



# THE CULTURE OF COLLABORATION AT SCAD

IDUS 711 Methods of Contextual Research - Spring 2011  
*Jacqueline Hershman, Stephen Bernasconi,  
Yuan Si, Naveen Sankermenon*

**THE CULTURE OF COLLABORATION  
AT SCAD**

# Contents

Savannah College of Art and Design  
711 Methods of Contextual Research  
Collaborative Learning Center Research Project  
Spring 2011

## SECTION I RESEARCH STRATEGY

PROJECT SCOPE	10
ELICITATION TOOLS	16
FOCUS SHIFT	24

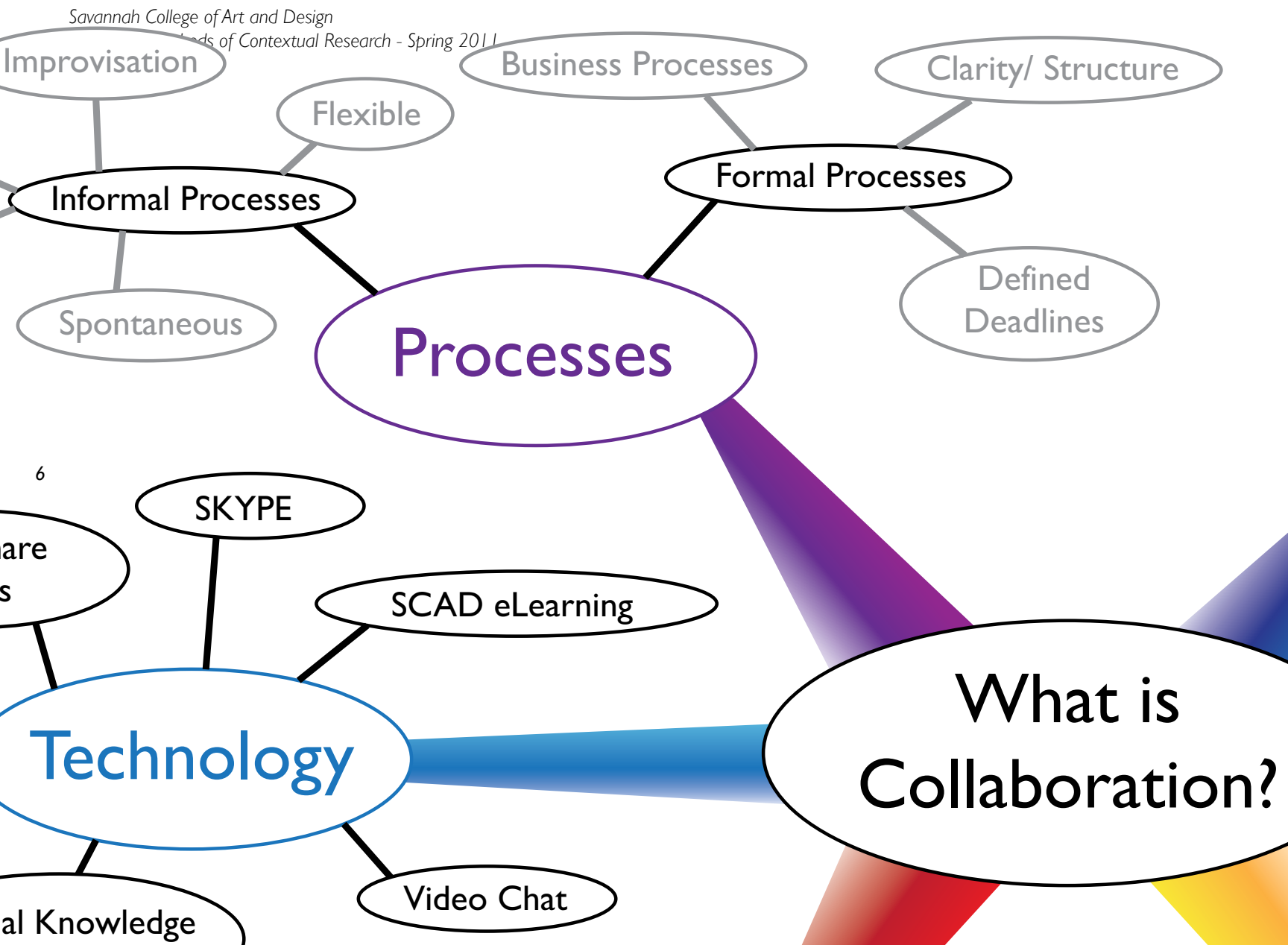
## SECTION II FIELD WORK

METALS & JEWELRY	30
FIBERS	36
ARCHITECTURE	46
GRAPHIC DESIGN	66
FASHION	74
FURNITURE DESIGN	78

## SECTION III ANALYSIS AND INSIGHTS

MODELS	82
INSIGHTS	98

APPENDIX	114
----------	-----



# RESEARCH STRATEGY

This section describes the process that we went through to define our research strategy. This means we planned out how we would perform our research. This process started with researching the term “collaboration” as well as as making mind maps of the subject. We then defined the project scope, created research questions that would drive our research, created interview questions, and found out who we initially wanted to research. This strategy as well as our focus changed after we were in the field for a few days.

# Section I

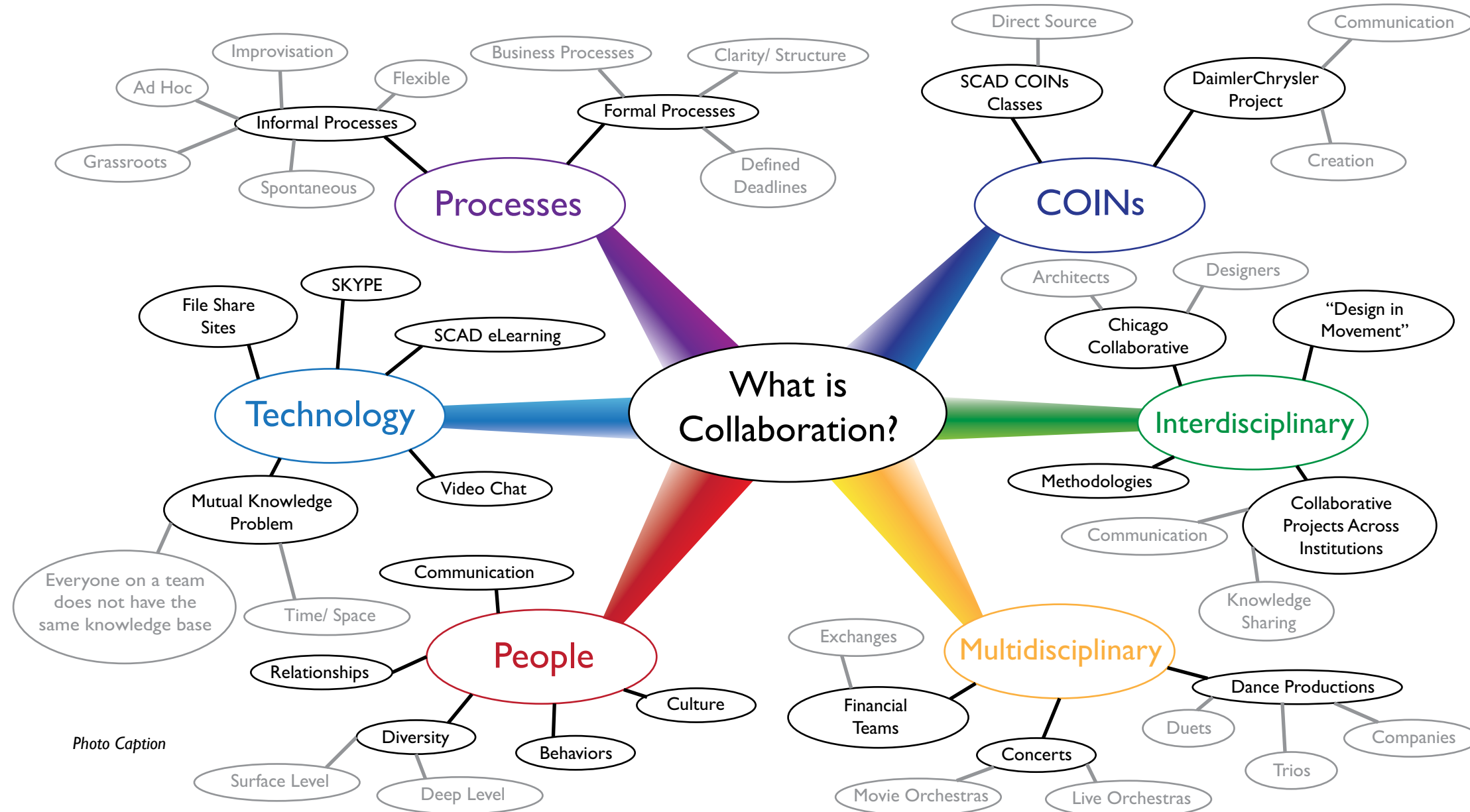


Photo Caption

This is a mind map that was initially created to visualize what the term collaboration meant. Through the development of this model, our team was able to gauge just how broad the word "collaboration" is. The term means several different things to many groups of people. This was important to learn because this was the term we were going to be researching throughout this study and in particular, what the word means in different departments at SCAD.

# Project Scope

Culture of Collaboration at SCAD



Example of a department mind map





Example of a department mind map

RESEARCH QUESTIONS

WHAT MOTIVATES PEOPLE TO COLLABORATE?

WHAT HAS BEEN THE LEVEL OF COMPLEXITY WITH COLLABORATIVE PROJECTS?

WHAT IS A DEPARTMENT OR SCHOOL'S DEFINITION OF COLLABORATION?

WHERE AND WHEN DID COLLABORATIVE PROJECTS START WITHIN A DEPARTMENT?

