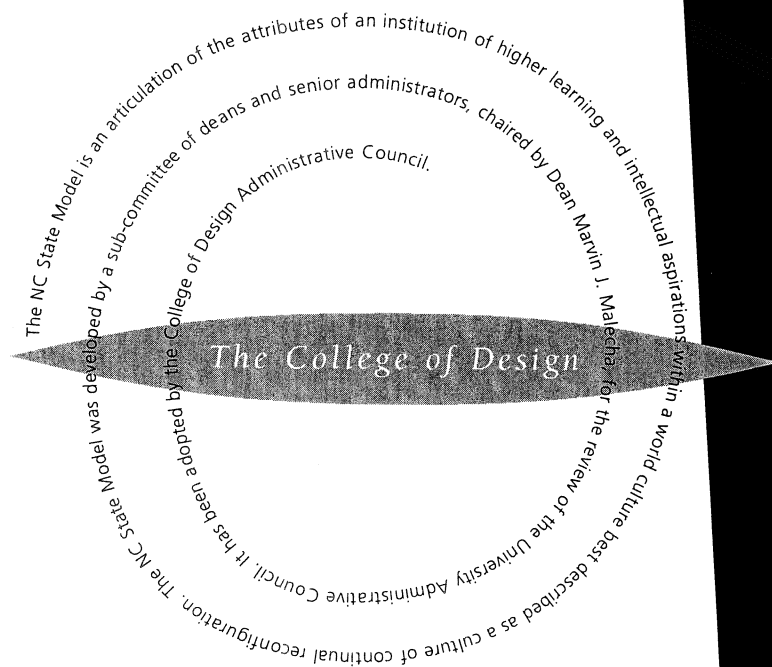
Increasing financial pressure is just one reason why a number of deans have moved from school to school in recent years. "Deans are switching positions to move to situations of greater resources," says Malecha. "There is a pecking order among schools related to opportunity, prestige, and influence."

According to survey information provided by the schools to RECORD, 19 schools of architecture—approximately one in six accredited schools in the United States—have selected new deans or equivalent directors since January 2001. In addition, the following schools are currently in the midst of a dean selection process: State University of New York at Buffalo, Arizona State, Syracuse University, and California State Polytechnic University at San Luis Obispo. Linda Sanders, FAIA, will step down as dean at California State Polytechnic University at Pomona at the end of this month, and Bernard Tschumi, FAIA, will end a 15-year tenure as dean—unusually long for a dean today—at Columbia University in spring 2003.

Greenstreet, who estimates that a dean's average tenure is 4.5 years, says, "There is greater pressure from upper-level administrators—who also have very short terms—and greater short-term demands for deans. We all have limited shelf lives."

RECORD interviewed a number of architecture school deans to gain insight on the challenges they face. Visit the "Interviews" section at www.archrecord.com for extended excerpts

Brooks Hall
N.C. State University
Raleigh, North Carolina



model

THE NC STATE

the nc state model

THE **C**ollege of design

1

AN ENABLING COMMUNITY



VALUING INDIVIDUALS

Students, staff, faculty, and administrators are valued members of the college community and considered fundamental to its future development. Individual achievement is characterized by specified outcomes and incentive planning that both values and rewards individual performance.

2

A FREE MIX OF INTERESTS



FOSTERING PARTNERSHIPS

There is a free mix of academic, community, industry, and government interests on campus. Individual scholarship and the fluidity of multi-disciplinary and cross-functional activities characterized key relationships fostering partnerships between the college community and industry, government and other interest groups.

3

FUNCTIONAL CAPABILITY



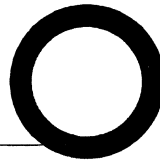
PROBLEM FOCUSED

The college, with the perspective of scholarship, is problem focused, responsive to customer-client needs, and able to anticipate the issues of industry, society, and government. These issues are addressed through the ability of the college to form multi-disciplinary/cross-functional thematic program groupings as needed.

4

NO FIREWALLS ON CAMPUS

THE INTEGRATION OF TEACHING, RESEARCH, CREATIVE ACTIVITY AND EXTENSION



The college facilitates the integration of teaching, research, creative activity, and extension among faculty and staff across disciplinary boundaries. The elimination of firewalls between people and disciplines, and the recognition of the diversity and value of responsibilities people assume, promotes the integration and transference of knowledge within the college and to the complex community to be served.

AN AGILE ADMINISTRATIVE ENVIRONMENT



NURTURING INTERNAL INNOVATION AND EXTERNAL PARTNERSHIPS



The college actively fosters intellectual innovation, entrepreneurship, and non-traditional approaches in all of its mission activities. Therefore, it requires an administrative environment that balances flexibility, productivity, and accountability. The college is user-friendly in serving the needs of its own students, faculty and staff, and those of its many external partners. All aspects of the college internal infrastructure ^ such as policies, business services, facilities planning/management, financing, and budget administration ^ are designed to support dynamic programs. These programs are intended to induce creative solutions, avoid the wasteful use of time, and allow intelligent risk taking.

AN ENVIRONMENT WHERE TEACHING AND LEARNING FLOURISH



RELATING ACADEMIC AND INDIVIDUAL LEARNING PATHS



The college community is committed to providing students innovative and individualized educational experiences that join academic and life-long learning aspirations. Within this environment the leadership practices of individuals are nurtured to promote the understanding of contemporary political, economic, and social skills. Teaching and nourish will flourish in an environment that easily adapts to the changing needs of society.

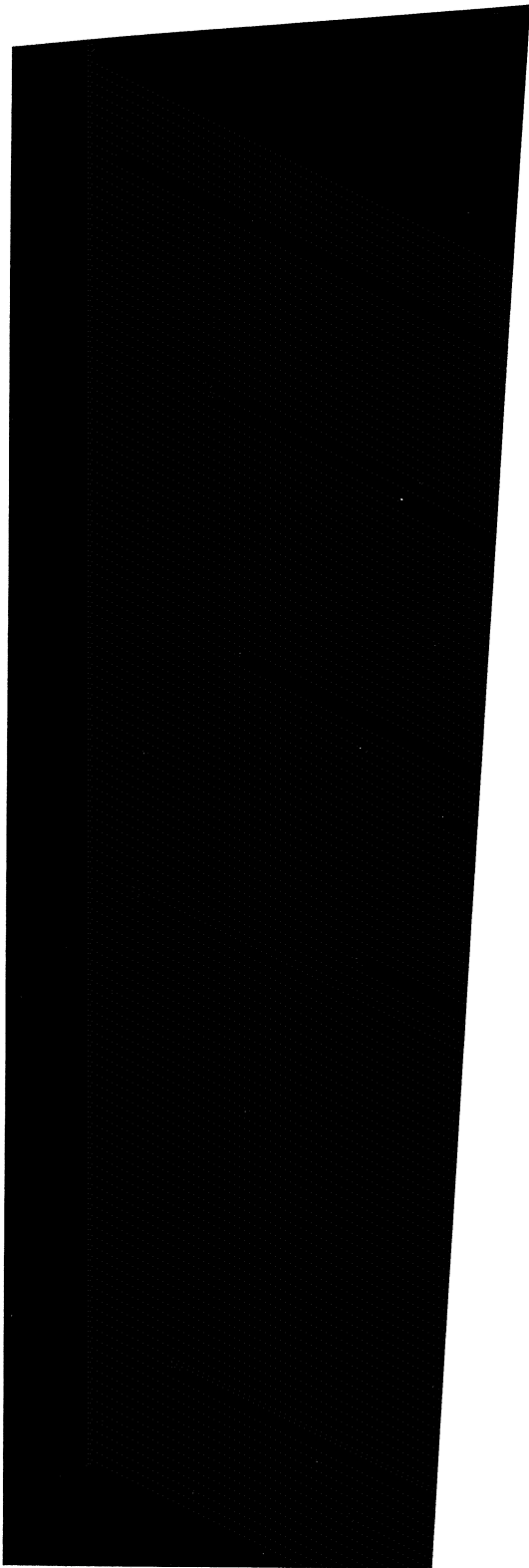
AN ENVIRONMENT OF RECONFIGURATION



RELATING THE NATURE OF WORK TO THE NATURE OF EDUCATION



The nature of the manner by which work is accomplished in society has become increasingly dependent on continually reconfiguring social networks. Such continual reconfiguration must be reflected in the continual reconfiguration of the organization and reconfiguration of knowledge. The era in world society dependent on fixed duties and responsibilities has come to a close. Fixed configuration within the college is an equivalent liability. This is an environment that places value on diverse intellectual positions related to world cultural traditions.



Leadership and Citizenship



COLLEGE OF DESIGN
N.C. STATE UNIVERSITY
RALEIGH, NC

June 1998

Campus Planning and Design

A Proposal for the Involvement of the School of Design students and faculty
In collaboration with
the Office of the Campus Architect and University Facilities Management.

Preface

This proposal has been prepared in response to requests from various constituencies, including members of the NC State University Board of Trustees, for the involvement of the School of Design in the development of the design of the campus. It has been prepared with the intention to foster collaboration among the campus community as well as to instigate an interdisciplinary academic program dedicated to campus design.

Introduction

The design of a University campus is directly related to the learning experience of students and the environment for the scholarship of faculty. Thomas Jefferson understood this integral relationship as he planned the University of Virginia. "We wish to establish in the upper country, and more centrally for the State, an University on a plan so broad and liberal and modern, as to be worth patronizing with the public support. The first step is to obtain a good plan: that is, a judicious selection of the Sciences..."¹ Jefferson went on to call the result an "Academical Village". He foresaw the importance of the connection between the quality of the facilities, the learning experience of the students, and the ability of the University to attract the very best faculty.

The great object of our aim from the beginning, has been to make the establishment the most eminent in the United States, in order to draw to it the youth of every state, but especially of the south and west. We have proposed, therefore, to call to it characters of the first order science from Europe, as well as our own country; and, not only by the salaries and the comforts of their situation, but by the distinguished scale of its structure and preparation, and the promise of future eminence which these would hold up, to induce them to commit their reputation to its future fortunes. had we built a barn for a college, and log huts for accommodations, should we ever have had the assurance to propose to an European professor of that character to come to it?...to stop where we are is to abandon our high hopes, and become suitors to Yale and Harvard and secondary characters.²

Our challenges today on the NC State campus may be defined with similar terms. The physical environment of the campus, the learning experience of students, and the work of faculty and staff are vitally interconnected.

The proposal that follows structures a process that brings together students and faculty from the School of Design, with members of the University Architect's Office, and members of Campus Facilities Planning. It is a proposal that is founded on a curricular program and reinforced by the establishment of a professional peer review process.

A Professional Concentration in Campus Planning

The opportunities presented by this proposal to the School of Design include option to establish a concentration in campus design. This option, an enhancement of our current academic programs, could be offered to students of architecture and landscape architecture. This strategy provides an academic underpinning for the effort to improve our campus environment. A concentration in campus planning would be a significant addition to the credentials of a student graduating from our program. The volume of campus work, and the tendency of industry to create campus-like environments, provides the inspiration to prepare individuals who are able to design or add to such environments.

