

WELCOME TO THE
FACULTY OF
DESIGN AND
ARCHITECTURE
UNIVERSITY OF
SOUTH AUSTRALIA
STRAHAN
CAMPUS

RMIT SCHOOL OF ARCHITECTURE + DESIGN



THE SCHOOL OF ARCHITECTURE + DESIGN, RMIT, IS A MULTI-DISCIPLINARY DESIGN SCHOOL UNDERTAKING SCHOLARSHIP IN 5 DISCIPLINE AREAS:

ARCHITECTURE
FASHION
INDUSTRIAL
INTERIOR
LANDSCAPE

MANIFESTO

OUR METROPOLITAN BASE IN THE CITY OF MELBOURNE PROVIDES A RICH SETTING FOR OUR DESIGN SCHOLARSHIP.

WE UNDERSTAND DESIGN PRACTICE AS AN AGENT OF CULTURAL CHANGE WITHIN AN INCREASINGLY COMPLEX AND COSMOPOLITAN WORLD.

WE EMPHASISE THE ACTIVITY OF DESIGNING AS RESEARCH AND UNDERSTAND RESEARCH AS AN INTEGRATED COMPONENT OF SCHOLARSHIP. OUR DESIGN MISSION IS FOUNDED ON TRI-POLAR, CURATED AND VERTICALLY INTEGRATED SCHOLARSHIP.

MISSION

PROVIDE A RICH AND CHALLENGING SCHOLARSHIP ENVIRONMENT FOR STUDENTS, ACADEMICS AND CREATIVE PRACTITIONERS ENGAGED IN THE ACTIVITY OF DESIGNING.

FACILITATE COGENT CHANGE IN DESIGN PRACTICE AND SOCIETY THROUGH THE ACTIVITY OF DESIGNING.

ENABLE STUDENTS, ACADEMICS AND PRACTITIONERS TO ACTIVELY ENGAGE IN THIS PROCESS.

HEAD OF SCHOOL OVERVIEW: KEY SCHOLARSHIP PRINCIPLES

The strategic direction for our School is underpinned by three guiding scholarship principles: scholarship-of-change; curated and vertically integrated design scholarship; and tri-polar scholarship.

SCHOLARSHIP-OF-CHANGE

We aim to address compelling, contemporary issues such as climate change, globalization and rapid urbanization in ways that facilitate cultural change through design. Our scholars, (students, lecturers and researchers), are risk-takers in the sense that they endeavour to bring about change both in design practice and by practicing design. These changes are pursued through refinement, criticism and experimentation and within an ethical framework of social justice and human rights. The Scholarship-of-change principle provides criteria for the appointment of staff and Adjunct Professors and in the appointment of practitioners to sessional teaching positions.

CURATED AND VERTICALLY INTEGRATED DESIGN SCHOLARSHIP

We encourage staff to be actively involved in designing, as designers themselves or through critical engagement with designing. Our research is based on the activity of designing.

The courses offered by our school are largely delivered in studio mode. These studios are curated according to our tri-polar model. In them staff, students and (in many cases) practitioners explore design research projects. In this way our students operate as empowered studio collaborators in the pursuit of emergent design knowledge and skills.

TRI-POLAR SCHOLARSHIP

Our ambition is to sustain three contested areas of scholarship endeavour across the school. We believe that holding multiple, articulated positions leads to a productive scholarship environment. We understand these three poles as points of intensity within a dynamic constellational structure rather than as fixed points. These three poles provide a focus for curating our design studios, research and the careers of our alumni. Staff and students make clear and deliberate choices in selecting studios and positioning their work in relation to these three scholarship poles.

These can be positions of alignment or opposition or transmogrification.

The three poles provide a critical framework through which we actively curate the careers of our alumni and other exemplar practitioners.

The three poles are not exclusive. The poles interact and overlap and are always in question. Over time they are challenged and change.

Currently the three poles include the Expanded Field, Urban Environments and Advanced Technologies. The Expanded Field deals with issues of ethics and sustainability, regimes of care, art and public space, social needs and the ephemeral. Urban Environments has as its focus a concern for precedent, type, and the pragmatics of infrastructure and the urban scale, including civic consciousness and hence civic narratives. Advanced Technologies deals with the pursuit of rule generated processes in design that allow for the utilisation of new digital and biological technologies.

The tri-polar model provides criteria for the appointment of new staff and Adjunct Professors and in the appointment of practitioners to sessional teaching positions.

Professor Richard Blythe
Head of School,
Architecture + Design

RMIT VISION – 2010

Global in outlook and action, offering our students and staff a global passport to learning and work across five design disciplines: architecture, fashion, industrial design, interior design and landscape architecture.

Urban in orientation and creativity, reflecting and shaping the city of the 21st Century through design practice.

The first-choice provider of work-relevant learning in Australia, preparing students for design professions of the future.

Maintain and strengthen our position as one of Australia's top design research facilities, internationally known for our applied focus and for excellence in design research.

STRATEGIC PRIORITIES

- 1 NETWORKS
- 2 ADMINISTRATION AND MANAGEMENT
- 3 SCHOLARSHIP
- 4 ENVIRONMENTS

Priority 1 / Networks

P1.1 International

- Build selective international networks with institutions and organizations that share similar aims, values and scholarship principles.
- Recognise that productive networks are predicated upon mutual relations built around individuals.
- Pursue network relations that: provide international opportunities for our staff and students; internationalise our on-shore scholarship; assist others in developing scholarship that is aligned with our core values and scholarship principles.

P1.2 Alumni

- Develop ongoing relations with our alumni through our curated and vertically integrated scholarship model.
- Our alumni network provides valuable local and international feedback for our strategic goals from both embedded industry and academic perspectives.