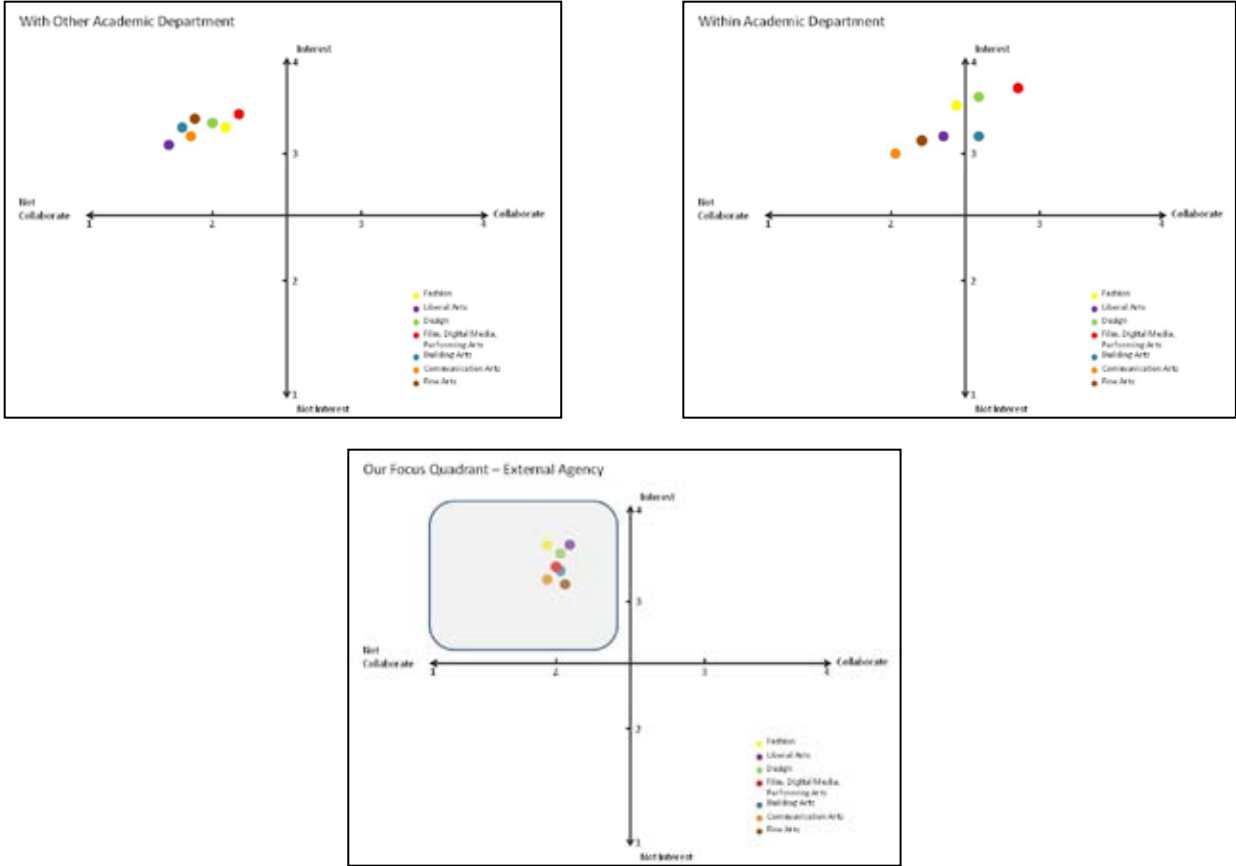
WHAT DO STUDENTS THINK ABOUT COLLABORATIVE?

WHAT DO PROFESSORS THINK ABOUT COLLABORATIVE PROJECTS?

HOW DOES PHYSICAL SPACE AFFECT COLLABORATION?

After looking at the 2 x 2 matrix of external agency collaboration, we saw that there were schools within SCAD that were placed lower on the matrix that really surprised us. One of these schools was the School of Design. We understood that Industrial Design has been working on sponsored projects for a long time, which made us curious as to why the School of Design was placed lower on the matrix. We decided to investigate this as a team. We started with constructing more mind maps of each department within the School of Design. We also wanted to look at who else was not very high on the active collaboration with external agencies. These other schools and departments were Graphic Design and Fashion. After deciding on this route, we designed research questions that would drive the design of the research.

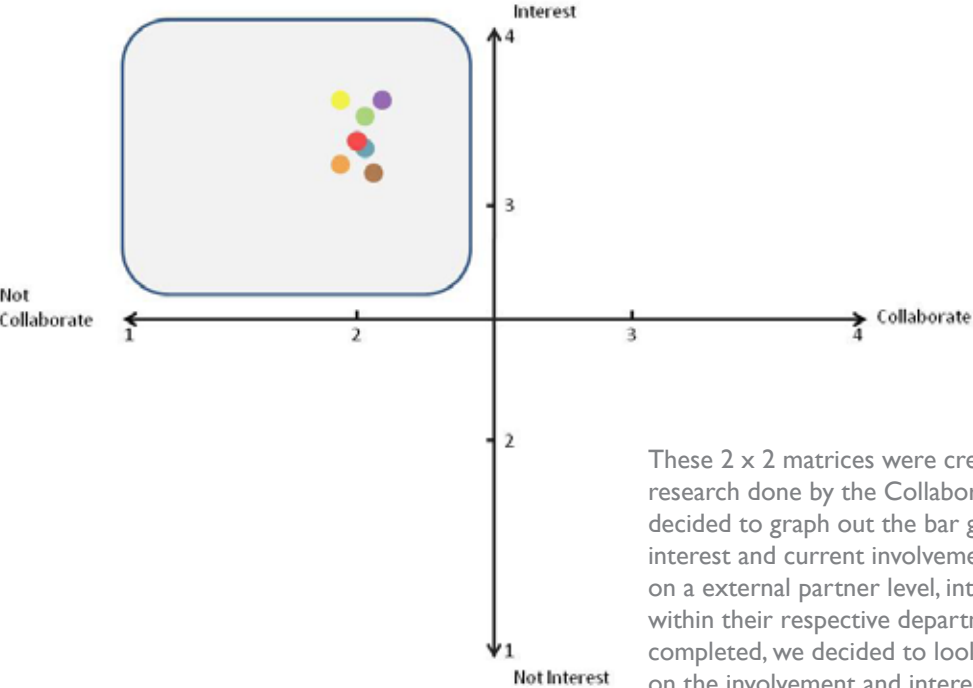
14



2 x 2 Matrices based on CLC Secondary Research

15

Our Focus Quadrant – External Agency



These 2 x 2 matrices were created based off of secondary research done by the Collaborative Learning Center. We decided to graph out the bar graphs that showed students' interest and current involvement in collaborative projects on a external partner level, inter-disciplinary level, and within their respective departments. After this task was completed, we decided to look at the matrix that focused on the involvement and interest with an external agency. We decided to go this route because we were doing research for the Collaborative Learning Center, whom of which concern themselves more with sponsored projects. This process was done in order to give us a sense of where to start with our research, we fully understood that the survey comopleted by the CLC might be incorrect.



# Elicitation Tools

WITHIN DEPARTMENT/SCHOOL		
Student to Student	Small Group to Large Group	Large Group to Professors
Student to Small Group	Small Group to Class	Large Group to Chairs
Student to Large Group	Small Group to Professor	Class to Class
Student to Class	Small Group to Professors	Class to Professor
Student to Professor	Small Group to Chairs	Class to Professors
Student to Professors	Large Group to Large Group	Professor to Professor
Student to Chairs	Large Group to Class	Professor to Professors
Small Group to Small Group	Large Group to Professor	

WITH OTHER DEPARTMENT/PROGRAMS



WITH EXTERNAL AGENCIES



Photo Caption

Field research debrief **template**

Interviewee \_\_\_\_\_  
Title \_\_\_\_\_  
Date \_\_\_\_\_  
Interviewer(s) \_\_\_\_\_

Observe participants in the context, who, where, and how.	What are the opinions of the participants?
Insights, Surprises	What are they opinions on different projects?

It was important for us to have a consistent unit of measure after conducting interviews. These tools were created for that reason. The one we utilized the most was this debrief template.

Interview DebriefTool

WORKSHEET:  
**HIGHLIGHTS**

>> DATE: <input type="text"/> >> NAME: <input type="text"/> >> TYPE OF ACTIVITY: ☐ Group Interview ☐ In-context Immersion  
☐ Individual Interview ☐ Other <input type="text"/>

>> LOCATION: <input type="text"/>

THINGS THE PARTICIPANT(S) SAID OR DID THAT SURPRISED YOU OR MOST MEMORABLE QUOTES:	THINGS THAT MATTER MOST TO THE PARTICIPANT(S)
WHEN DID THE PARTICIPANTS PLACE PARTICULAR EMPHASIS AMONGST THE VARIOUS PROJECTS DISCUSSED?	NEW TOPICS OR QUESTIONS OR PEOPLE TO EXPLORE IN FUTURE INTERVIEWS:

Interview Highlights DebriefTool

22

PLEASE TELL US WHAT YOU WOULD LIKE TO GAIN FROM COLLABORATIVE PROJECTS!

What skills would you bring to a collaborative project?	Who would you like to work with?	What would you like to gain from working with these people?
Circle any examples that apply ↓	Circle any examples that apply ↓	Circle any examples that apply ↓
1.Model Construction 2.Team Building/Leadership 3.Sketching/Drawing 4.Materials Knowledge 5.Software Knowledge 6.Painting/Rendering Skills 7.Rapid Prototyping 8.Machine/Shop Knowledge 9.Industry Knowledge 10.Work Experience	1.Graphic Design 2.Industrial Design 3.Fashion 4.Marine Design 5.Service Design 6.Painting 7.Metals and Jewelry 8.Architecture	1.Exposure 2.Industry Experience 3.Presentation Skills 4.Communication Skills 5.Team Building Skills 6.New Software Skills 7.New Shop Knowledge 8.New relationships/networking
OTHER: Please fill in	OTHER: Please fill in	OTHER: Please fill in

Student Motivation Flow Tool

23

PLEASE TELL US WHAT YOU WOULD LIKE TO GAIN FROM COLLABORATIVE PROJECTS!

What skills would you bring to a collaborative project?	Who would you like to work with?	What would you like to gain from working with these people?
Circle any examples that apply ↓	Circle any examples that apply ↓	Circle any examples that apply ↓
1.Model Construction 2.Team Building/Leadership 3.Sketching/Drawing 4.Materials Knowledge 5.Software Knowledge 6.Painting/Rendering Skills 7.Rapid Prototyping 8.Machine/Shop Knowledge 9.Industry Knowledge 10.Work Experience	1.Graphic Design 2.Industrial Design 3.Fashion 4.Marine Design 5.Service Design 6.Painting 7.Metals and Jewelry 8.Architecture	1.Exposure 2.Industry Experience 3.Presentation Skills 4.Communication Skills 5.Team Building Skills 6.New Software Skills 7.New Shop Knowledge 8.New relationships/networking
OTHER: Please fill in	OTHER: Please fill in	OTHER: Please fill in

Wednesday, May 4, 2011

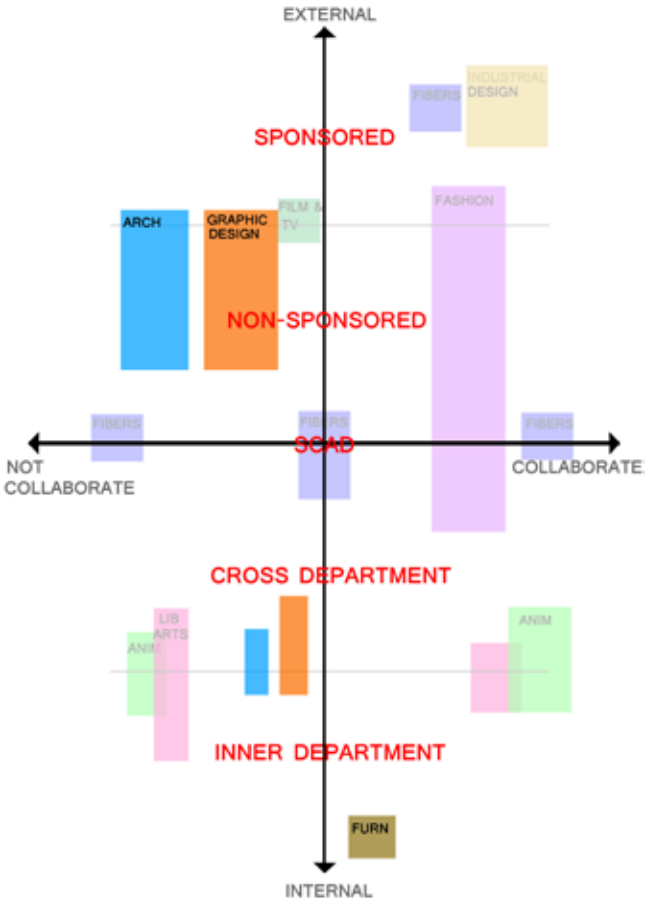
Student Motivation Flow Tool Black and White

# Focus Shift



This is a campus map that we have outlined to show which departments we interviewed first. We decided to interview these departments based on the CLC Survey data.