The Joint Studio

The joint studio brings together students of Architecture and Landscape Architecture each semester to collaborate in teams on projects related to the campus. Students from Horticulture and Civil Engineering will also be invited to participate on specific projects. The Joint Studio will be conducted every semester, alternating between the Centennial Campus and the precincts of the original campus.

This will require the attention of two faculty members from the School. One position will represent the discipline of architecture, the other the discipline of Landscape Architecture.

The premise of this proposal is that we must make this offering available to students in addition to studio course offerings already available as a part of the professional curriculum. Otherwise, a regular studio offering on the subject of the campus cannot be assured.

Graduate Student Assistance

Two graduate students would be appointed, one from architecture, the other from Landscape Architecture, to work in detail on specific proposals that grow from the work of the studio. Graduate students would be given the opportunity to more fully explore ideas and work along with the instructors to develop project ideas for the studios.

Campus Collaboration

The success of this proposal is dependent on the formation of a close working relationship with all campus organizations with responsibility for the physical environment. Therefore, a plan without a structure for such a relationship would be incomplete. This proposal suggests two channels for communication. The first, is an appointment for the faculty member most seriously involved with the joint studio to hold an appointment that essentially brings him/her into the campus planning and facilities organization. The second brings distinguished practitioners onto campus as resources to the studio and as consultants to the University.

Professor-Practicum Appointment

The professor-practicum appointment is proposed to establish a direct operational relationship between the work of the design studio and the University architect's Office. This appointment would provide release time for a faculty member to participate in University planning meetings, assist with architect selection decisions, and the opportunity to identify potential projects.

Peer Review Process

A regular review process by an invited panel of distinguished peers would introduce a level of expectation and challenge that would bring considerable improvement in the design of the campus. This panel would be chaired by the faculty member in the practicum position, and it would include a distinguished group of practitioners who would meet once a semester. Each semester the panel would review campus projects underway, provide consultation regarding the campus plans, and participate with the work of the studio.

System Collaboration

The lessons derived from the experience of a campus design studio have great transferability to other academic environments. Only one other campus in the University of North Carolina system has an architecture program (UNC Charlotte), and only one other (NC A&T) has a landscape architecture program. The School of Design is in a unique position to provide assistance and collaboration to the other thirteen campuses with no programs. The School of Design at NC State is the only comprehensive design program in the system. This role is entirely consistent with efforts already underway in the School to develop extension services.

Professor-Practicum System Collaboration

This appointment is proposed to provide campus design services to the entire University of North Carolina System. This appointment would provide release time for a faculty member to provide consultation, and organize potential studio projects on behalf of interested partners.

Budget

This budget represents the annual cost of the campus design studio as it has been proposed. It is proposed as a new effort within the School to prevent conflicts with other required studio and seminar courses.

Faculty, Student Participation

Studio Instruction (Joint Studio)	29,000.00
Architecture Professor	.33 release time/academic year
Landscape Architecture Professor	.33 release time/academic year
Graduate Student Assistance	12,000.00
Architecture Graduate Student (15 hrs/wk)	6,000.00/academic year
Landscape Architecture Graduate Student (15 hrs/wk)	6,000.00/academic year
Professor-Practicum Appointment	14,500.00
Professor Serving in Advisory/Peer Review Role	.33 release time/academic year
Professor-Practicum System Collaboration Appointment	14,500.00
Professor Serving in Advisory/Peer Assistance Role to the UNC System	.33 release time/academic year

Peer Review Visiting Committee

Peer Review Committee Support	15,000
This represents the annual cost of reimbursement for travel to the campus by a peer review committee of three individuals to visit the campus once each semester and an honorarium for services. approximately \$2,500/individual/semester	

Equipment

Computer Hardware and Related Software	5,000
This represents a dedicated terminal for Campus related projects.	
Visualization Equipment	6,000
This represents time on the Vision Dome with related staff support. 20 hrs/Semester @ \$150.00/hr	

Operating

Studio Support	5,000
This represents reimbursement for the student expenses incurred working on campus projects including; photography, model building materials, drawing materials, and related presentation materials. \$2,500/Semester	
Printing and Publication	4,000
This represents the issuance of a publication of the studio efforts following each semester. Such a publication would be prepared in the format of a series of guideline publications that would give direction to the future efforts of the University. \$2,000/Semester	
Professor-Practicum System Collaboration Support	5,000
This represents an operating budget for travel and office expenses to support the services offered to campuses across the state.	

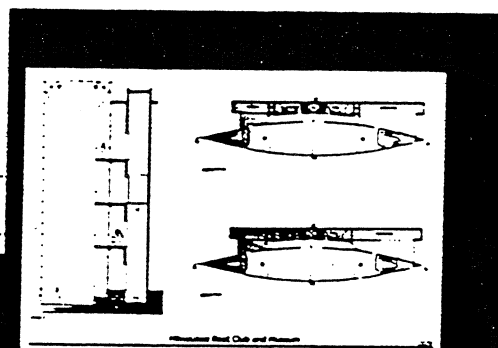
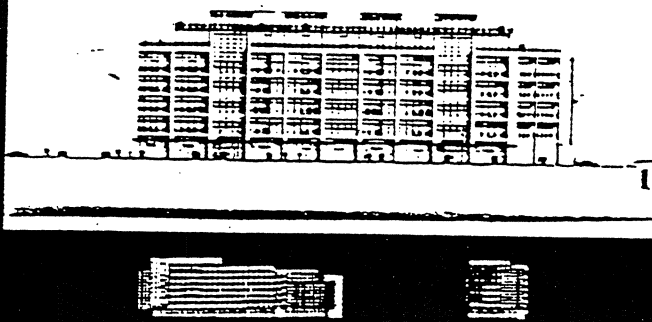
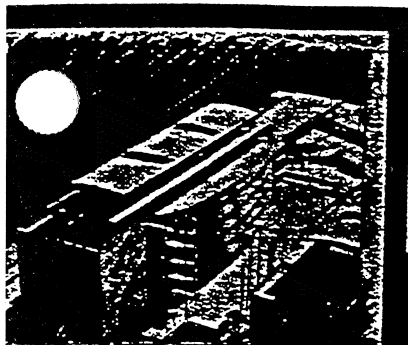
Total Annual Cost	110,000
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Closing

This proposal has been written as a comprehensive, interdisciplinary approach to campus planning and design. It builds on the design studio environment, already well established at this University, and the solid practice experience of the faculty of the School of Design. Further, it is proposed as a program that would become a model among design Schools world-wide. The opportunity to build a program that would bring great benefit to the University while also enhancing the academic experience of the School is an exciting prospect.

Notes

1. Thomas Jefferson's Academical Village. The Creation of An Architectural Masterpiece. Richard Guy Wilson, Editor, Bayly Art Museum of the University of Virginia, the University Press of Virginia, Charlottesville and London, 1993, page 11, note 19, Jefferson to Joseph Priestly, January 18, 1800, Honeywell, Appendix C, 215-16
2. Thomas Jefferson's Academical Village. The Creation of An Architectural Masterpiece. Richard Guy Wilson, Editor, Bayly Art Museum of the University of Virginia, the University Press of Virginia, Charlottesville and London, 1993, page 43, note 87, Jefferson to Joseph C. Cabell, December, December 28, 1822, Jefferson Papers, UVA



CAMPUS DESIGN SOLUTIONS: BUILDING FOR CHANGE ON CAMPUS AND OFF

"Campus Design Solutions represents a unique opportunity to bring together the best minds from the university and the surrounding neighborhoods and use their collective insight on the physical issues that affect our everyday life."

Bob Greenstreet,
Dean, School of
Architecture and Urban
Planning, UWM

Campus Design Solutions (CDS) focuses on improving the physical environment of campuses in the University of Wisconsin system and the neighborhoods of which they are a part. Beginning at UWM, this Milwaukee Idea initiative will bring together groups from the university and community to explore design issues of mutual concern.

For example, Campus Design Solutions has already developed a prototype for low-cost, energy efficient housing for city neighborhoods called The Milwaukee Idea House. CDS may seek answers to parking and transportation problems or look at how to better connect the campus and the surrounding neighborhood through shared spaces such as

gateways and greenbelts. It may also address how to create a sense of identity among campus buildings—many built decades or even centuries apart.

Whatever the project, Campus Design Solutions will be a recognizable, positive force for physical change, on campus and in the community.

For more about Campus Design Solutions...

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Architecture and Urban Planning

University of Wisconsin—Milwaukee

P.O. Box 413

Milwaukee, WI 53201

*collaboration
engaged learning*

THE MILWAUKEE IDEA

The Milwaukee Idea is UWM's leading edge initiative to forge strong, vital community-university partnerships that enhance the quality of life for all.

At the very heart of The Milwaukee Idea is a commitment to collaborative effort, advancement of diversity and the creation of fundamental change for the community and the campus.

The impact of The Milwaukee Idea is far reaching: it makes all of us who live, learn and work here partners in a powerful effort

to meet the educational, economic and environmental challenges that lie ahead for metropolitan Milwaukee.

For more about The Milwaukee Idea...

The Milwaukee Idea

University of Wisconsin—Milwaukee

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Milwaukee, WI 53201

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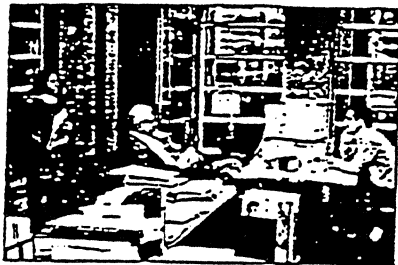
partnership

Leadership and Citizenship

the
MILWAUKEE
idea.

Welcome back! To those of you returning from your vacations and summer jobs, it's good to see you back, and for those of you who are joining us for your first year in the school—don't worry, the big wall is supposed to be painted like a cow (you'll get used to us!).

Last year was a busy one in the program as we celebrated our 30th Anniversary and was, coincidentally, one of our strongest design years ever. The quality of student work from sophomore studios to thesis was remarkable, and the placement of students upon graduation from both departments was extraordinarily fast. Before you hit the books, boards and screens this year, here are a few odds and ends that might interest you.



The New Resource Center

Have you dropped by the Resource Room lately? Lots of books, periodicals, materials and slides and a great place to study.

Mary Mahoney, who runs the place, is working hard to build the collection, so please drop by and see the latest additions.

Computers

It's always a struggle to maintain a good supply of computers and associated output devices available to students at all times, and I'm glad to say the 24-hour laboratory experiment last year was a success, so we will be able to continue it. In the labs, you will notice 25 shiny new machines. It is our hope to start networking the studios this year and, over the next few years, increase the number of output devices to better meet the needs of our students.

Building Improvements

Flushed with our success in converting both 170 and 144 to more usable spaces, we are continuing to improve the technological capabilities of our teaching spaces. This semester we are focusing on 170 (the projector, again!) and 110, which has never really worked that well for projected images.