P1.3 Profession and Industry

- Maintain productive relationships with relevant professional and industry organizations.
- Through these relations we contribute back to our professions and industries.
- From these relations we receive regular feedback on issues and concerns germane to contemporary design practice.

Tasks

- T1.1.a Identify significant entities with whom we will foster closer relations
- T1.1.b Determine a priority list of key contacts
- T1.1.c Develop strategies for enhancing these relationships
- T1.2.a Identify alumni who have demonstrated excellence in design practice that can be captured within the curatorial umbrella of our three-poles scholarship model
- T1.2.b Facilitate symposia, exhibitions and publications that document the work of key alumni
- T1.2.c Invite alumni to contribute to the on-going development of the strategic plan
- T1.2.d Invite alumni to participate in Program Advisory Committees
- T1.2.e Identify and invite key alumni to take leadership roles in studios
- T1.3.a Identify key professional and industry bodies
- T1.3.b Map out positions held and roles played by staff in key professional and industry groups
- T1.3.c Fine-tune and facilitate staff participation in professional and industry groups through workload planning
- T1.3.d Invite professional and industry groups to contribute to the on-going development of the strategic plan
- T1.3.e Invite professional and industry groups to participate in Program Advisory Committees

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Priority 2 / Administration + Management

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| <ul style="list-style-type: none"> — Develop administrative and management systems that support the scholarship principles and aims of the School. — Provide an umbrella for the School's five discipline programmes and SIAL to facilitate engagement with the wider university community and alignment with the RMIT Strategic Plan. — Provide transparent governance and resource allocation within the School. — Encourage bottom-up involvement in School governance. — Provide strategic vision that has high buy-in across all sectors of the School community. — Develop career paths for staff that are aligned with the strategic plan. | <p>Tasks</p> <ul style="list-style-type: none"> T2.1 Conduct an external review of administration management (reference documents: RMIT Organizational Review 2006, RMIT Staff Survey 2007) T2.2 Review the current committee structure and operations to facilitate effective and efficient internal governance and to enable effective relations between programmes, SIAL and the wider university community (reference documents: RMIT Organizational Review 2006, RMIT Staff Survey 2007) T2.3 Develop and implement a new budget model (reference documents: RMIT Organizational Review 2006) T2.4 Develop a management reporting system that works reliably and effectively (reference documents: RMIT Organizational Review 2006) T2.5 Manage the implementation and ongoing development of the strategic plan T2.6 Develop and implement an effective work planning model T2.7 Develop a database structure calendar that allows targeted viewing and setting of key events, dates, and deadlines across the academic year T2.8 Align Programmes with the School Strategic Plan |
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Priority 3 / Scholarship

Discovery

- Encourage, facilitate, recognise and reward experimentation (research) that is bound up in the activity of designing.
- Encourage, facilitate, recognise and reward discovery scholarship that achieves substantial recognition through peer review processes that are integral to design cultures and professions.
- Provide mentorship for early career staff and for students making the transition from undergraduate to post-graduate study in design research.
- Be a world benchmark design research facility.

Integration

- Provide research leave opportunities for high achieving staff to devote concentrated time to design research activities that are closely aligned with the strategic plan.
- Provide study leave opportunities for high achieving staff to develop learning and teaching knowledge skills and material.

Application

- Facilitate a dynamic relation between staff and design industries/professions in which research is considered in terms of industry/professional issues and concerns and in which these issues and concerns inform future research.

Dissemination

- Be a world benchmark provider of design education.
- Provide a transparent learning environment for students in which learning and teaching objectives are clearly described and aligned with teaching methods, assignments, assessment criteria, and graduate attributes.
- Provide consistent and productive feedback, both formative and summative.
- Refine selection processes to achieve a consistent broad framework across the school.
- Develop an effective and transparent selection process.

Tasks

- T3.01 Benchmark our research output against key international providers
- T3.02 Develop a set of quality measures of design research output that align with external design research values
- T3.03 Refine school protocols for funding travel for scholarship activities including: research leave, study leave, internal research grants, and teaching relief
- T3.04 Develop and implement a GRC design research supervisor training module
- T3.05 Benchmark our programmes against key international providers
- T3.06 Review alignment of learning/teaching objectives with teaching methods, assignments, assessment criteria, and graduate attributes
- T3.07 Develop graduate attributes
- T3.08 Develop feedback processes and technologies commensurate with contemporary design practice and studio methods
- T3.09 Collect and document external measures of our scholarship (eg Wallpaper ranking of Fashion)
- T3.10 Develop protocols for capturing and communicating scholarship outputs
- T3.11 Develop a studio teaching module for the Grad.Cert in Teaching and Learning
- T3.12 Review and revise current selection process for both domestic and international on-shore undergraduates including tracking from historic data of entry and exit levels
- T3.13 Develop a strategic plan for the workshops

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Priority 4 / Environments

Physical Environment

- Provide a safe and stimulating urban studio environment for our scholarship that facilitates achievement of our strategic goals.

Digital Environment

- Provide a digital environment that facilitates world's best practice design scholarship.
- Provide an effective www front door to the school and its scholarship that can be easily searched from a design culture perspective to facilitate achievement of our strategic scholarship goals.
- Provide a digital interface between the school and external environment that is responsive to design cultures and showcases our scholarship.
- Provide an internal digital environment that allows staff to achieve our scholarship goals.

Tasks

- T4.1 Finalize commissioning of a space briefing architect
- T4.2 Establish a Space Committee
- T4.3 Benchmark space needs against other ATN urban campuses
- T4.4 Commission external evaluation of our www presence from a design culture perspective
- T4.5 Develop clear concept for our web presence
- T4.6 Work with IT services to implement our www vision

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