26



After each team had done initial research in each of the displayed departments, we discovered that there was data that we did not expect to see, such as furniture design not doing collaborative projects.

Our team shifted focus from the motivations and processes of collaboration in Fashion, Metals and Jewelry, Fibers, and Graphic Design

Our team has now focused on the motivations and processes of collaboration in Furniture Design, Architecture, and Graphic Design

27



This is a campus map that we have outlined to show which departments we interviewed after our focus shift after building the new 2 x 2 matrix.





# FIELD WORK

This section covers our findings in the field. While we were gathering data in the field we took pictures, drew maps, and conducted interviews. We first started our field research in Metals and Jewelry, Fashion, Fibers, and Graphic Design. After gathering this data, the focus of study shifted. We continued to gather information from Graphic Design, but we also gathered data from Furniture Design, and a lot of data from Architecture.

# Section II



# METALS & JEWELRY

Pei-Jung Chen is the head of sponsored collaborative projects in Metals and Jewelry.

They started by contacting potential companies. Now they are getting contacted by larger companies.

**Field research debrief template**

Interviewee Pei-Jung Chen

Title Metals and Jewelry Collaboration Interview

Date Thursday 28 April

Interviewer(s) Jackie Hershman

**Observe participants in the context, who, where, and how.**

We were interviewing in one of the empty classrooms in Fahm Hall. Pei-Jung Chen is the head of sponsored collaborative projects in Metals and Jewelry. Her role is teaching, the Dean oversees the project.

**What are the opinions of the participants?**

They want students to participate in sponsored projects because they want their students to get industry experience before they leave school.

**Insights, Surprises**

They started by contacting potential companies. They put together a package to send to the companies. They would then invite interested companies to SCAD. They are now getting contacted by companies.

**What are they opinions on different projects?**

All of the projects have been very successful. The Metals and Jewelry department got a lot of exposure as well as the company they did the project for.

They want students to get industry experience before they leave school.

All of the sponsored projects have been very successful.



Field research debrief **template**

Interviewee Seonyong Lee, Graduate Student

Title Metals and Jewelry Collaboration Interview

Date April 28, 2011

Interviewer(s) Jackie Hershman

Observe participants in the context, who, where, and how.

She was in her metals apron with safety glasses in hand. She just finished a process on a piece she was working on. Really enthusiastic about talking about the collaborative projects she was worked on.

What are the opinions of the participant?

She benefitted a lot from the collaborative projects. She wishes there were more opportunities on the Graduate level for collaborative projects like there is on the undergrad level. She did not like it when promises for projects fall through. For example a company said they would buy the products they made, after they finished their project, they backed out on purchasing.

Insights, Surprises

Club to club collaboration. This was a new collaboration connection we had not considered before.

What are they opinions on different projects?

Through the collaborative project on the BP Oil Spill was really beneficial. They got to design pieces that were sold and also went towards a good cause.

She was really enthusiastic about the collaborative projects she had worked on.

She did not like when promises from sponsors fell through.

Student clubs also collaborate with each other. This was a new form of collaboration to us.

She enjoyed working on a project that went toward a good cause.



Metals Studios and Projects

34



Metals and Jewelry Studios



Eyewear and Fossil Sponsored Projects

35





Took a walking tour of Pepe Hall to show how each room is connected to collaboration.

Collaboration opportunities far out number CLC capacity for managing projects.

### Field research debrief template

Interviewee Cayewah Easley  
Title Department Chair Fiber  
Date 4/2/2011  
Interviewer(s) Stephen Bernasconi

#### Observe participants in the contexts, who, where, and how.

We took a walking tour and discussed projects and how each space in building is connected to program and collaboration.

#### What are the opinions of the participant?

Collaboration is productive way to:  
1. Produce opportunities and inspiration to students.  
2. Expand profile of department.

Projects must occur either with CLC or alone  
CLC like catching a river in a paper cup.

#### Insights, Surprises

Most collaboration Projects are done outside of CLC. Mostly due to CLC slow speed but also due to CLC limit on of projects per quarter.  
Collaboration opportunities far out number CLC capacity for managing projects.

#### What are they opinions on different projects?

- Each project is unique.
- Some involve high collaboration with fibers. Some less so for example, fashion show.
- With sponsor like cotton Inc, SCAD has less control but exchanges this for money.

Collaboration is a productive way to expand the profile of the department.

Each project is unique. Some involve high collaboration with fibers.

38



Entrance to Pepe Hall



39



Classrooms and Hallways in Pepe Hall



40



Fibers and Fashion Collaborative Project

**Natasha Toth**  
**Erin Goodman**  
SCAD Savannah B.F.A. fiber & fashion  
students  
Winner – fiber & fashion collaboration  
*Glacial Lace (Dress)*, 2011  
Water soluble stabilizer matrix



Fibers and Animation Collaborative Project

41

42



Dye Lab in Pepe Hall



*“The Dye Lab illustrates  
networking and collaboration opportunities  
since it is shared by both fashion and fibers”*

43





44



Fashion and Fibers Collaborative Project

Mary Evelyn Gunn  
Brooke McEver  
SCAD Savannah B.F.A. fashion & fiber  
students  
*The Stem Line* (Fashion illustration),  
2011  
Gouache and pencil



45



The hallways in Pepe Hall  
showcase the collaborative efforts  
of fibers as well as other departments

Fashion and Fibers Collaborative Project



# ARCHITECTURE

Architecture has additional accreditation besides SACS that they have to follow which gives them more of an incentive to collaborate

**Field research debrief template**

**Interviewee** Laraine Montgomery

**Title** Faculty Architecture

**Date** 8/5/2011

**Interviewer(s)** Stephen Bernasconi, Jacqueline J Hershman

**Observe participants in the contexts, who, where, and how.**

We had our discussion in the lounge area of Eichberg Hall. We explained our reason for visiting, scope of our project and that Building Arts is important to our research.

**What are the opinions of the participants?**

- Collaboration is extensive and well established in Architecture.
- Collaboration with sponsors is very nice
- most projects run department to department or department to department and non profit.
- CLC process is slow, cumbersome, stifles natured collaborative rhythm

**Insights, Surprises**

Biggest insight is the long timeline of non-sponsors collaboration that has occurred at SCAD Architecture.

Also, the fact that architecture has addition accrediting in addition to SACCS means they have added incentive to collaboration.

**What are they opinions on different projects?**

They have had very rewarding collaboration with Fusion. Students worked with architecture on LA Museum of Art Also, fiber and architecture provide great inspiration to all students.

Collaboration with sponsors is very new. Students must be licensed architects in order to see a project to the very end.

Collaborative projects give great inspiration to students.



48



Fashion and Architecture Collaborative Studio



49

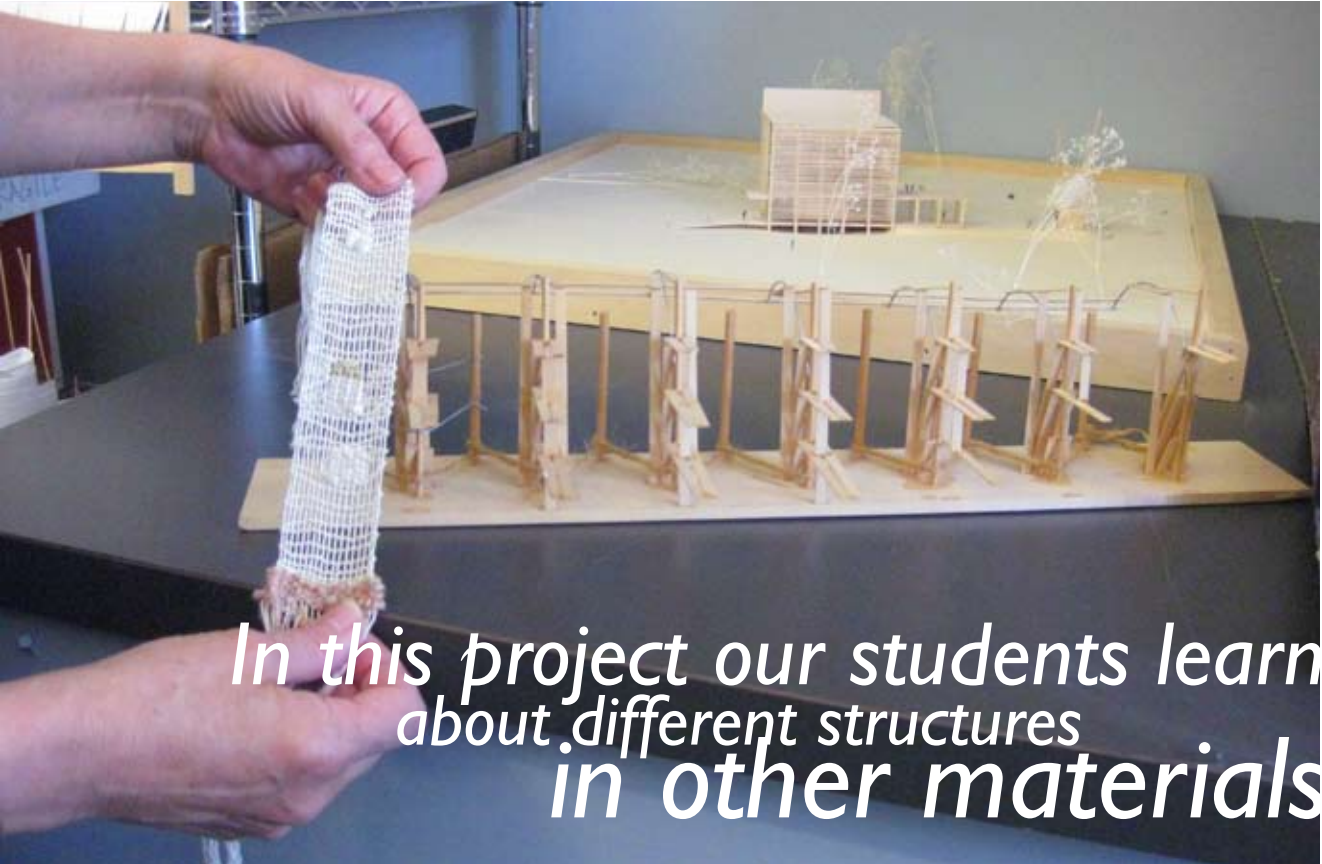


Fashion and Architecture Collaborative Project

50



Fashion and Architecture Collaborative Project



In this project our students learn  
about different structures  
in other materials

Fibers and Architecture Collaborative Project

51



52



*Fashion and Architecture Collaborative Studio*



*“In Eichberg we run completely  
on a successful honors system”*

53



Architecture Graduate Students

The participants were in their classroom on an hour break because architecture studios are 5 hours in length.