Scholarships, Scholarships, Scholarships

Last year was a bumper year for scholarships (over 70 in total) with the added bonus of increasing all awards to a minimum of \$1,000. The program will be run again for the 2001/2002 academic year, although the selection process will not take place until next fall, which will work better with overseas program planning and financial aid. If you have any questions about eligibility, please see Joan or Tammy in the Advising Office.

New Publications

Look out for two snappy new monographs in the Third Coast Design Centre.

- The first is called *Beyond SARUP* and contains a glorious compendium of projects, many of them world-class buildings, designed by our graduates. Published to celebrate our 30th Anniversary, *Beyond SARUP* demonstrates the remarkable breadth and quality of design work completed by our alumni.
- Also available later this fall—Professors Grace La and Phoebe Crisman have assembled a fine collection of student designs culled from last year's extraordinary design bonanza. The monograph, entitled *Calibrations*, will also be available for purchase from the Third Coast

Honor Code

Now in its seventh year, the *Honor Code* represents an important benchmark for the professional behavior of every one in the School. It's updated each year, so please take the time to read it. Remember, you have rights and others have rights too.

Student Exhibition

Check out the best work of last year by visiting STUDENT AWARDS EXHIBITION in the Gallery. Some great work accompanied this year for the first time by models from students throughout the program. The Awards Program, supported this year by the Zimmerman Design Group, will be held at 5:00 on Tuesday, September 19th, when last year's winners will be honored and awarded their prizes.

Getting Involved

Excellent student organizations—APA STUDENT CHAPTER, AIAS, MENTARCH, and HABITAT FOR HUMANITY—mean plenty of activities throughout the year. Please take the time to find out what they're up to and join in—there are some excellent programs planned that will enrich your academic experience enormously. If something's missing, in your opinion, let us know and we'll see what we can do.

Have a great year!

Bob Greenstreet
 Dean

Tea & Bikkies returns!



1:00 pm
 in the
 Commons
 22nd
 September

Legal Pitfalls of Administration

Bob Greenstreet

Legal issues have become increasingly problematic for the academic administrator in the past few years and are deserving of a handbook all of their own. The following merely suggests the range of sensitive areas that should become part of the new administrator's awareness radar. They include the topics discussed at the New Administrator's Workshop, the list of contents of the Law of Higher Education, an invaluable addition to the bookshelf, and some useful scenarios used at the University of Wisconsin's training sessions for administrators.

Relevant Statutes: Federal and State

- Public Records Law
- Open Meeting Law
- Family Educational Rights and Privacy Act
- 'Sunshine' Laws
- Lobbying Restrictions
- Copyright Law (infringement and fair use)
- Records Retention Policy (archives)

Personnel Issues

- Tenure and Promotion
- Evaluation and Merit Procedures (documentation)
- Sick Leave and Family Leave Act
 - sexual harassment
 - disability
 - religion
 - age
 - national origin
- Affirmative Action
- I-9
- Unions and Collective Bargaining
- Contractual Issues
- Liability within Scope of Contract
- Misconduct: faculty
- Misconduct: student

Volume 26

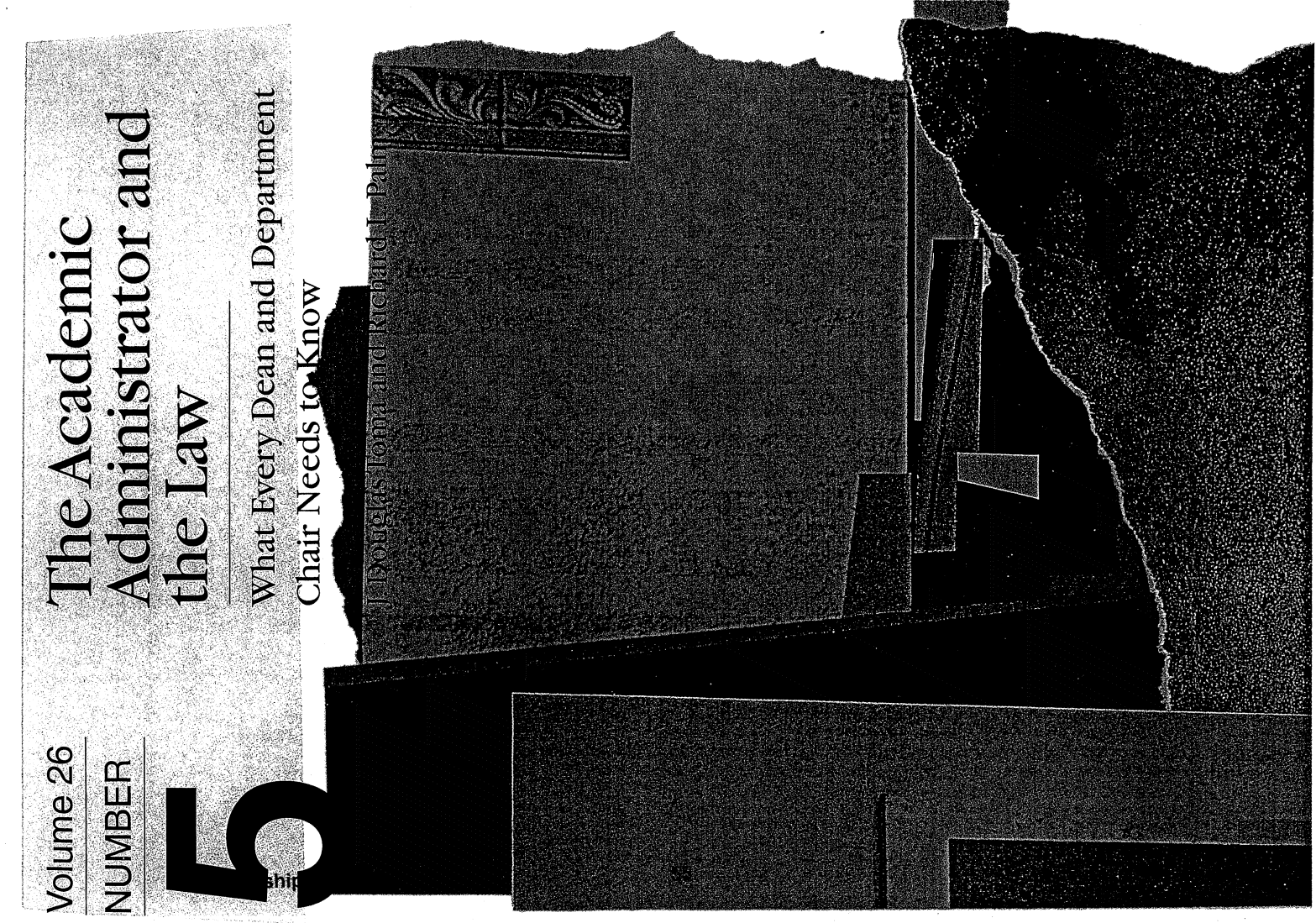
NUMBER

The Academic Administrator and the Law

What Every Dean and Department
Chair Needs to Know

5

J. Douglas Loma and Richard L. Palfrey



The Academic Administrator and the Law
What Every Dean and Department Chair Needs to Know

J. Douglas Toma and Richard L. Palm

ASHE-ERIC Higher Education Report Volume 26, Number 5

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The ERIC Clearinghouse on Higher Education invites individuals to submit proposals for writing monographs for the *ASHE-ERIC Higher Education Report* series. Proposals must include:

1. A detailed manuscript proposal of not more than five pages.
2. A chapter-by-chapter outline.
3. A 75-word summary to be used by several review committees for the initial screening and rating of each proposal.
4. A vita and a writing sample.

ERIC Clearinghouse on Higher Education

Graduate School of Education and Human Development

The George Washington University

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Washington, DC 20036-1183

The mission of the ERIC system is to improve American education by increasing and facilitating the use of educational research and information on practice in the activities of learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

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The deans and chairs who direct academic programs at universities, colleges, and community colleges frequently must address issues that raise legal questions. It is difficult to name a program or a service in higher education that does not intersect with the law in some way. The academic administrator must develop the skills needed to recognize the legal issues that invariably shape the policies and decisions made in a school or department. And deans and chairs must understand the resources available to assist them in resolving these issues, particularly when to call for legal advice.

What Legal Issues Might Arise for Deans and Chairs?

A variety of legal issues are likely to arise in university and college schools and departments. The most common ones involve contract and tort matters for staff and students, constitutional or statutory due process and equal protection, free expression, and external regulation in areas such as immigration and copyrights. The sources of the law that govern these issues are also numerous, ranging from the U.S. Constitution and the constitutions of the states, to state and federal legislation and administrative rule making, to judicial decisions made at all levels, to institutional rules and regulations, to institutional custom and practice.

Does the Legal Community Defer to

Academic Decision Making?

Common across all types of legal issues, sources of law, and institutions is a traditional legislative and judicial deference to academic decision making. Though this traditional deference has eroded over time, it remains pronounced across higher education. But despite the considerable autonomy the law has customarily afforded higher education, it treats public and private institutions differently, and it applies different rules to religious and secular universities and colleges. In particular, public institutions are subject to constitutional provisions.

What Are the Roles of Institutional Counsel and

Academic Deans and Chairs?

Academic administrators must not only know what the law is, but also understand the roles of counsel and the procedural contexts within which lawyers work. Deans and chairs frequently work with attorneys, both those retained by the insti-

tution and those hired in a personal capacity. These lawyers perform a variety of functions, and they owe their loyalty to different institutional clients at different times. One factor is relatively constant, however: Information exchanged between counsel and client is privileged and cannot be divulged.

Also of interest to academic administrators are the actual process of litigation—from complaint and answer, to discovery and trial (or settlement), to decision and remedy—and the issues of authority and delegation that determine whether individuals or institutions will be held liable.

What Issues Do Academic Administrators Face Daily?

The essence of the relationship between employers and employees is the employment contract, whether within the context of one-on-one bargaining between two parties or as part of a broader collective bargaining agreement. Closely related to employment contracts are decisions about hiring and promotion, each of which raises issues of equal protection and due process, particularly given constitutional provisions and statutory protections under the antidiscrimination laws. Moreover, these same issues commonly arise in matters of reappointment, tenure, promotion, and the dismissal and retirement of tenured faculty and staff. Affirmative action frequently plays a role in the employment relationship.

Academic administrators must keep in mind several very practical concerns in hiring and promoting faculty and staff: avoiding inappropriate questions during the interview, respecting individual privacy rights, and following immigration laws. Deans and chairs must also understand and respect faculty members' right of academic freedom while still evaluating faculty performance, taking action when it is insufficient, and investigating and perhaps punishing misconduct by employees, such as sexual harassment.

Courts increasingly decide cases involving students using implied contract theories, having moved from the traditional doctrine of *in loco parentis*. Institutions are no longer necessarily assumed to have a parental-type relationship with students. Students are viewed as consumers with reasonable expectations of institutions for programs and services. In addition, although the traditional deference to academic decision making persists, courts are ever more willing to intervene in campus disciplinary actions involving both academic concerns and disciplinary matters. Typically, the key ques-

tion in disciplinary matters is due process: How much notice and how much process is a student entitled to in a given situation?