They want to do something different than just work with interior and urban design because they will work with those majors when they are out of school.

**Field research debrief template**

**Interviewees** Emily Heavner, Maxim nasib, Aziz tafaequi, Water Woods, Daniel james

**Title** Architecture Graduate Students Collaboration Interview

**Date** May 9th, Eichberg Hall

**Interviewer(s)** Jackie Hershman, Stephen Bernasconi

<p><b>Observe participants in the context, who, where, and how.</b></p> <p>The participants were in their classroom on an hour break because architecture studios are 5 hours in length. They were having individual conversations between each other. Stephen introduced himself. Stephen and a couple of students were talking about sustainability practices before we got started.</p>	<p><b>What are the opinions of the participants?</b></p> <p>They are really wanting collaboration to happen. They definitely want more collaboration projects. They would like to know more about what they are getting themselves into before signing up for collaborative projects. They don't like how hard it is about finding out what the classes and projects are going to be about.</p>
<p><b>Insights, Surprises</b></p> <p>They want to do something different than just work with interior, and urban design. 24 hour facilities help when working on collaborative projects. They are going to lose architecture graduate students because it is going from a 1 year to 2 year program.</p>	<p><b>What are they opinions on different projects?</b></p> <p>They have largely not been successful outside of Laraine Montgomery's classes. They also liked working with Design Management.</p>

They would like to know more about what they are getting themselves into before they start a collaborative project.

Their collaborative projects have largely not been successful outside of LaRaine Montgomery's classes.



56

PLEASE TELL US WHAT YOU WOULD LIKE TO GAIN FROM COLLABORATIVE PROJECTS!		
What skills would you bring to a collaborative project?	Who would you like to work with?	What would you like to gain from working with these people?
Circle any examples that apply ↓	Circle any examples that apply ↓	Circle any examples that apply ↓
<div><div>1. Model Construction</div><div>2. Team Building/Leadership</div><div>3. Sketching/Drawing</div><div>4. Materials Knowledge</div><div>5. Software Knowledge</div><div>6. Painting/Rendering Skills</div><div>7. Rapid Prototyping</div><div>8. Machine/Shop Knowledge</div><div>9. Industry Knowledge</div><div>10. Work Experience</div></div>	<div><div>1. Graphic Design</div><div>2. Industrial Design</div><div>3. Fashion</div><div>4. Marine Design</div><div>5. Service Design</div><div>6. Painting</div><div>7. Metals and Jewelry</div><div>8. Architecture</div></div>	<div><div>1. Exposure</div><div>2. Industry Experience</div><div>3. Presentation Skills</div><div>4. Communication Skills</div><div>5. Team Building Skills</div><div>6. New Software Skills</div><div>7. New Shop Knowledge</div><div>8. New relationships/networking</div></div>
OTHER: Please fill in	OTHER: Please fill in	OTHER: Please fill in
<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div>sculpture</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

Architecture Flow Tool

57

PLEASE TELL US WHAT YOU WOULD LIKE TO GAIN FROM COLLABORATIVE PROJECTS!		
What skills would you bring to a collaborative project?	Who would you like to work with?	What would you like to gain from working with these people?
Circle any examples that apply ↓	Circle any examples that apply ↓	Circle any examples that apply ↓
<div><div>1. Model Construction</div><div>2. Team Building/Leadership</div><div>3. Sketching/Drawing</div><div>4. Materials Knowledge</div><div>5. Software Knowledge</div><div>6. Painting/Rendering Skills</div><div>7. Rapid Prototyping</div><div>8. Machine/Shop Knowledge</div><div>9. Industry Knowledge</div><div>10. Work Experience</div></div>	<div><div>1. Graphic Design</div><div>2. Industrial Design</div><div>3. Fashion</div><div>4. Marine Design</div><div>5. Service Design</div><div>6. Painting</div><div>7. Metals and Jewelry</div><div>8. Architecture</div></div>	<div><div>1. Exposure</div><div>2. Industry Experience</div><div>3. Presentation Skills</div><div>4. Communication Skills</div><div>5. Team Building Skills</div><div>6. New Software Skills</div><div>7. New Shop Knowledge</div><div>8. New relationships/networking</div></div>
OTHER: Please fill in	OTHER: Please fill in	OTHER: Please fill in
<div><div>A new perspective</div><div>Cultural experience</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div>Fibers</div><div>Interior design</div><div>Architectural Arts</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div>Design skills</div><div>Design development</div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

Architecture Flow Tool

58



Architecture Graduate Studio



59

Graduate Studios in Eichber Hall



60



Eichberg Sheds



61



Architecture Sponsored Project Studio Space in Eichberg Hall

62



Studios in Eichberg Hall



63



Senior Studios in Eichberg Hall



64



Eichberg Sheds - Exterior View



*“I want more collaborative projects  
in order expand  
the breadth of my portfolio”*

65



66



# GRAPHIC DESIGN

He has had formidable experience experience in supervising collaborative projects.

The distance factor between departments is a hinderance at times for collaboration

## Field research debrief template

Interviewee Robert Newman

Title Professor of Graphic design

Date 5/5/2011

Interviewer(s) Naveen, Yuan

Observe participants in the contexts, who, where, and how.

Owned design firm in connecticut. He has had formidable experience in supervising collaborative projects at poetter hall for quite som time. We were interviewing him in his offic at poetter hall.

What are the opinions of the participants?

Very supportive of collaborative projects, He feels students should not be shortchanged in the name of sponsored projects.

Insights, Surprises

Every department should have a separte practice room for collaboration. Research paradigm of industrial design students is much advanced than graphic design students. The distane factor between departments is a hinderance at times. The technology used should be systemized which could smoothn collaboration.

What are they opinions on different projects?

Of the projects undertaken, JCB and Benetton projects were the most succesfull collaborations. Over 40 students and 9 different schools including graphic design, industrial design, design management, advertising design, arcitecture, fashion design, interior design and fashion marketing collaborated for the benetton project.

He is very support-ive of collaborative projects.

Of the projects under-taken, JCB and Benetton projects were the most successful collaborations.

67



**Field research debrief template**

Interviewee John Waters

Title Chair of Graphic Design

Date 5/11/2011

Interviewer(s) Naveen, Yuen

<b>Observe participants in the contexts, who, where, and how</b>	<b>What are the opinions of the participants?</b>
John Waters Poetter Hall, Room 102 Group interview, video recording, and tour	Collaboration needs time it is impossible to happen in a night.
<b>Insights, Surprises</b>	<b>What are they opinions on different projects?</b>
Before I took the interview I knew that graphic design haven't done collaboration that much. However, in the interview the professor show me a book named "Collaboration". They all trying to learn collaboration and want to create more opportunities for students to collaborat.	If a project comes and needs to be done in a short time, they are rather not to do it.

Collaboration needs time to happen.

If a project comes in and needs to be done in short order, they would rather not do it.

**Field research debrief template**

Interviewee Louis Baker

Title Graphic Design Professor

Date 5/12/2011

Interviewer(s) Naveen

<b>Observe participants in the contexts, who, where, and how</b>	<b>What are the opinions of the participants?</b>
A professor at SCAD for 18 years, who has played a huge role in collaboration by working with many external clients over the years.	School should also promote non profitable collaborative projects. Not all sponsored projects are beneficial for students.
<b>Insights, Surprises</b>	<b>What are they opinions on different projects?</b>
CLC should play as an intermediary between the departments, rather than as a controller. They should have a manager who should reschedule appointments and take care of all the extraneous activities.	Opera house theatre project which involved students from graphic design, photography , illustration and film and video student to restore a theatre at Alabama. Students of graphic design collaborated with interior design students to propose a new theme for an old city hall.

A professor at SCAD for 18 years. He has played a huge role in collaborative projects.

CLC should play as an intermediary between departments, rather than as a controller.

The school should also promote non-profit collaborative projects.

Students of graphic design collaborated with interior design students to propose a new theme for an old city hall.

They are reading a book called "Collaboration." They are all trying to learn collaboration and create more opportunities for it.

**Field research debrief template**

Interviewee Mihai  
Title Minor Graphic Design student, senior Advertising Design  
Date 6/5/2011  
Interviewer(s) Naveen, Yuan

<p><b>Observe participants in the context, who, where, and how.</b></p> <p>We interviewed the student in a park right next to the poetter hall. He has been involved i both fromal and informal collaboratins.</p>	<p><b>What are the opinions of the participants?</b></p> <p>Class collaborations are not that productive. Informal collaborations are more useful as the student is more at control of the project.</p>
<p><b>Insights, Surprises</b></p> <p>Systems (computers) at adlier halland poetter hall are new and fast. As a result more collaboration happens there. Professors should be guides rather than controllers.</p>	<p><b>What are they opinions on different projects?</b></p> <p>Print campaign ... Oscar mayer worked with art director. Nooka- worked with an external agency. It was a formal collaboration and productive. Because teh client was specific with the goals and stuents were clear with what they had o achieve</p>

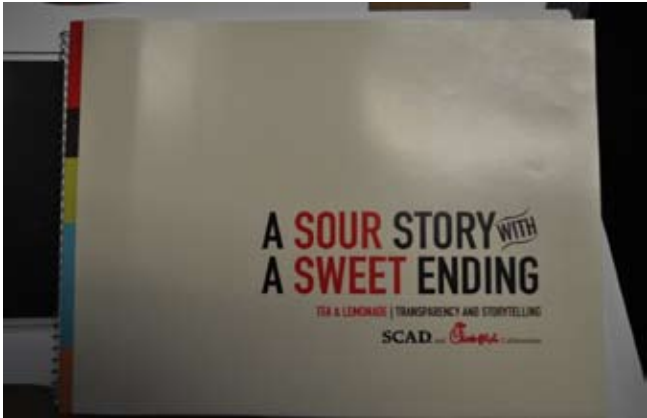
Informal collaborations are more useful as the student has more control over the project.

He liked it when the client was clear with their goals.

Systems at Adler Hall and Poetter Hall are new and fast. As a result, more collaboration happens there.



Graphic Design Collaborative Spaces and Projects



Graphic Design Collaborative Spaces and Projects

Graphic Design Collaborative Spaces and Projects



74

# FASHION



Some of the seniors are working with designers from New York

Fashion students and Architecture students are collaborating for the fashion show.

**Field research debrief template**

Interviewee Evelyn Pappas  
Title Professor in Fashion Department  
Date April 28, 2011  
Interviewer(s) Yuan Si

**Observe participants in the contexts, who, where, and how**

The interview is taking place in the senior final project class room. Basically students are working on their own project and professor act as a consultant. Some of the students from the class are working with designers from New York. The designers will come to the class today to see their cases.

**What are the opinions of the participants?**

collaboration with real industry designers can stronger their resume and they can gain some real industry experiences. The negative part is the design can't solely based on what students think. Students need to learn how to communicate with designers and how to defend their own ideas in a nice way.

**Insights, Surprises**

My surprise is that fashion are collaborating with architecture student for the fashion show. These two majors seem unconnected, but they are actually have closest relationship.

**What are they opinions on different projects?**

Collaborate with real industry designers can help them learn what happened in the real industry. However, working with students from other major can help them learn something from others and applied into their own design.

Collaboration with the real industry helps build students' resumes and they get industry experience.

The students can learn a lot to broaden the breadth of their portfolio when working with different departments

75



76

WORKSHEET:  
**HIGHLIGHTS**

>> DATE: April 28, 2011 >> NAME: Evelyn Pappas

>> LOCATION: Eckburg hall

>> TYPE OF ACTIVITY: ☐ Group Interview ☐ In- context Immersion

☒ Individual Interview ☐ Other

THINGS THE PARTICIPANT(S) SAID OR DID THAT SURPRISED YOU OR MOST MEMORABLE QUOTES:

"Students need to have certain skills before sign up the class."  
Things surprise me most is fashion students and architecture are collaborating.

THINGS THAT MATTER MOST TO THE PARTICIPANT(S)

When they collaborate with designers they need to listen to them and sometimes they need to change their design concepts.

WHEN DID THE PARTICIPANTS PLACE PARTICULAR EMPHASIS AMONGST THE VARIOUS PROJECTS DISCUSSED?

"Learn the skills that standing on their own and defending themselves in a very nice way."  
"The designers don't want to be amazing, they want to make money and sell the cloth."

NEW TOPICS OR QUESTIONS OR PEOPLE TO EXPLORE IN FUTURE INTERVIEWS:

Fashion is collaborate with fibers, architecture, accessory. Are there any department that fashion might have opportunity to collaborate with?

Fashion Highlights Page

77



Collaborative Flyers in Eckberg Hall



# FURNITURE DESIGN

**Field research debrief template**

Interviewee Antonio Larosa  
Title Furniture Design Department Chair  
Date 5/11/2011  
Interviewer(s) Stephen Bernasconi

**Observe participants in the context, who, where, and how.**

We spoke in his office one on one discussion very frank.

**What are the opinions of the participants?**

- Students get shortchanged they are discouraged due to sponsor pressure and control.
- Project contracts are not genuinely about students but about profit.
- Faculty get discouraged but stay quiet. Faculty motives not based on student, but on what boss tells them (politics).

**Insights, Surprises**

**What are their opinions on different projects?**

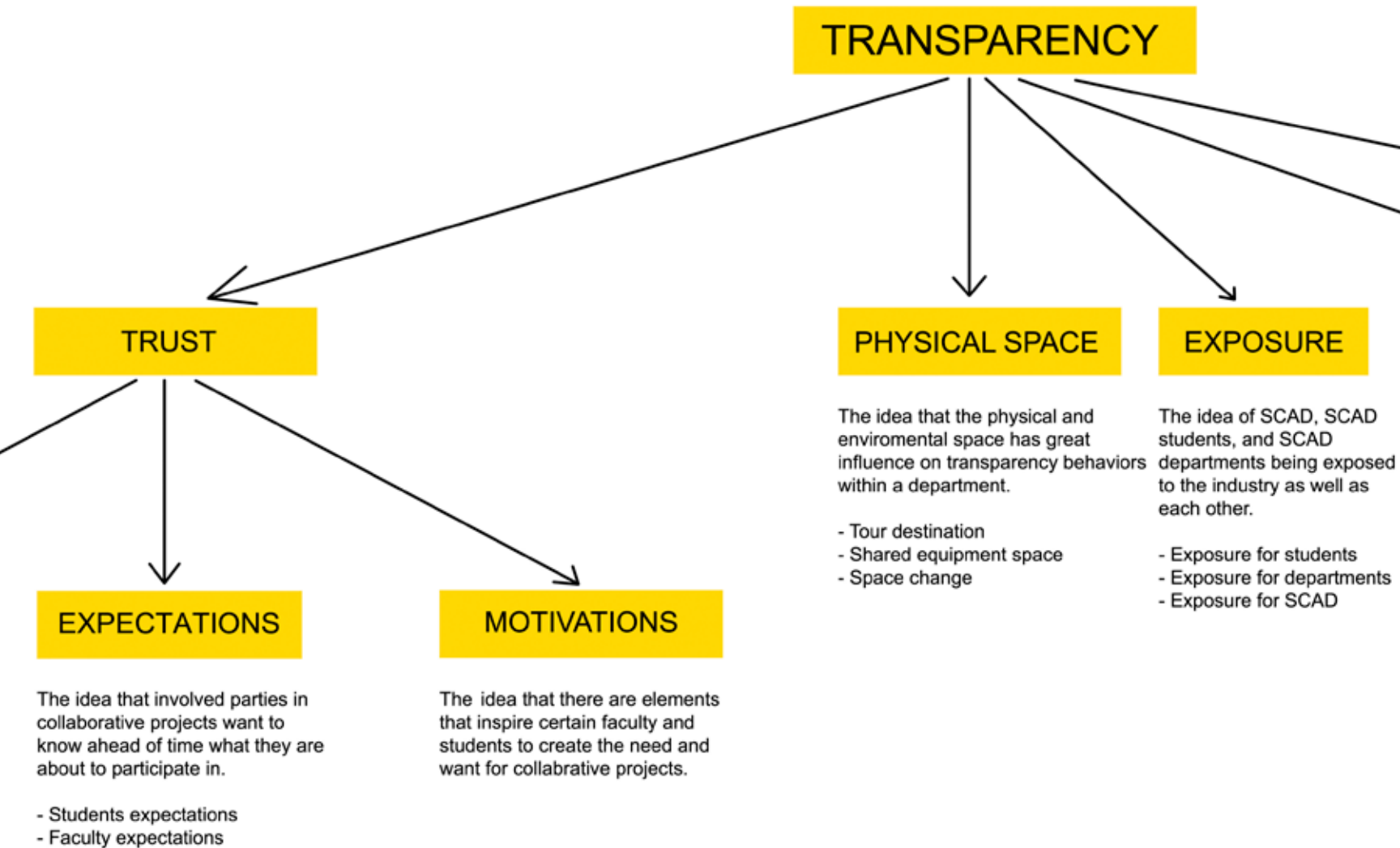
Benetton Project

- Not successful due to politics between parties.
- Profit goals undermine student needs.

Very frank discussion.

Project contracts are not genuinely about students, but are about profit.

Benetton Project was not successful due to politics between parties. Profit goals undermine students' needs.



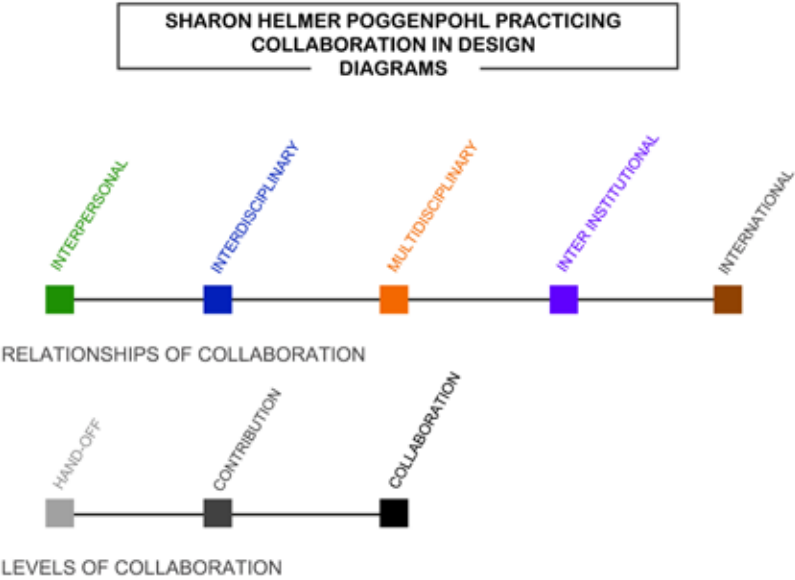
## ANALYSIS & INSIGHTS

This section covers our process in analyzing our data. In order to analyze our data successfully, we had to put everything we had on the wall and affinitize it all together. From there we had to look at each other's data to look for patterns. After we found these patterns, we started to create models. When these models were partially done, we went back into our data and searched for our insights. When we found these insights, we realized that they all were under the definition of one word: Transparency. From here, we then decided that we would create an umbrella model that would cover all of our other models. After this, we developed our insights further and created possible solutions.

## Section III



# Models



HAND-OFF: A project typically starts with one person or group and is then given to another person or group to complete.

CONTRIBUTION: One's role is narrowly defined. It may happen in a specific sequence. It may be a particular skill one brings to a project.

COLLABORATION: Collaborative work cannot be accomplished by a single person. Collaborative work is marked by shared decision making.