Similarly, although courts continue to afford broad discretion to academic administrators in the area of admissions, institutions may be held in violation of the antidiscrimination laws and Equal Protection Clause of the U.S. Constitution when they act in a discriminatory manner, including in the emerging area of disability. Immigration law is also a common issue in admissions. Deans and chairs must also be aware of legislation that governs the confidentiality of students' records, as well as constitutional provisions that protect the right of students to organize and express themselves. Finally, negligence-based institutional liability involving students is a critical concern for academic administrators.

Several state and federal regulations have a substantial effect on administrative decisions for schools and departments, particularly those addressing intellectual property, open meetings, family and medical leave, funded research, and taxation. Similarly, schools and departments are typically heavily involved in accreditation coordinated by private associations that serve a quasi-regulatory function.

The Academic Administrator and the Law includes an extensive list of references that provide more detailed analysis of particular topics. In no way is the report intended to be a substitute for sound legal advice, nor can it answer all legal questions a dean or chair might have. It does provide the background needed to better understand the complex relationships between the law and the administration of academic services and programs in postsecondary education.

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Leadership and Citizenship in the Academy

The Diversity Responsibility

Teaching is unquestionably both a science and an art. However, addressing multiple perspectives requires awareness about complex issues and solid skills for interacting across differences. My own multiple identities and roles in higher education continue to evolve. I am an objective social scientist who also brings a multiracial perspective to the classroom. I have transformed feelings that were once rooted in anxiety into creativity and productivity. My visibility and minority status are inseparable, ever present, and always apparent to me and to my colleagues. Negotiating for power among different belief systems is not a new experience for me or other minority instructors and scholars. I will continue to critically evaluate current research and challenge it. I can only hope the discussion of diversity in my field is undertaken prudently and with due respect for the issues at stake.

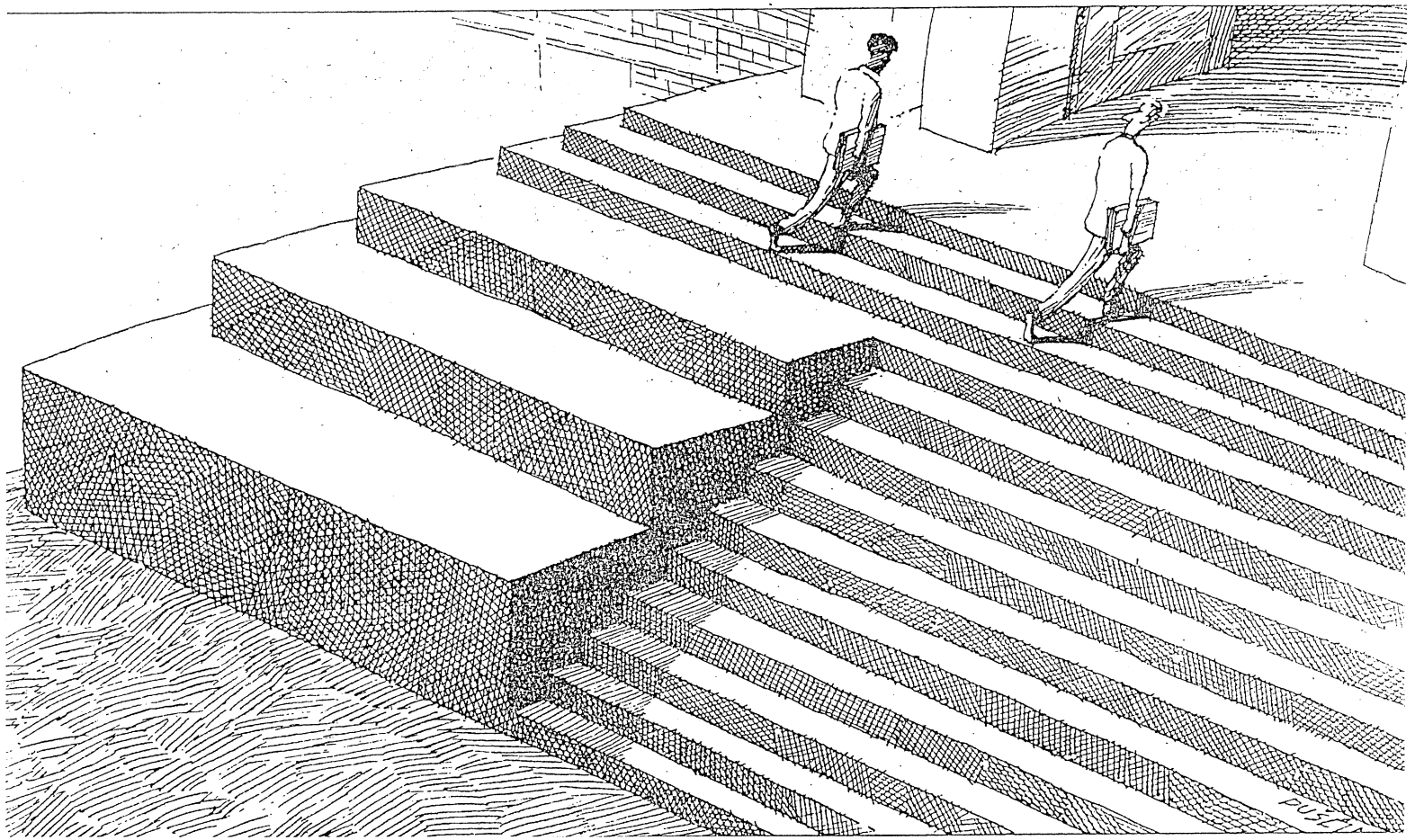
Teaching Diversity, Nina S. Roberts

Workshop Agenda:

Intellectual / Racial / Gender / Cultural / Social / Economic Diversity
Building a Diverse Team
Valuing Ideas

Relevant Articles:

Eight Point Program of Eugene Clyde Brooks
NC State University
Leadership for Diversity
Janet White
Diversity Plan
Marvin J. Malecha
Prioritizing Diversity
Chuck Salter
When an Administrator Receives a Complaint of Harassment
NC State University
Diversity in Design Program 2002
NC State University, College of Design
Guidelines for Implementing Faculty Senate Resolution on Cultural and Ethnic Diversity
The University of Washington



Eight-Point Program of Eugene Clyde Brooks
(to address Student government and provide a guide for the future)
Fifth President - 1923-1934

1. To be able to disagree without resorting to personal abuse.
2. To be free to criticize but without becoming libelous or malicious and striking at character.
3. To be humorous, but without being coarse and vulgar.
4. To point out defects without arrayingh class against class.
5. To condemn wrong doing, but to base condemnation on truth and not on mere rumor.
6. To use public funds legally, and to be conscious of a public duty in the expenditure of these funds.
7. To place all business with the public on a sound business bases that will square with good business ethics.
8. To make honor grow from an inward desire to be honorable, for everyone has the possibility of becoming what he thinks he is, and most people think they are honorable.

LEADERSHIP for DIVERSITY

Janet R. White, AIA, Director
Hammons School of Architecture, Drury College

New administrators have a responsibility and an opportunity to lead their schools with more diversity. As a result of the 1993 Validation Conference, the National Architectural Accrediting Board requested visiting teams to put more emphasis on:

Program Diversity: The program's unique characteristics, mission, or focus and how it contributes to and enriches diversity in architectural education.

Gender, Racial and Ethnic Diversity: In addition to basic equal opportunity and affirmative-action policies and procedures, the program should present ways in which the curriculum, lecture series, etc., contribute to the racial, ethnic, and gender diversity of the program"

Neither outside mandate nor internal policy will satisfy diversity for architectural education. Our best effectiveness will be in establishing programs that promote and nourish our cultural alertness and in organizing faculty and students into a higher gear of mobility and communication to seek out diversity. New administrators should take the early opportunity to broaden their programs to include multicultural education, to take advantage of their administrative capacity to identify, organize and promote diversity, and to get their faculty and students out and to get them out more often.

With many schools operating on limited and reduced budgets, administrators will need to pursue creative ways of implementing and accelerating diversity. A selection of ideas are presented:

1. **Adjunct faculty:** Rethink what might have been used as selection criteria (such as only cost and convenience) for these positions and consciously seek out diversity to fill these important teaching roles. Enlist adjuncts to participate in other parts of your program besides the classroom. They have a lot of diversity to offer.

2. **Ad hoc Committee Members:** Somewhere in the structure of your school there are committees. Take advantage of these administrative wings and include members of the profession, allied disciplines in the community, other faculty in the university, alumni, etc., to help in the decisions and operations of your schools as ad hoc committee members. They are a large pool of diversity to draw from.

3. **Community Collaboration:** An easily accessible resource for interdisciplinary, cross-disciplinary and multi-disciplinary learning in architectural education is available just outside the walls of the institution. It is a shorter distance for bringing in diversity to get to the farther distance to where you are going.

4. Exhibitions: Three important addenda to consider before contracting for "traditional" exhibits would be to set up a network of communication with nearby architecture schools to determine if upcoming exhibits could be "time shared" with minimal shipping costs between schools, or in the alternative, coordinating student groups to travel to see them (perhaps subsidizing gasoline expenses). Also, do not be hesitant to negotiate with sponsors of the exhibits to reduce or waive costs. An enormous amount of multiculturalism can be realized in exhibit work.

5. Field trips: For spontaneous weekend student warriors, organized class expeditions or independent study road trips, faculty and students can experience a greater diversity with greater frequency by attending other activities that include diversity in the programs and the people involved. Again, gasoline subsidy, if available, is a small price for the enrichment it provides individuals who in turn bring back broader viewpoints and increased motivation to the school.

6. Professional Collaboration: There is diversity in the practice community that includes both people and programs. More schools need to tap into this resource more often. Begin with brown bag lunches at the architects' offices. Mobilize the students to organize this one. Be more aggressive with your practitioner colleagues. Results of this fellowship diversity are astounding and lasting.

7. Speakers: Seek out less stardom and more diversity in formal lecture series and selected speakers. Promote topics that venture into diversity issues themselves. Network with neighboring institutions to piggy-back their speakers and once again encourage a mobile attitude and assist your population to venture out and to bring diversity back.

8. Symposia: With or without formal scripts and grants, you cannot have too many forums to discuss the broader issues of architecture and architectural education that offer diversity in socio-political, economic and multicultural terms. Make it a priority for your school.

9. Visiting Positions: Again, restrain stargazing postures for selecting visitors. Consider shorter periods (half semesters in lieu of one semester) to contract with more people to bring in more diversity from these positions. If longer term contracts are necessary, allow more students to have the opportunity to take their courses and avoid isolating the visitors for the more advanced students. It is never too early to begin exposing students to diversity. Rites of passage are antiquated norms for learning with and about diversity.