INTER-PERSONAL: Between two people

INTER-DISCIPLINARY: Activities that fall in between two disciplines

MULTI- DISCIPLINARY: Several disciplines share perspectives

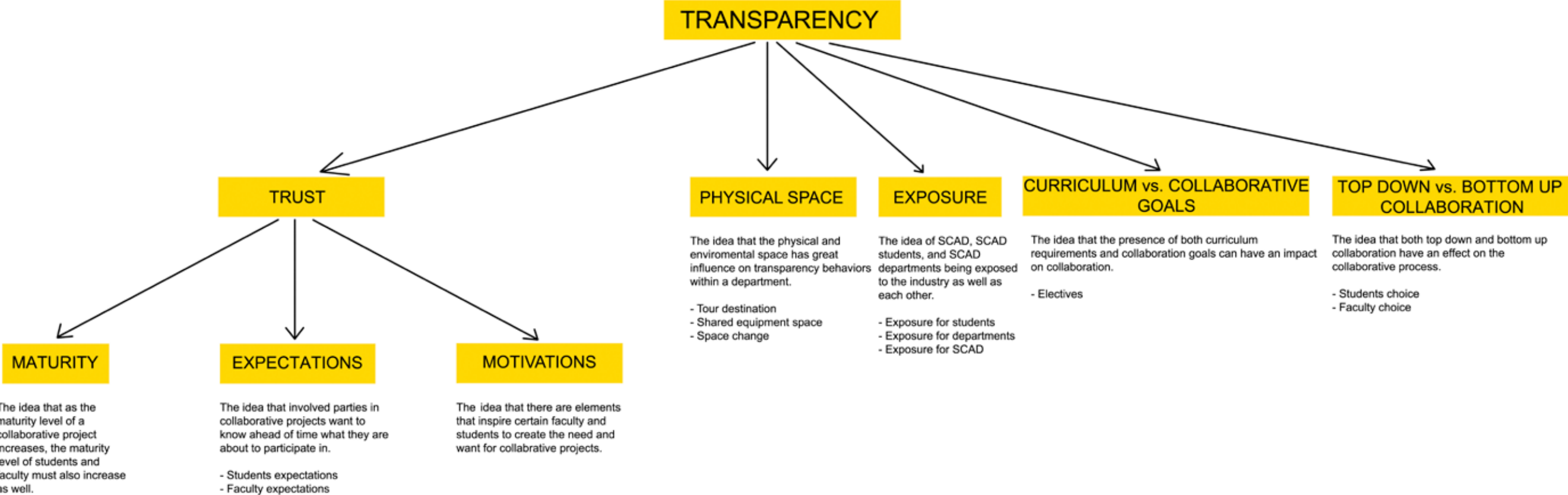
INTER-INSTITUTIONAL: Involving more than one entity

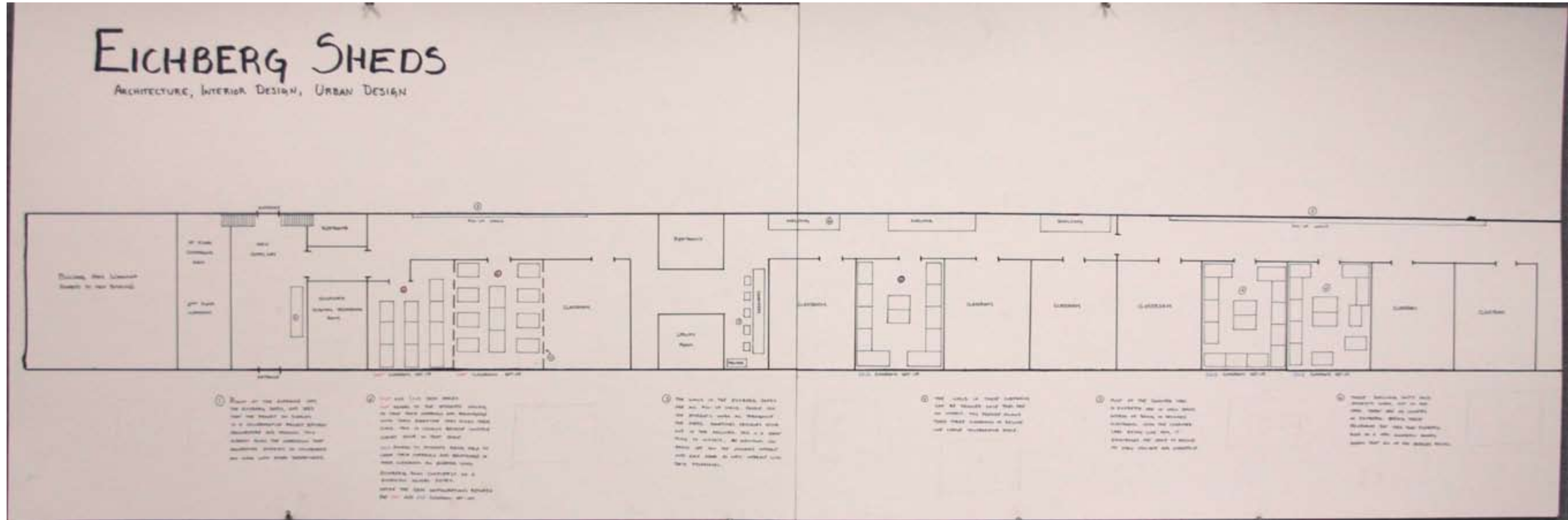
INTERNATIONAL: Cross borders and cultural complexity

This diagram is based on an article written by Sharon Poggenpohl about the practices of collaboration. She breaks down the relationships and levels of complexity within collaborative projects. This information was essential when we were organizing, analyzing, and modeling our data. Our models are based off of these measurements to a certain degree.

# TRANSPARENCY MODEL - UMBRELLA OF MODELS

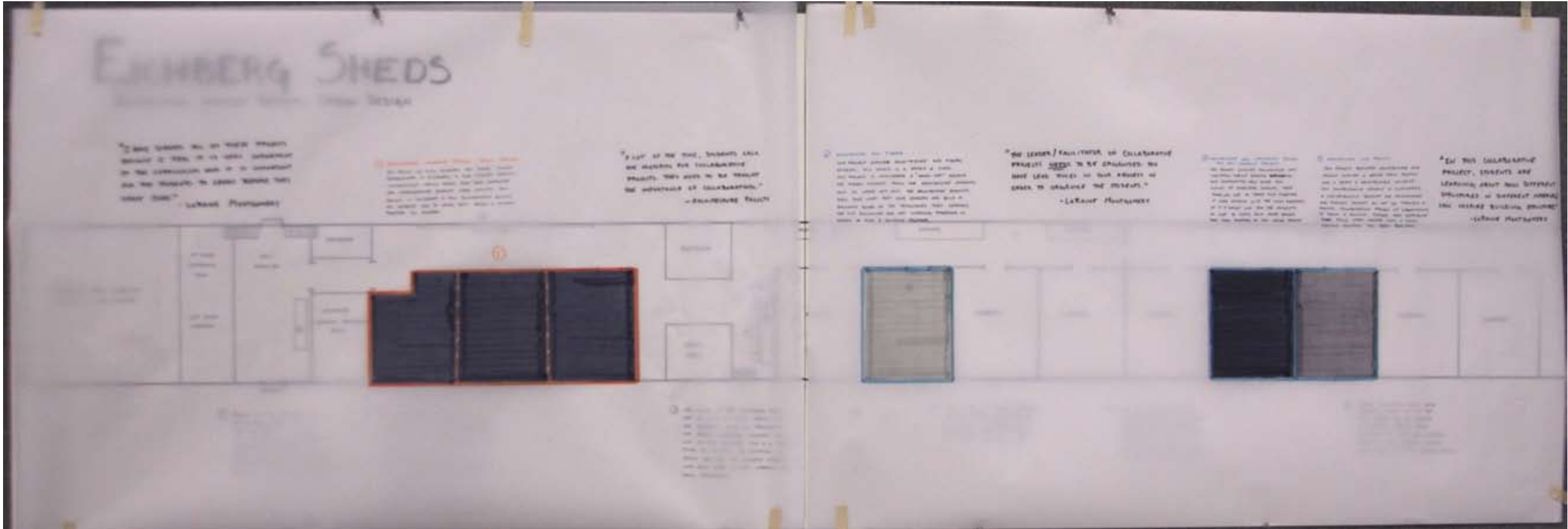
We came to this model after analyzing and finding insights within our data. We found that our data and our models all described the theme of “Transparency” in a certain and unique way. This model has been broken down into seven categories which further describe the information and insights gathered from our models and data.



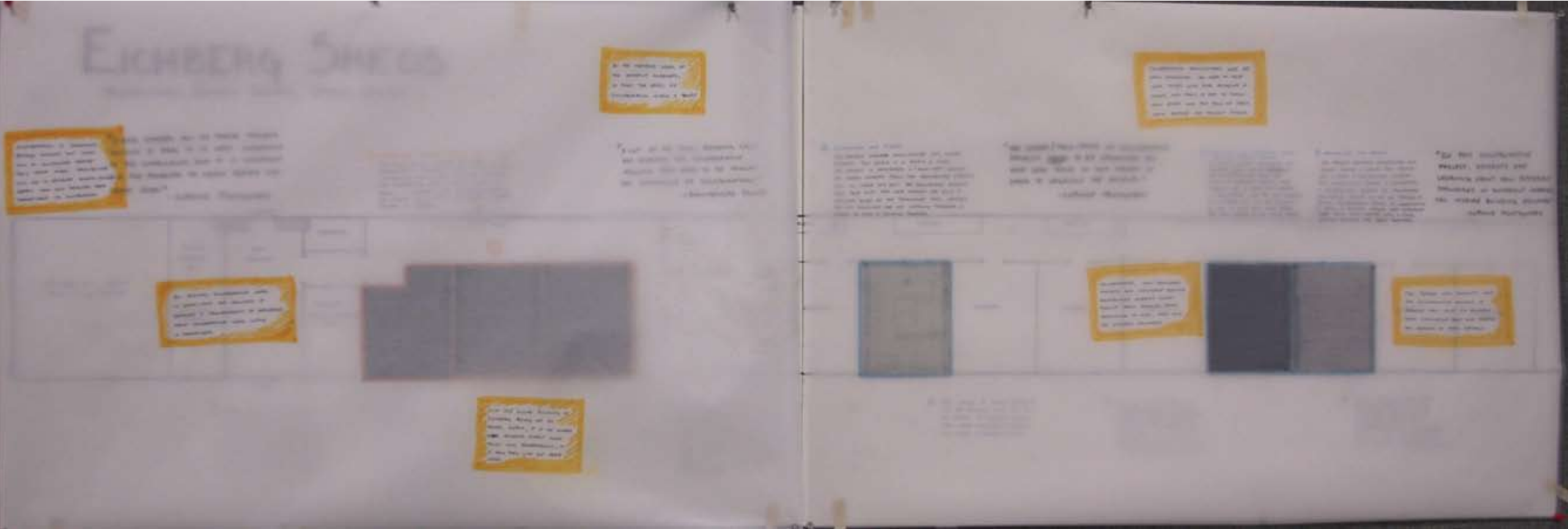


### Basic breakdown of the Eichberg Sheds and its characteristics

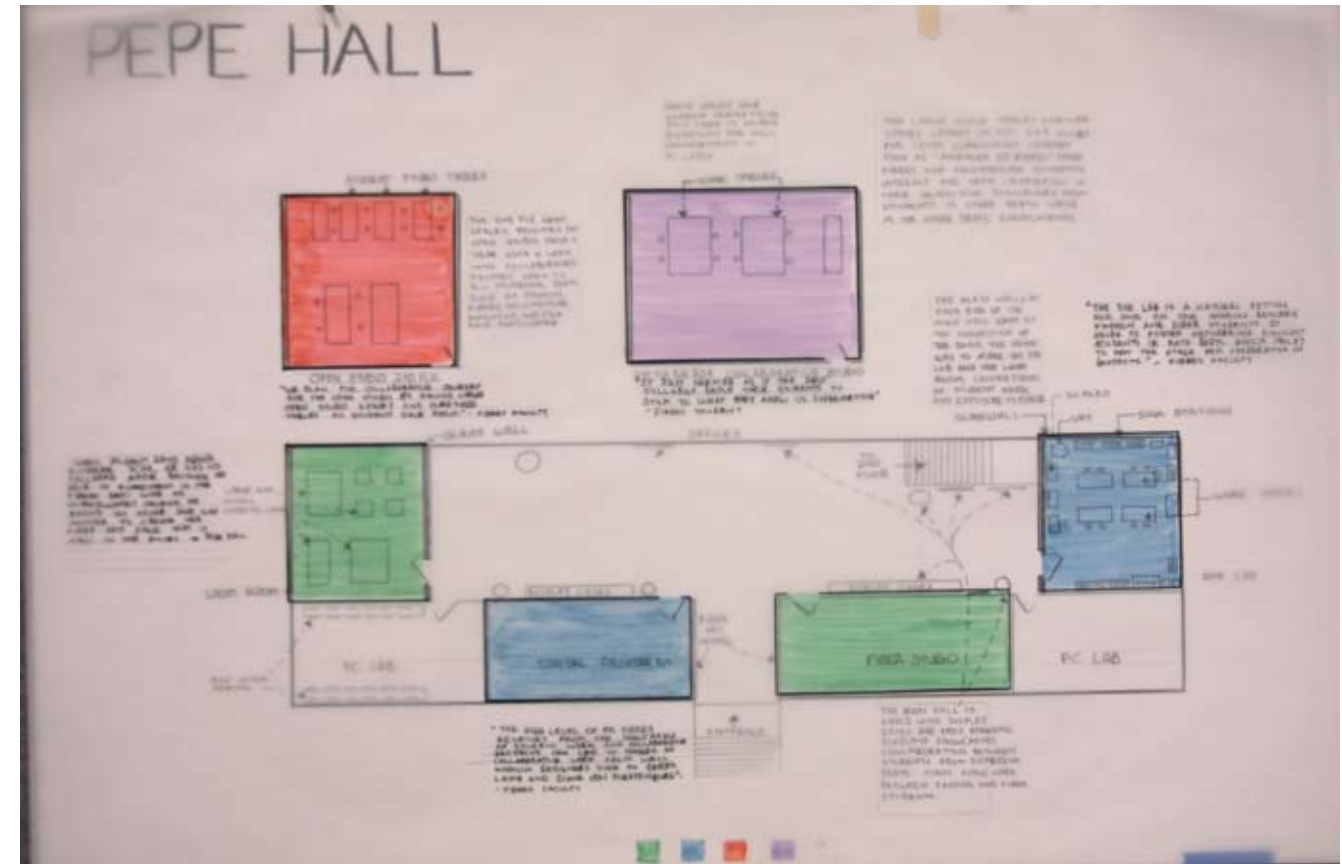




Second Layer of Eichberg Shed model showing different levels of complexity of collaborative projects



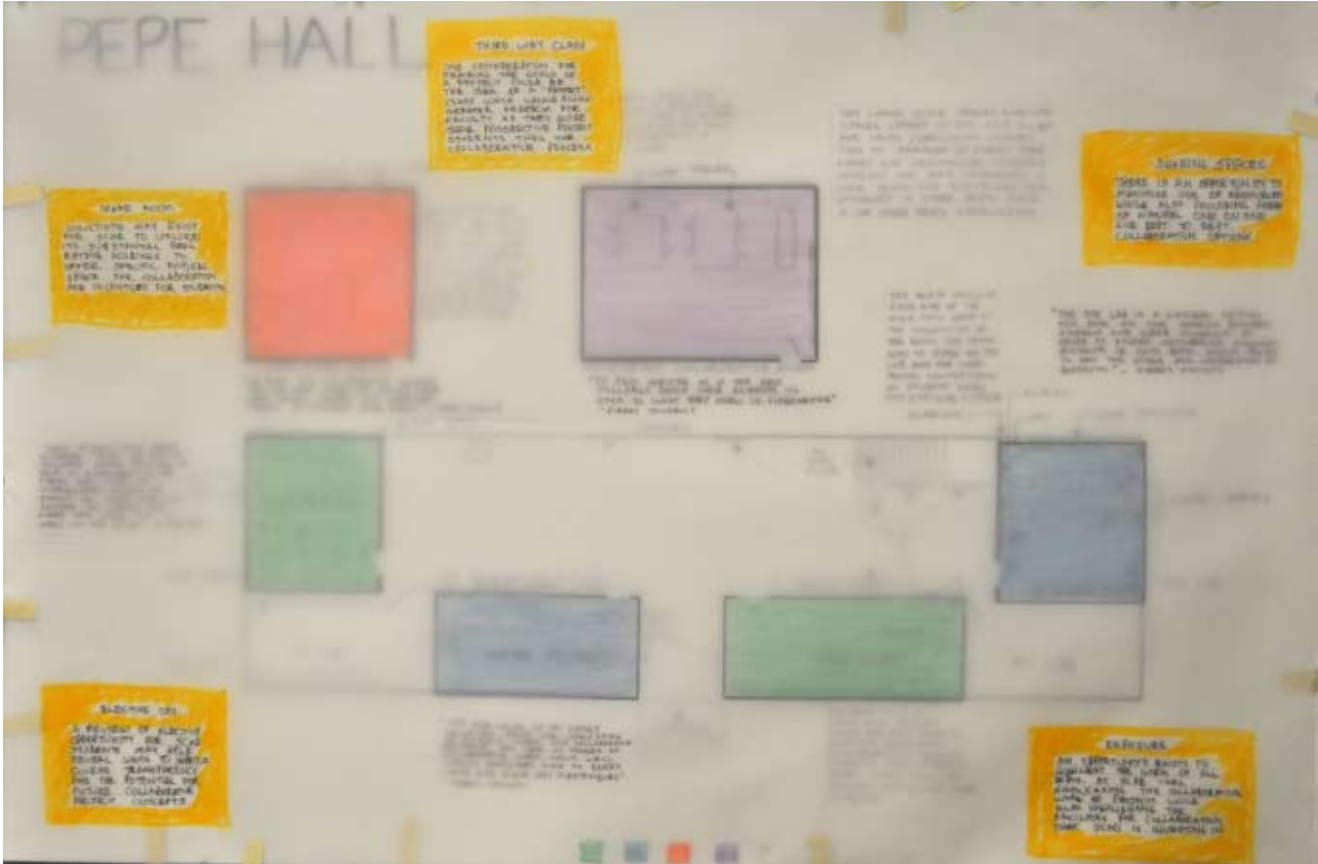
Thrid Layer of Eichberg Shed model showing insights about the space



*Fibers Physical Model Second Layer showing collaborative spaces*

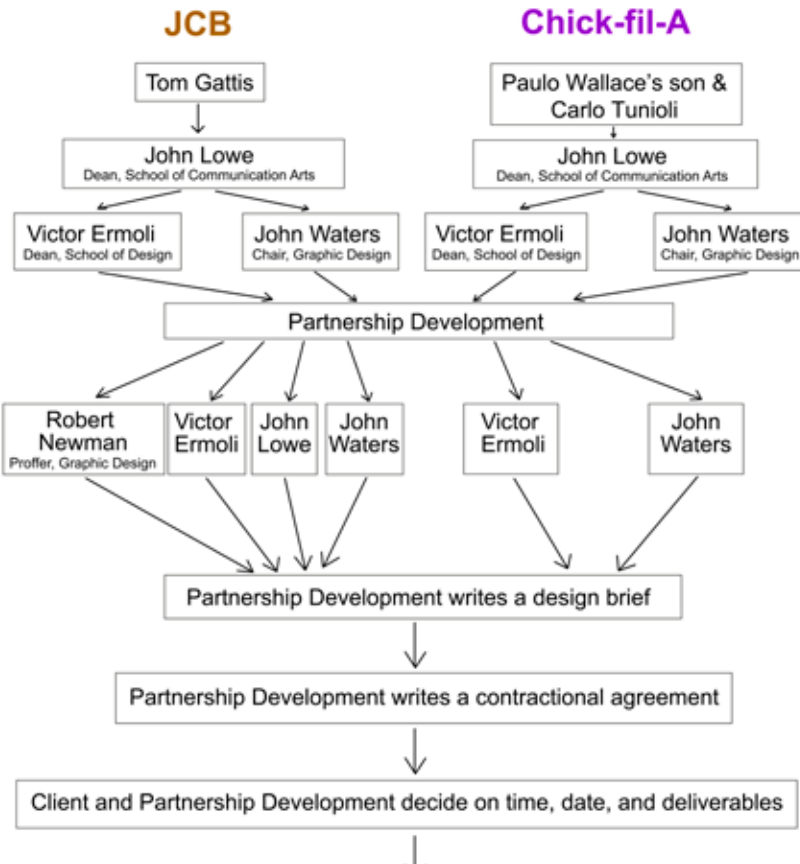


94



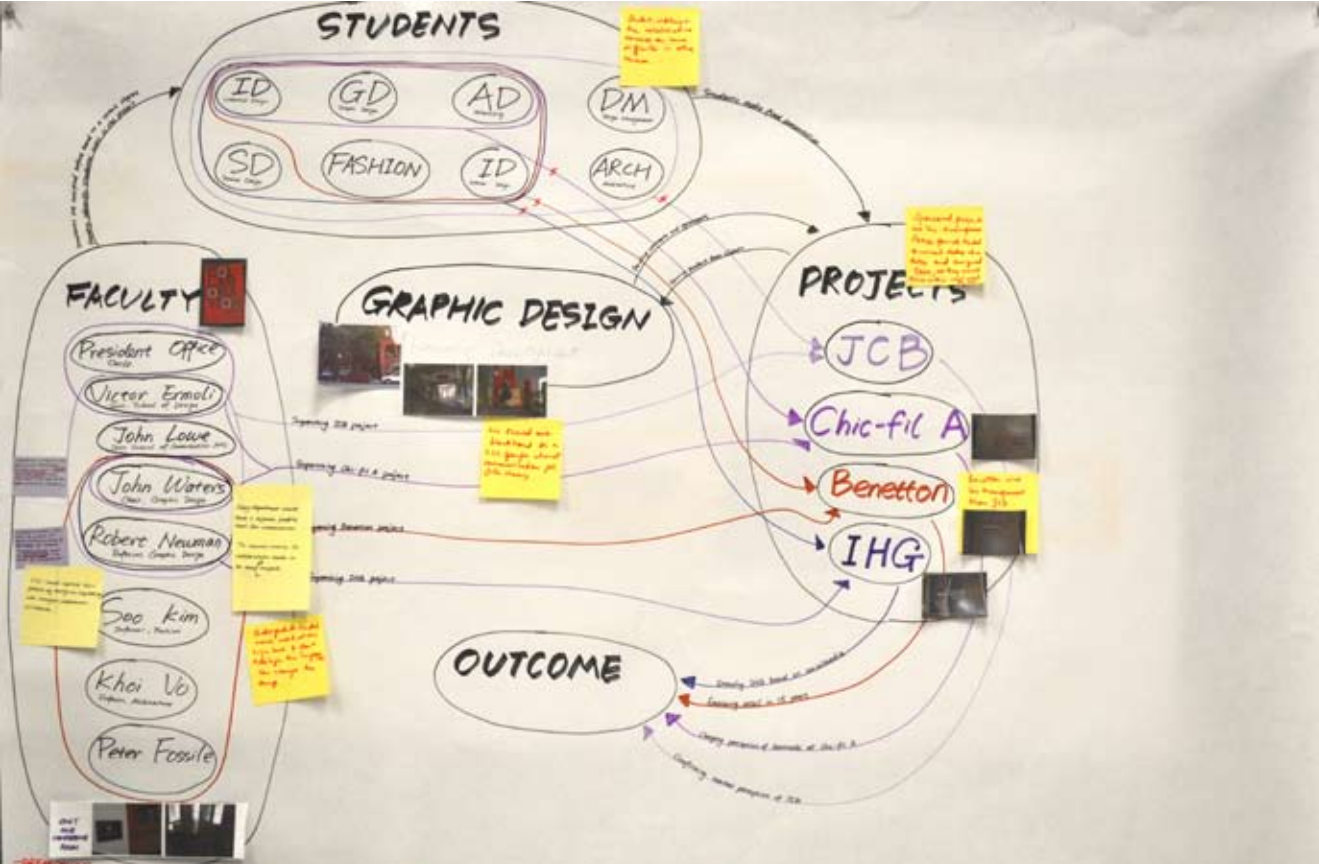
Fibers Physical Model Third Layer showing insights about the space