10. Creating an Environment that fosters Diversity: It is easier to create an environment to entice diversity into a program than it is to maintain that environment to keep diversity there. An "environment of comfort" is needed for both the people who represent diversity and the people who will be changing to allow the diversity to co-exist with them. Approach diversity beyond the superficial call of procuring something different and seriously integrate the people and the programs into the culture so that they will have broader opportunities to be more effective in time. This will take open and more frequent communication and dialogue; although overused terms, they are underutilized practices. Diversity begets diversity; and they are quintessential for that to happen.

May 19, 1998

School of Design

Diversity Plan

Prepared by Marvin J. Malecha, FAIA, Dean, NC State, School of Design

A Commitment to Diversity

Diversity is a concept central to the study of design. Ideas can only evolve in an environment open to inspiration from many sources. The design disciplines are vital to the future of humankind. This connection between the well-being of humanity and design-thinking demands that varying intellectual and cultural traditions, racial and gender perspectives, and individual talents be readily accepted, as essential educational experiences in design education. While the representation of students, faculty, and staff by a diverse population is not the only means to accomplish this curricular objective, it is certainly extremely important. Therefore, the School of Design is committed to a comprehensive plan for diversity is founded on well established principles.

A Commitment to Excellence:

The School of Design is committed to excellence judged by merits that include academic achievement, demonstrated creative ability, intellectual exploration, and the willingness to seek new ideas.

A Passion for Design:

The School of Design is seeking individuals who are excited about the study of design, passionate enough to commit considerable energy to its pursuit, and willing to engage in open discussion and debate on the results of their efforts.

A Commitment to the Well-Being of Humanity:

The School of Design is seeking individuals who are willing to make a commitment to the well-being of humanity. The School of Design is committed to curricular experiences that are relevant to the issues before all of society.

An Appreciation for Varying Ideas and Perspectives:

The School of Design considers diversity a concept that must be measured as the varying pursuit of ideas and perspectives that may only emerge when a critical mass of representatives of such ideas and perspectives are present within the School. The School of Design is seeking individuals who understand that an environment of diversity begins with tolerance.

and,

A Commitment to Active Recruitment:

The School of Design will seek out, through active recruitment, a diverse population of talented and promising students.

A Commitment to Retention:

The School will ensure a tolerant and supportive environment for all students to assure their continuation and successful graduation. A special attempt to assess the performance of diversity students will be conducted.

It is apparent that, within the School of Design, diversity is directly related to the quality of the learning experience. Therefore, the diversity imperative relates to the nurturing of values within the students of the School to prepare them for their responsibility as future leaders of the design professions. The true representation of a diversity of ideas within the School is dependent on a critical mass of representatives of diverse perspectives. Such a representation is not dependent on abstract numerical goals, rather, it is founded on the idea that the School will be greater than the sum of its parts by its passionate pursuit of ideas.

A Diversity Profile

The School of Design has adapted an approach to admissions that is focused on certain individual attributes that may indicate a reason to believe an individual will successfully complete design studies. The process is characterized by gray areas, since standardized tests do not reasonably assess qualities, such as creativity and resourcefulness. Yet, it is these very attributes that often signal who has the potential to make a significant contribution to the design community. Therefore, the *Diversity Plan* of the School of Design is defined by attributes, which may indicate the potential of an individual to study design, and the value that individual would bring to the School of Design Community.

Demonstrated Creative Activity:

The individual has demonstrated by creative activity, and through an articulated statement of understanding, knowledge of the design disciplines. This should include a demonstration of creative ways to acquire information.

Non-traditional Perspectives:

The individual has a non-traditional, possibly culturally or racially based, perspective of the world. The individual identifies with a group that is distinct for cultural, racial, or geographic reasons.

Active In Community Service:

The individual has been active in community activities. In particular, this individual has accomplished specific goals in a community setting.

Positive Self-Concept and Realistic Self-Appraisal:

The individual has a positive self-concept. This individual assumes that he/she will be able to adjust to new challenges and situations. This individual is able to manage realistic self-appraisal. The individual is able to absorb both positive and negative feedback without overreacting. Furthermore, the individual is able to alter behavior on the basis of feedback.

Demonstrated Leadership:

The individual has shown evidence of influencing others. The demonstration of leadership includes evidence of accepting responsibility and serving as a mediator of the desires of a group. Leadership qualities include the acceptance of responsibility and a reluctance to see others as the source of one's problems.

Ability to Work Within a System:

The individual is able to work successfully within a larger system, this includes the willingness and ability to work with others. The individual works assertively within the system to meet particular demands and to achieve maximum benefit.

Ability to Set Goals:

The individual is able to set goals and proceed towards the realization of objectives with determination and patience.

Processes that are intended to determine admissions, scholarship awards, or special recognition must provide a fair basis for decision-making. Diversity, when it is properly defined, must make allowances for geography, rural and urban conditions and economic opportunity, as well as representation of accepted definitions that include race, culture, and gender. A university is dependent on a healthy intellectual climate, and the School of Design can only thrive where creative activity fosters the generation of new ways of doing and thinking, even in the midst of traditional tendencies.

Measures for Assessing Diversity

The establishment of measures to assess the diversity of a student, faculty, staff community is troubled by many conflicting inclinations. Clearly, the School has not set aside positions to achieve diversity in admissions, fiscal support or any form of recognition. Yet, the School continues to recognize the need to create a more diverse community to enhance the learning experience of the students by enriching curricular offerings and by promoting greater variation in the perspectives that individuals bring to the classroom. The measures for accepting diversity in the School cannot be solely determined by numerical objectives. However, it is unrealistic that the question of numerical representation should be totally dismissed. There is the question of a critical mass of individuals bringing a diversity of perspectives into the School, so that it raises awareness to a level that is appropriate to the context of a society reflected beyond the boundaries of the School. How does the School determine what is a critical mass? The approach toward answering this question is based on defining the attributes for assessing diversity in the School of Design.

The School is Committed to the formation of a Critical Mass of Diversity:

A critical mass of people and ideas is characterized by the effect of those people and ideas on the context in which they exist. In the School of Design the measure of the effect of people and ideas on the design community is closely allied to the influence of a department. The definition of a critical mass in the School is comparable to the population of a small department.

A Commitment to bringing African-American Representation to Critical Mass:

The first priority of the School of Design Diversity Plan must be to specifically address African-American representation in the School community.

A Commitment to the Regular Assessment of School Performance Toward Achieving Diversity:

While numerical assessment is precariously near a superficial measure of diversity, it cannot be discounted. There must be a regular accounting of the size of the School population's diversity to insure that progress is being made toward setting the possibility for achieving a critical mass.

Required Action

The commitment to a plan for diversity is a call for a broader discussion of what is most desirable in all students of the School of Design. Only through such a perspective is it possible to discuss diversity. Otherwise, the School will be a victim of a narrow definition of diversity in terms of numbers. There must be no confusion within the School regarding the importance of diversity. A diversity of thought, cultural and racial influence and gender perspective, is essential to the well being of the School of Design. This must inspire the search for a more diverse Design community. The School of Design must undertake a plan of action that is pro-active in its commitment to diversity. This plan of action is best defined by attributes that will define both aspirations and the logistics necessary to achieve a diverse community.

A Commitment to Recruitment:

The School of Design must develop a strategy for recruitment that enriches the pool of applicants to both graduate and undergraduate programs.

A Commitment to Retention:

The School of Design will develop and maintain an intellectual and social climate that encourages and responds to the active participation of all members of the student community. This will be done to increase the success of students as they matriculate through the program.

A Commitment to Curricular Response:

It is apparent that diversity must be reflected in curricular offerings, as well as in the population of the School. Course materials must be developed that reflect the diversity of cultural, gender, and racial perspectives.

A Commitment to a Diverse Faculty and Staff:

The School must, when the opportunity exists, bring greater diversity to the faculty and staff.

A Commitment to Establish an African-American Alumni Task Force:

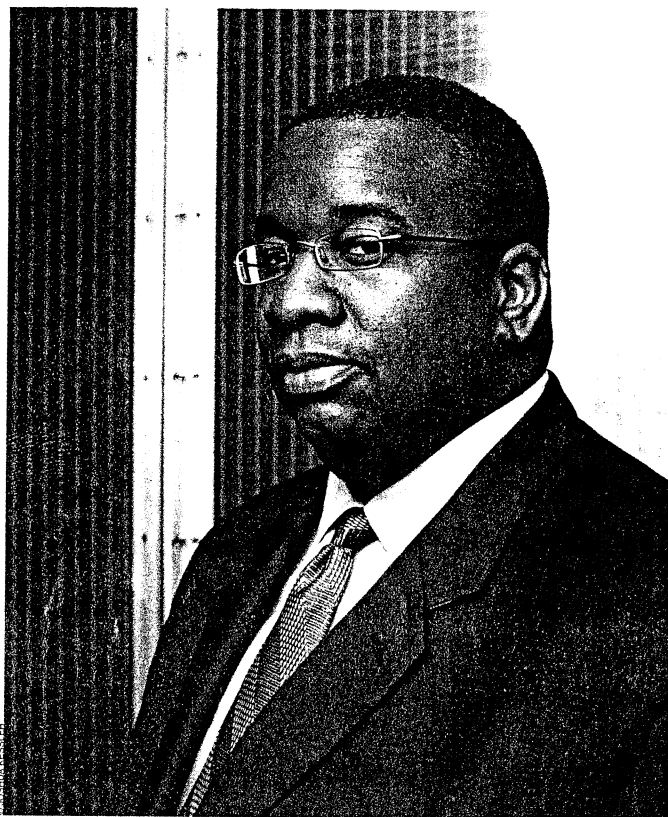
The School of Design must establish a community task force to actively promote the recruitment of candidates. This group should also be invited to actively participate in the process of admissions. A community advisor to the School Admissions Committee is appropriate.

A Commitment to Exceptional Action:

It is apparent that it may be necessary for exceptional actions to be undertaken to achieve a critical mass of diverse populations within the School. Although this action must follow a blind admissions process, it cannot be discounted. Such action must be the direct responsibility of the Dean.

The objective of this plan is to achieve a Design Community that celebrates a diversity of ideas and traditions.

PRIORITIZING DIVERSITY



Mark Warner was running for governor of Virginia when he met with a group of African-American business leaders. He was looking for their support. Warner gave a good accounting of all that he'd done as a venture capitalist to generate more opportunities for minorities in the state, including the creation of a high-tech internship program for students at predominantly black colleges. The one area where there hadn't been much progress, Warner said, was in venture capital. The problem was a familiar one: There weren't enough blacks with the necessary background.

One of the leaders sitting in the audience that day was Joe Watson. After the speech, Watson told Warner, "You're wrong. They're out there." And to prove the point, he set up a meeting between Warner, some members of Watson's network of talented minority business executives, and a group of VCs. Warner was impressed — so

impressed that, after he won the election, he made Watson a part of his transition team. Working pro bono, Watson orchestrated an extensive talent search that turned up women, blacks, Hispanics, and Asian-Americans, among others, to fill the Warner administration, particularly at the highest levels. The result: In 7 of Virginia's 10 cabinet departments, either the cabinet secretary or the deputy secretary is a minority. "It's significantly more diverse than it was before," says Warner. "I think it reflects the changing face of Virginia."

One notable omission on the staff, however, is Watson himself. "I've tried to recruit him twice," the governor says, "but he's committed to his business."

"What I have a real passion for is helping people who get overlooked," Watson says. The founder and CEO of the executive search firm StrategicHire.com, based in Herndon, Virginia, Watson has become one of the most connected African-Americans in the

"IF YOU WANT TO FIND TALENTED WOMEN AND PEOPLE OF COLOR FOR YOUR ORGANIZATION, YOU CAN. BUT YOU HAVE TO MAKE IT A PRIORITY."

high-tech community around Washington, D.C. He specializes in finding and placing highly skilled minority candidates in high-level slots.

Watson's business is addressing a common lament of seemingly well-intentioned executives: "I'd hire more women and minorities, but I can't find qualified people." Sometimes it's just a dodge; sometimes it's a genuine concern. "We need to talk about 'can't,'" says Watson, 35. "If you want to find talented women and people of color for your organization, you can. But you have to make it a priority."

Watson encourages companies to get serious about diversity not only for reasons of social equity, but also because it's smart business strategy. If you want to satisfy customers from diverse backgrounds, Watson says, you need a diverse mix of employees who are more likely to understand them.

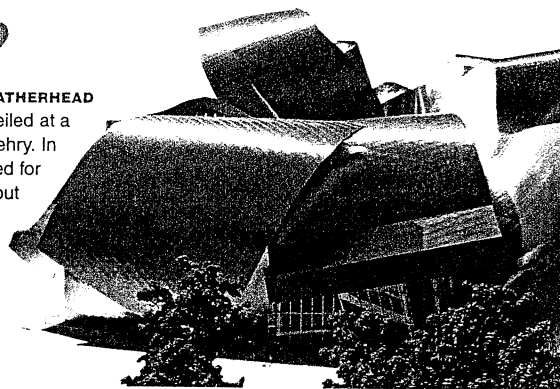
This type of inclusion, says Watson, "isn't about joining hands and singing 'Kumbaya.' This is really about improving corporate performance. Inclusion is a mind-set. You open minds by bringing people together."

— CHUCK SALTER

DISPATCH: CLEVELAND, OHIO

WHEN IS AN MBA LIKE AN MFA?

The building is just the beginning. A stunning Frank Gehry design, the Peter B. Lewis Building at the **WEATHERHEAD SCHOOL OF MANAGEMENT** at Case Western Reserve University, in Cleveland, Ohio, was recently unveiled at a two-day event, "Managing as Designing." The gathering was highlighted by a keynote address from Gehry. In his presentation, Gehry spoke to the common elements of managing and designing — and to the need for companies to go beyond economics to meet the demands of various constituencies. To learn more about the event, visit the Web (<http://design.cwru.edu>).



When An Administrator Receives a Complaint of Harassment

NOTE: For the purposes of this document, “grievant” refers to a person making a complaint regarding harassment related to race, color, religion, creed, sex, national origin, age, disability, veteran status and/or sexual orientation. “Respondent” refers to an individual, as identified by a grievant, as having exhibited harassing behavior [but use of this term does not indicate an assumption of guilt or innocence; it is used merely for generic identification of persons accused of harassing behavior].

- **Document the allegations** the grievant presents to you as well as the outcome of your conversation(s) with the grievant.
- **Maintain impartiality**; avoid expressing opinions about the character or ability of the respondent or other persons involved. Refrain from making statements about whether you believe or disbelieve the grievant or whether you believe or disbelieve that harassment has occurred.
- **Maintain confidentiality but take care to avoid promising the grievant complete confidentiality** because others may need to be involved in the resolution of the complaint. For example, you may let the grievant know that you will call the Office for Equal Opportunity to consult with them about the concerns that the grievant has presented to you.
- **Help the grievant understand the options** available to her or him for addressing or resolving their complaint. These included (but are not limited to):
 - Contacting the Office for Equal Opportunity at 513-1234 (Director of Harassment Prevention & Equity Programs) or 515-3148 (main number) – addresses complaints made by faculty, staff and students.
 - Employee Relations/Human Resources at 515-4300 (Assistant Director of Employee Relations) – addresses complaints made by SPA and EPA employees.
 - Office of Student Conduct at 515-2963 (Director of the Office for Student Conduct) – address complaints made by students.
- **Encourage the grievant to maintain his or her documentation** of the incident(s) involving harassment, and let the grievant know that a formal complaint will need to be made in writing if he or she wishes to pursue resolution in a formal manner.
- **Consult with the Office for Equal Opportunity** about the appropriate means for addressing the complaint.
- The Office for Equal Opportunity has created a resource handbook for administrators entitled the *Administrator’s Guide for Resolving Unlawful Harassment Claims*. If you wish to receive a copy of this, contact the Director of Harassment Prevention & Equity Programs at 513-1234.

DIVERSITY IN DESIGN PROGRAM 2002

PROPOSAL TO:

North Carolina State University Office for Diversity and African American Affairs
Diversity Initiatives and Programs Grant

FROM:

North Carolina State University
College of Design

CONTACT INFORMATION:

Marva C. Motley, Assistant Dean for Student Affairs, 515-8329
Kermit Bailey, Associate Professor, Graphic Design, 515-8360
Box 7701, NC State University, Raleigh, NC 27695

REQUEST:

The College of Design requests \$20,000 from the NC State Office of Diversity and African American Affairs to support the initiatives stated in the ***Diversity in Design Program 2002*** proposal. An additional \$5,000 is requested as seed funding to support the continuation of the ***Design Discovery Program*** successfully began in year 2001. Under the overall proposal, two new initiatives and two continued initiatives are put forth for funding.

The College will match requested funds in the amount of \$10,000 from operating expenses and will supplement the program with in-kind contributions of \$10,000.

PROJECT OBJECTIVE:

It is the expectation of the ***Diversity in Design Program 2002*** that opportunities for recruitment of historically underrepresented groups (faculty and students), retention, and outreach efforts will be significantly improved within the College upon successful implementation of the program initiatives. A three-tiered strategy will be implemented to affect this change. The projected impacts and objectives are:

- Relationship building external to the college –
Projected impact: *Recruitment of students and faculty from underrepresented groups.*
- Cultivating and expanding a diversity-inclusive design culture within the College –
Projected impact: *Increase retention among underrepresented groups in the college, overall expansion of diversity inclusive design knowledge disseminated in the college available to all students.*
- Working together, collaborating within the college, university, and local design community -
Projected impact: *Sharing of resources that expand services and influence about diversity in design.*

PROBLEMS OBJECTIVES SEEK TO OFFSET:

Through the institutionalization of diversity-inclusive programming, lectures, and curriculum initiatives all students will benefit as design contexts are increasingly global. The presence of underrepresented groups in (the college of) design does not equate to diversity in design. The College of Design seeks to provide expanded educational opportunities, which give voice to the multitude of design influences. By doing so, we build a diversity-inclusive design culture to situate relevant dialogue, criticism, and creativity. The design practice and education is missing out on a reservoir of ideas, concepts, and perhaps whole new design context that underrepresented groups might inform. The inclusion of such possibilities as normalized within the institution is of benefit to all who study or teach design. We are truly

becoming a global society -- more pluralistic, more competitive. A diversity-inclusive education understanding is a must-have for the 21st century.

Low number of Masters or Ph.D. degree candidates from underrepresented groups in the design fields and College historically:

Through successful recruitment strategies supported by grant funding from a previous Diversity Grant, enrollment in Masters programs in the Department of Graphic Design and Industrial Design are improved compared to the previous 15-year period. Faculty efforts yielded five new African-American admitted students after many years of few or no African American applicants. However, those departments and the college at large recognize additional and continued work remains to be done. In the area of recruitment, overall numbers in the college reflect minimal growth towards our goal of a critical mass. These outcomes are inconsistent as compared to the growth trends among most design fields over a similar period. Currently, no Ph.D. candidates of underrepresented groups are enrolled in the college. A need to initiate, change, and expand the design professions through education is necessary. Because of the highly competitive nature of design practices, increasingly a higher level of specialization and education is required. Designers possessing a master's degree are the most likely to impact the design professions and society in exponential ways.

Relationship of recruitment, retention, graduation to education and employment barriers:

Without appropriate education and support towards graduation (mentors) little opportunity exists for employment. Without employment there can be no professional mentors. Feelings of isolation and rejection can lead to a sense of inadequacy. This is an especially common experience among underrepresented groups in the design profession and design education. In spite of this dilemma, the college celebrates a high graduation rate for all students including those from underrepresented populations (80% at 4 years). The scarcity of established members from underrepresented groups has not only meant few role models for young designers who they may share cultural experiences, but often fewer job opportunities. Design is a social practice. A professional design education at an accredited school is very expensive and most students of underrepresented groups need significant financial assistance to help pay for their education. Given the costs involved, it is expected that future professional students will be even more critical in evaluating the absolute best academic experience. It is clear that diversity of faculty, student population, and an established design culture of diversity-inclusiveness will be among the most considered criteria.

GOALS:

The *Diversity In Design Program 2002* is structured to accomplish the following goals:

- Cultivate an expanded diversity-inclusive design culture within the College, which benefits all students through diversity programming, lectures, and curriculum initiatives.
- Establish relationships external to the College at the national level, which will potentially facilitate a network for the recruitment of faculty and students.
- Increase the number of Masters and Ph.D. candidates in the College from underrepresented groups
- Generate greater student interest from historically underrepresented groups in the design professions at the undergraduate level of study
- Establish and maintain an ongoing outreach program for middle and high schools, which will provide both educational and recruiting advantages
- Increase collaboration within the college, university, and local design community that expands services, influence, and knowledge about diversity in design.

METHODS:

The Diversity in Design Program is a four-part program proposed as follows:

1. Recruitment efforts at the Masters and Ph.D. level:
The College will intensify graduate recruitment efforts under the proposed plan for 2002. Recent funded efforts in the recruitment of graduate students have yielded some modest success. The College seeks to build on this momentum by beginning the process of institutionalizing recruitment activities. A plan or model of action must be developed for college-wide implementation. The Department of Graphic Design and Industrial Design are designated as targeted "test case" departments for the graduate recruitment initiatives. These particular departments are identified specifically based on available faculty, demonstrated track record in recruitment efforts, and efficiencies situated by common academic issues. Faculty members will identify and initiate relationship-building activities with academic institutions likely to produce Masters candidates from underrepresented groups. Ideally schools/colleges will have 4-year degrees in areas similar or related to the College of Design. As a starting point, the relationship-building activity targets east coast universities. In relationship building, College of Design faculty will seek to initiate dialogue relative to graduate education. This will happen through faculty request of visitation to outside design programs, working with academic organizations, and networking among individual affiliations. Recent recruitment efforts suggest that this strategy is a necessary first step in establishing a graduate candidate pool. Outcomes will be measured by increase in graduate enrollment. Emphasis is placed on initiating on-going dialogue, relationships with programs and students of interest. The College of Design faculty in the targeted departments will seek to visit eight east coast programs (four per semester) for the purposes of recruitment. Funding will support graduate recruitment travel, workshops and promotional materials. Funding will be reserved to assist 8 to 10 students who will visit the College of Design as part of a graduate recruitment visitation program in the spring semester.
2. Implementation and normalization of diversity-inclusive programming and lectures:
The College of Design is committed to the goal of building an overall diversity-inclusive design culture consistent with goals established in its compact plan. This will have lasting institutional impact in relationship to strengthening curriculum and the recruitment of all faculty and students. In addition, a more concentrated effort in building a diversity-inclusive design culture is likely to have a positive affect on retention among students from underrepresented groups in particular. The college seeks funding to assist with the implementation and normalization of diverse programming and lectures. This will benefit all students. Funding will be used to assist and encourage each of the departments in the college (5 total) in the sponsorship of a lecture or programming effort, which addresses objectives put forth in the diversity initiative proposal. Funding for such department activities qualify under an equal cost-sharing basis only.

Collaborative efforts

At its core, The College of Design realizes that design is cultural production, impacting all spheres of life. With funding, we will pursue and initiate co-sponsorship opportunities to collaborate with campus units such as The African American Cultural Center, Africana Studies, the Women's Center, etc. as possible means of building and expanding a richer, more diverse design culture. Funding will be used to co-support one major lecture or program accessible to the larger university community in the spring 2003. By understanding design as cultural production, we expand the possibilities of its discourse via lecture/programming to include artist, filmmakers, design scholars/writers, and other makers within popular visual culture. Names of interest to the College of Design include cultural theorist Stuart Hall, art scholar / artist Debra Willis, and photographer Cindy Sherman for example.

In addition, the College of Design actively seeks co-sponsorship opportunities in diversity oriented programming with community organizations such as North Carolina Museum of Art, Raleigh Chapter of American Institute of Graphic Arts, The Organization of Black Designers (Washington, DC), See Saw Studio in Durham, NC, Exploris Children's Museum in Raleigh, NC, and Discovery Place in Charlotte, NC. If available, Funding will be used to collaborate with those organizations in co-sponsoring diversity based programming.

3. Scholarships to Design Residential and Day Camp:
Since 1984, North Carolina State University's College of Design has sponsored a summer Design Camp program for high school students. With support from a prior grant, the college instituted a Day Camp in the summer of 2002 to make this popular academic experience more affordable for underrepresented students (\$250). For first time in over 15 years the camp enrollment reached 25% for underrepresented students. The Residential Camp (\$500) has traditionally brought students from all over North Carolina and surrounding states to the NC State campus for a weeklong design program. For five days, campers spend time in studio settings responding to design problems assigned by faculty members in the college's disciplines of architecture, landscape architecture, graphic design, industrial design, and art and design. In addition to studio projects, participants attend lectures by professional designers such as architect Phil Freelon from the Freelon Group, exhibit designer Jane Eckenrode from the NC Museum of Natural Sciences, and Angela Medlin, a product designer with Adidas. Design Camp helps build students' self-confidence by showing them how to value their own ideas, how to respect the ideas of others, and how to combine the two as a positive solution to any given problem. In addition, they are exposed to diverse points of view and a variety of role models who stress the need for higher education and the results achieved by dedication to a craft or profession. Funding will support scholarships to Design Residential and Day Camps at the discretion of the director.

***Seed funding request of \$5000**

(Charles Joyner, Professor, Art & Design – Design Discovery)

4. The Design Discovery Studio 2002
"Color My World: Celebrating Diversity Through Photography," is a continuation of the nine week Design Discovery studio taught on site at SeeSaw Studio in Durham last spring. The project's site will shift to Wake County and the campus of NC State University. The project will ask students to use the medium of documentary photography and writing as vehicles to explore diversity in our community. The objective of the project will be to bring college and high school students together in teams in order to document diversity as it is experienced in their families, communities, workplace, classrooms and laboratories, churches, and events within the context of their lives. The interactions resulting from this project will provide open dialogue about diversity among the student participants. The project will also provide a means by which students gain cultural awareness through both images and writing. Teams of NC State and Wake County high school students will be given intensive instruction in documentary photography. During the instruction session and workshops, students will participate in open discussions about diversity and share the results of their project. Students will be encouraged to explore ideas and issues from various sides, to rethink their own premises and hopefully gain understanding that comes as a result of analyzing their own beliefs against those of students with other views. After intensive instruction in Basic Photography skills, students will spend several weeks documenting and producing their results. The finished photographs and essays will be mounted in a series of exhibitions that may be shown at such venues as the NC State African American Culture Center and schools in Wake County. The student photographers will produce a publication of photographs and short essays. Funding will support faculty and teaching assistants, production materials, and the development of instructional packets.

EVALUATION:

An evaluation report will be prepared that will include:

- utilization of the program: who is served and how many
- enrollment statistics for Design Camps
- tracking of masters and undergraduate applicants
- written evaluations completed by participants as well as school personnel
- survey/questionnaire and personal interviews administered to students
- record of faculty involvement to measure effectiveness of efforts
- assessment of diversity within curricular experiences of students
- assessment of admission, retention and graduation rates

All statistical information, along with examples of student work, will be made available to the participating school districts, the North Carolina Department of Public Instruction's Arts Coordinators and to all funding sources.

SCHEDULE OF DELIVERABLES:

Four recruitment trips to be made in each of the spring and fall semesters 2003

University wide lecture to be held in spring 2003

Graduate students visits to occur in spring 2003

Design Camp scholarships awarded summer of 2003

Design Discovery Studio spring and fall semesters 2003

Curricular Research spring 2003

SUMMARY:

The Diversity in Design Program 2002 directly addresses issues articulated in the College of Design's Compact Plan. The College has already begun to implement several diversity strategies aimed at improving the internal climate, awareness of minority achievements and diversity in the curriculum. Funding for recruitment initiatives and scholarship funds are currently being sought through donors and enrollment is slowly increasing. The college recognizes that much work remains to be done. To achieve the goals of the Diversity in Design Program 2002 continued support will be required and will be vigorously sought through endowed funds, professional organizations and philanthropic resources. This proposal represents a need for immediate funds that will assist the college in making significant progress towards our goals.

College of Design "Diversity in Design 2002" BUDGET

Projected Income

Office of Diversity Grant Funds	\$20,000
College of Design Match	\$10,000
In-kind Supplement (match)	\$10,000
TOTAL	\$40,000

Projected Expenditures

Program Coordinator & Staff (25% in kind)	\$10,000
Diversity (Lectures or Program Initiatives) (5 @ \$1,700)	\$8,000
Funding for 8 College recruitment visits	\$ 7,000
Spring Visitation Program (8 to 10 prospective graduate students)	\$9,000
Development of Curriculum/Program Materials (diversity research and recruitment materials)	\$3,500
Design Camp Scholarships	\$2,500

Total Expenditures	\$40,000
Less College Match	\$10,000
Less In-kind Supplement	\$10,000

*Funds Required for Seed Money for Design Discovery \$5,000
Requested Amount \$5,000 – non match

TOTAL REQUESTED	\$25,000
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THE UNIVERSITY OF WASHINGTON
GUIDELINES FOR IMPLEMENTING FACULTY SENATE RESOLUTION
ON CULTURAL AND ETHNIC DIVERSITY

Prepared by the Faculty Council on Academic Standards of the Faculty Senate.

Introduction

The Faculty Council on Academic Standards has developed the following guidelines to assist departments in conducting curricular reviews and submitting plans for curriculum development where applicable. The Resolution on Cultural and Ethnic Diversity (attached) identifies a broad learning goal, the development of critical thinking skills in the area of cultural and ethnic diversity. It provides departments the opportunity to review their curricula to identify the contributions they are making toward this learning goal and to develop plans to revise existing courses or create new ones. These guidelines, rather than setting up a single standard or evaluation, attempt to define relevant learning outcomes for cultural diversity that are consistent with new scholarship in a wide array of disciplines and with educational practice nationally and locally.

Learning Outcomes: Cultural and Ethnic Diversity

There are many topical areas in the study of cultural and ethnic diversity which lend themselves to the development of analytical and reflective skills. This knowledge base includes several decades of new research on cultural and ethnic group histories, writings, and social, political and economic status as well as analyses of the nature of historical and contemporary conflicts over diversity. In today's increasingly diverse society, making wise choices about what to believe and what to do requires the ability to think critically -- that is, to analyze arguments presented, look at problems from different perspectives, make inferences, draw supportable conclusions, and critically evaluate all relevant elements and possible consequences of decisions that work in multicultural settings. The following are examples of possible learning outcomes for departmental courses on cultural and ethnic diversity:

- Examine the social construction of identities by race, gender, ethnicity, class, sexual orientation, and so forth
- Recognize various forms of stereotyping, prejudice, privilege and discrimination
- Understand cultural differences in identity development
- Distinguish between individual responsibility and structural barriers to choice and opportunity

- Distinguish facts, cultural assumptions, interpretations and opinions relating to issues of diversity
- Understand disciplinary approaches in framing and analyzing problems and issues regarding cultural diversity
- Take a supportable position in face of irreconcilable cultural differences
- Think about complex issues from different cultural perspectives
- Differentiate between personal discomfort and intellectual disagreement in cultural conflict situations

This list is not exhaustive. It is meant only to provide a starting point for departmental reviews of learning outcomes associated with the Resolution on Cultural and Ethnic Diversity.

Suggestions For Conducting a Departmental Review

Departmental, school and college approaches to the review and development of plans for curriculum development will be enormously varied. Some departments already have a significant number of courses that enhance students ability to think critically about diversity, but may wish to create more advanced or comprehensive curricula. Others may want to develop a few new courses, and still others may want to embark on significant curriculum development.

Departments may find these questions useful in undertaking a review of courses that teach students to think critically about diversity issues and development of plans for change:

1. What issues of diversity exist in the fields of study in the department?
2. What have other departments in similar institutions done and what success have they had?
3. What concepts and skills related to cultural diversity are currently taught in introductory courses? In the major?
4. What are the departmental goals in teaching about cultural and ethnic diversity? Are they being met?
5. How can the departmental curriculum in this area be improved?
6. What resources are needed to strengthen the departmental curriculum?

Assistance in the identification of faculty consultants, diversity curricula at other institutions, and bibliographic resources is available from the Curriculum Transformation Project, Box 353050, 685-8276.

College/Department/Unit Assessment

Diversity and Student, Staff, and Faculty Success at NC State

Background: At the September 1998 Deans and Vice Chancellors meeting, the Deans and Vice Chancellors agreed to perform an assessment of diversity within their individual organizations and report the results back to the DVC. Before starting this assessment, the DVC's agreed that a set of broad assessment guidelines would be useful to allow for a more coherent review of the composite results.

Guidelines: The attached guidelines provide a framework for a holistic and balanced diagnosis of the organization. This assessment should specifically address issues of diversity and student, staff, and faculty success at NC State. These guidelines will help an organization focus on the dimensions and actions that contribute to achieving results and will include planning, execution of plans, assessment of progress and cycles of improvement. These criteria are also non-prescriptive and allow each organization to address their individual character and unique issues and needs without being limited to set practices or specific approaches to achieve the desired results. The questions are intentionally broad and ask for a focused response in three dimensions: 1) the approach – one that is systematic, integrated and consistently applied; 2) the deployment – the extent to which the approach is applied; 3) Results - the measures of performance and success relative to appropriate comparisons.

Scoring: Each area should be assessed using the attached scoring guidelines. These guidelines will determine the levels of maturity of the approach, deployment and results within the organization.

Organizational Overview: Before completing this assessment, it would be beneficial for the leadership team to prepare an outline that will identify the characteristics and issues that are unique, relevant and important to the organization. This will allow each organization flexibility in selecting an approach consistent with given circumstances. It will also allow the organization to define a set of valid measures of success for each population.

Basic Description: Provide a mission description, the profile of the organization's populations and the nature of the organizations programs and activities.

Stakeholder/constituent requirements: Identify the important stakeholders and their requirements to include specific programs, activities and services

Partnerships: Identify special partnership arrangements and their special requirements (if any).

Performance: Identify the principal factors that determine performance success and the performance leaders in similar organizations.

Other Factors: Provide information that describes unique nature of the organization, new developments, or factors that affect.

College/Department/Unit Assessment Guidelines

Diversity and Student, Staff, and Faculty Success at NC State

Leadership - Describe how leaders provide effective leadership in fostering diversity and success within the organization, taking into account the needs and expectations of all key stakeholders

- How does the leadership team communicate and clearly incorporate the value of diversity and student, faculty and staff success in the organization's directions and expectations?
- How does the leadership team communicate the expectations for accountability throughout the organization?
- How does the leadership team seek future opportunities to incorporate and embed the values of diversity and success into the organization?
- How does the leadership team maintain a climate conducive to learning, equity and success?
- How does the leadership team incorporate the views and efforts of all constituencies (underrepresented and majority) into the leadership system?

Organizational Strategy – Describe how the organization sets strategic direction and how this strategy is translated into action plans and performance requirements

- How are implementation responsibilities decided and assigned?
- How does the organization track organizational performance relative to the plans?
- How are process barriers (that impede progress) identified and incorporated into the strategic plans and actions?

Stakeholder knowledge/focus – Describe how the organization determines the requirements and expectations of students, staff, faculty, and other important constituents relative to satisfaction, support and success

- Describe how does the organization listens and learns from its faculty, staff, students and other important constituents?
- Describe how key programs, activity and services are determined and/or projected into the future?
- Describe how the relative importance/value of programs, activity and services are determined and/or projected into the future?
- Describe how are constituent inputs including retention and complaints are used to improve organizational performance

Selection and use of Data and information – Describe the organization's selection, management and use of data and information needed to support key processes and to improve organizational performance

- Describe the main types of data and information, including instructional, operational and constituent data and how each relates and aligns to the diversity and success goals
- Describe how the data and information are integrated into measurements that can be used to track and improve the organization's performance and success

Education, Training and Development – Describe how the organization’s education and training address key organization plans and needs, including building knowledge and capabilities and contributing to improved performance, diversity, development and success.

- Describe how education and training address the key performance plans and needs including longer-term employee development
- Describe how the education and training are designed and delivered
- Describe how knowledge and skills are reinforced on the job

Education and Support Processes Describe how the organization’s key processes (educational and support) are designed, managed and improved to incorporate the themes of diversity and success

- Describe how the key requirements are determined or set, incorporating inputs from appropriate constituents.
- Describe how key educational and support process are designed to meet the overall current and future performance requirements
- Describe how the processes are managed to maintain process performance and to ensure results will meet the requirements and desired outcomes.

Results – Summarize results of diversity and measures of success using key measures and/or indicators of educational and support performance

- Summarize current levels and trends in key measures and/or indicators of performance. Include comparative data (internal or national benchmarks). These measures should include regulatory/legal compliance, and other measures supporting the organization’s strategy (new programs or services)

Self-Assessment Scoring Guidelines

Stage 1 - Beginning

- There is no systematic approach to respond to the criteria.
- Information is anecdotal in nature
- Early stages of gathering data, little to no trend data
- The approach is confined to senior management

Stage 2 - Development

- There is the beginning of a systematic approach to address the issues.
- The organization is in the early stages of transition from reacting to problems to the early stages of anticipating issues.
- Major gaps exist that inhibit progress in achieving the intent of the criteria.
- The beginning of a fact-based approach is evident.
- Beginning stages of improvement cycles
- The approach extends beyond the senior management
- Little to no comparative data

Stage 3 - Sound

- A sound and systematic approach is evident and responsive to the primary purpose of the criteria
- A fact-based improvement process is in place in key areas
- More emphasis is placed on improving rather than reacting to problems
- Improvement trends and/or good performance reported in many to most areas
- No adverse trends and/or poor performance levels
- Organization has comparative data in most key areas

Stage 4 - Mature

- A sound and systematic approach responsive to the overall purposes of the criteria
- A fact-based improvement process is a key management tool and clear evidence of cycles of refinement and improvement analysis
- The approach is well-deployed throughout the organization
- Current performance is excellent in most areas with excellent trends
- Organization uses comparative data in all areas and leads or competes favorably in the key areas

The Curriculum Process

Questions Relating to Curricular and Pedagogical Transformation

Curriculum is a core capability and critical process within the academic areas. These questions specifically relate to the curriculum process and have been extracted from the NC State Diversity Plan. These questions may trigger specific responses relative to faculty performance and student success.

Should curricular and pedagogical transformation at NC State seek to:

- Broaden existing ideas and theories so they are more inclusive?
- Better prepare students for increasingly complex and diverse communities?
- Foster in students a comprehensive understanding of the interactions of different groups across history, culture, and society?
- Introduce students to different peoples, cultures, and perspectives?
- Enhance student analytical listening and thinking skills?
- Help students to better negotiate the ambiguity and conflict often associated with differences?
- Provide the skills to be competitive in the global marketplace?
- Comprehend and respect other "ways of knowing?"

From Seven Principles for Good Practice in Undergraduate Education

(Chickering and Gamson, Wingspread Journal, 1987).

Does your faculty adhere to these principles?

1. Good Practice Encourages Student-Faculty Contact. Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps student get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students. Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning. Learning is not a spectator sport. Students do not learn much just sitting in class listening to a teacher, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback. Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from

courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task. Time plus energy equal learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations. Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning. There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

from Minorities on Campus: A Handbook for Enhancing Diversity
(Madeleine F. Green, editor, American Council on Education, 1989).

Questions for faculty on attitudes and behaviors with respect to minority students:

1. What are your expectations of minority students? How do you communicate them? At your institution, is it assumed that minority students are generally less well prepared than majority students? What are your assumptions? What is the reality?
2. Have you ever been in a situation in which you made a comment or engaged in a behavior that you thought was perfectly innocuous but was considered sexist or racist by a student? How did you receive feedback about how you were perceived? How did you deal with the situation? What was the effect of this episode on you? On the other person? Do you ever ask for feedback from students specifically on these issues?
3. How do you deal with silent students? What assumptions do you make about their abilities and attitudes? Do these assumptions differ for majority and minority students?

4. Do you call on minority students as frequently as majority students? When you call on students in class, how long do you wait for them to respond before going on to the next student? Do you wait the same amount of time for a minority student as for a majority student? Do you interrupt students? Do you interrupt minority students more frequently than majority students? Women more than men?

5. Do you sustain eye contact with your students? Do you make eye contact as frequently and for equal periods of time with minority students as with majority students? What is your reaction to students who avoid eye contact with you?

6. How are students seated in your classes? What, if any, relationship is there between where majority and minority students sit and their class participation?

7. When the discussion turns to issues that affect or involve minorities, how do you deal with the dilemma of soliciting the input of minority students without imposing on them the role of "spokesperson for their group"?

8. How do you give feedback to students? Are there differences between the amount and type of feedback you give to minority and majority students and the manner in which it is delivered?

Questions about diversity and the curriculum:

1. What are our current offerings in Afro-American studies? Ethnic studies? Women's studies? Are they separate programs, departments? Profile their enrollments. Which courses have higher/lower enrollment? What is the composition of the student body who enrolls in these courses? (To what extent are majority and minority men taking women's studies courses? To what extent are majority men and women taking ethnic studies courses?) What is the prevailing campus attitude about these courses?

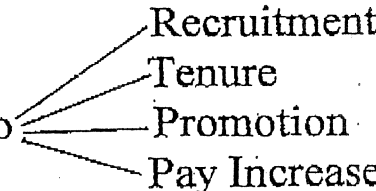
2. Are there any requirements in place that ensure that students develop a familiarity with ethnic and minority studies and culture and history? If not, should there be?

3. How are faculty encouraged to incorporate new perspectives into their courses? Is there provision for release time? Stipends to support research? Grants for new course development?

4. Are faculty encouraged to increase their knowledge of different learning styles and teaching styles? Do you offer workshops, seminars, or mini-grants to assist faculty in improving their teaching and in understanding issues related to teaching in a pluralistic environment? How else might faculty be assisted in improving teaching?

5. Are faculty efforts to transform the curriculum or to improve teaching awarded in promotion, tenure, merit pay? Should they be? If so, how?

DEPARTMENT AND FACULTY ISSUES

1. Relationship of AA, equity, diversity to 
 - Recruitment
 - Tenure
 - Promotion
 - Pay Increase
2. How can chair address issues of diversity + equity without being viewed as PC?
3. How do you handle the increased market value of some diverse candidates?
4. What is the role of the department chair in terms of fostering curriculum transformation + inclusion?
5. Are diverse faculty unfairly burdened with responsibilities for which there is no reward?
6. What does it mean to be a relatively homogeneous faculty and student body and to be asked to address diversity and equity?
7. Is the question of curricular transformation and diversity a moot discussion for math, the sciences + technical fields?

QUESTIONS THAT GUIDE THE FRAMEWORK USED TO EXAMINE FACULTY ISSUES AND DIVERSITY

- What is the ethical responsibility of the professor concerning issues of diversity and the curriculum?
- What is the expectancy value of success for different populations across certain learning environments?
- What is the social and structural environment of a course?
- What skills should we teach so students can live and function effectively in a pluralistic society?
- What pedagogical models facilitate the discussion of diversity and student learning?
- What is the intrinsic and extrinsic value of diversity to faculty?
- How do we create educational structures and environments that allow students to try out diverse experiences?
- Do diverse students choose majors because of the social roles they are expected to play?
- What is the importance of historicizing what we examine and teach in classroom?