95



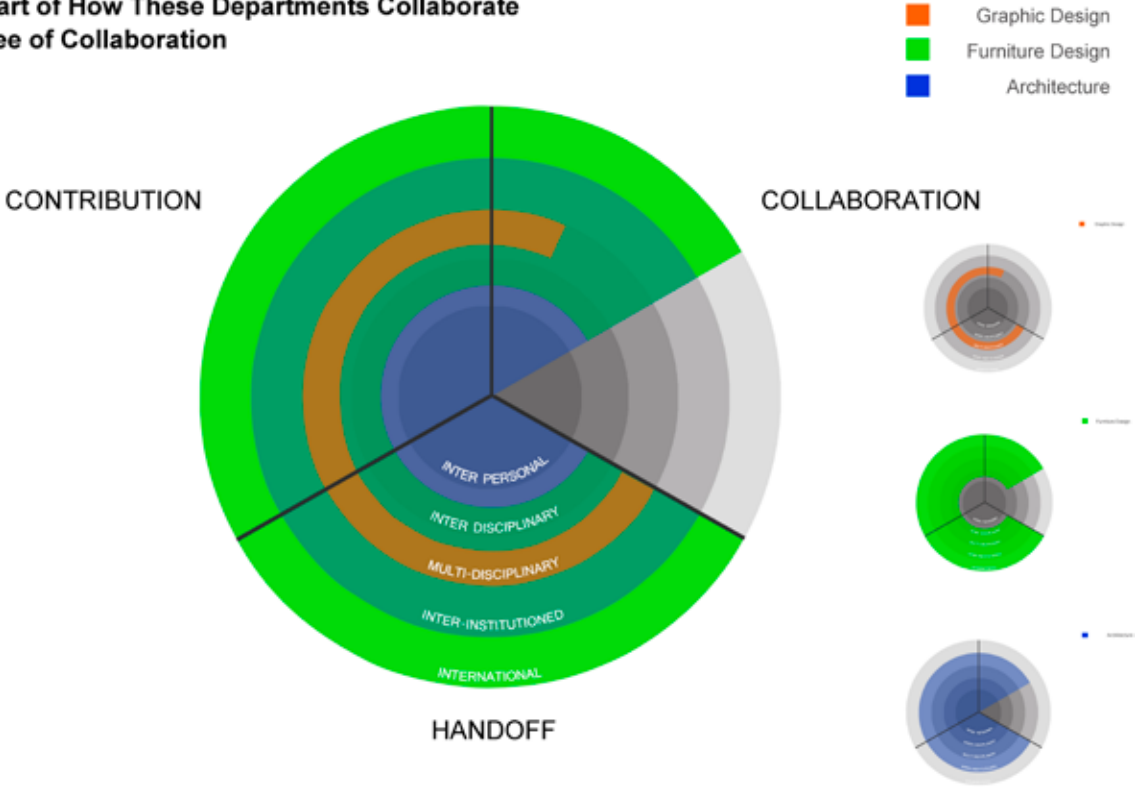
Graphic Design Sequence Model

96



Graphic Design Cultural Model

Summary Chart of How These Departments Collaborate  
& Their Degree of Collaboration



First Analysis Model

97

# INSIGHTS

## DESCRIPTIONS OF THE SELECTION PROCESS

While talking with the Graduate students in Architecture, one of the things they exhausted discussion about was the topic of transparency, more specifically, they were wanting to know more about what they were getting in to before starting a collaborative project. They felt that this is where the biggest breakdown occurs in collaborative projects. They already had ideas in their mind about how to improve the whole process.

THERE IS AN OPPORTUNITY TO IMPROVE THE PROCESS BY LISTENING TO WHAT THE STUDENTS' EXPECTATIONS ARE AND TO SEE WHAT KIND OF SYSTEM THAT CAN BE DEVELOPED IN ORDER TO GAUGE THAT.

**HOW MIGHT WE:** Encourage students' to give their opinion and honest expectations before going into a project?

Improve the existing digital process of signing up for classes? Might there be a better way to catalogue the courses?

Improve the descriptions of the classes and/or projects?





LEVELS OF MATURITY

While interviewing with Professor LaRaine Montgomery in Architecture, she had said a very profound but rather true statement about collaboration. It was simply that “most students lack the maturity for collaborative projects.” This was an insight, especially concerning the different levels of complexity in the collaborative projects she facilitates. As students get more mature in not only their skill, but their attitude as well, the level of complex communication increases within their collaborative projects.

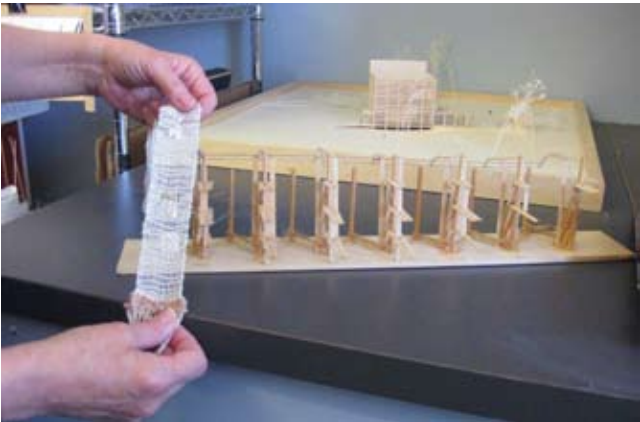
THERE IS AN OPPORTUNITY TO CREATE DIFFERENT PROJECTS THAT ARE ON DIFFERENT LEVELS OF COMPLEXITY FOR STUDENTS AND FACULTY.

HOW MIGHT WE: Create a system that involves this process?

Show the positives and negatives of having different projects categorized in this way?

Create an online forum, networking system that shows these different projects on these different levels?

Help professors get their syllabi to match each other’s when facilitating creative projects?



THE HONORS SYSTEM

The Architecture graduate students were adamant on the subject of transparency. They did not understand why it was so difficult for other departments to collaborate or even communicate on projects. Following the interview with these students, I later learned that Eichberg runs entirely on an honors system. Students can leave their belongings in their designated classrooms and shelving units. This honors system contributes to their desire for transparency and trust across SCAD.

THERE IS AN OPPORTUNITY TO INTRODUCE A HONORS-LIKE SYSTEM TO MORE PLACES THAN JUST EICHBERG. IT COULD START WITH THE CLC INFUSING THIS IDEA.

HOW MIGHT WE: Show the CLC how that works?

Show how it works for collaboration?

Show the benefits of it and how it could work for SCAD?



LEAD TIMES - A WAY TO BE ORGANIZED

When talking with the Architecture faculty, the stressed the point of how the facilitator of a collaborative project MUST be organized. There are many reasons for this which includes professors having an organized syllabi for the project so that students do not get confused with the goals. But the more interesting point that she made was this idea of having lead times. This means that the faculty must be organized in order to give the students time to have this lead time, which is an amount of time for students to get to know each other before starting a collaborative project, especially if it is a complex one like the New Orleans project between Architecture and Industrial Design.

THERE IS AN OPPORTUNITY TO MAKE SURE THAT THIS LEAD TIME EXISTS IN COLLABORATIVE PROJECTS. THE PROJECTS COULD BE ORGANIZED IN SUCH A WAY THAT STUDENTS ARE ABLE TO CONTACT EACH OTHER BEFORE THE PROJECT EVEN BEGINS, SO THAT THEY CAN HAVE THAT TIME TO GET TO KNOW EACH OTHER.

How MIGHT WE: modify the system to include this idea?

Show potential sponsors the importance of this lead time for students in a project?

Provide a system or forum for the students to use in order to get to know each other before a project begins?



CONSIDER BOTTOM-UP SYSTEM

Based on the sequence model that we built for graphic design and data from fibers and architecture we found that institutional collaboration all initiated either from SCAD management or faculty. Some students prefer informal collaborative projects rather than formal. The reason for that is all the institutional collaboration happened in SCAD are in a top-down process,,which means those projects were initiated by management or faculty.. The students' roles were defined when they collaborate, and their freedom has been limited.

THERE IS AN OPPORTUNITY TO GIVE STUDENTS A CHANCE TO EXPRESS WHAT THEY REALLY WANT OR STUDENTS CAN SUGGEST PROJECT TO SCAD BASED ON THEIR INTERESTS.

How might we: collect sounds from student frequently?

Fit the project from students into the course syllabus?

Find project match students interest?

Help students contact with crucial people(who manage collaboration in SCAD) quickly?

PERHAPS THERE IS A COURSE COLLABORATION SHEET FOR EVERY CLASS THAT IS SEPARATE FROM THE SYLLABUS.



BREAK DOWN THE WALLS

“Collaboration is rough at the beginning, but then becomes exciting. It is time we break down walls between departments and look at the bigger picture of collaboration.”—John Waters  
In the beginning collaboration is very hard, because students are from different department and they have different backgrounds. It takes time for them to get to know each other and find a way to speak the same language.

THERE IS AN OPPORTUNITY TO CLUSTER DIFFERENT DEPARTMENT STUDENTS AND PROFESSORS TOGETHER, SO THAT THEY CAN SHARE WHAT THEY LEARNED AND THEIR BACKGROUND, THEN THEY CAN GET USED TO COMMUNICATE WITH STUDENTS AND PROFESSORS FROM DIFFERENT MAJORS.

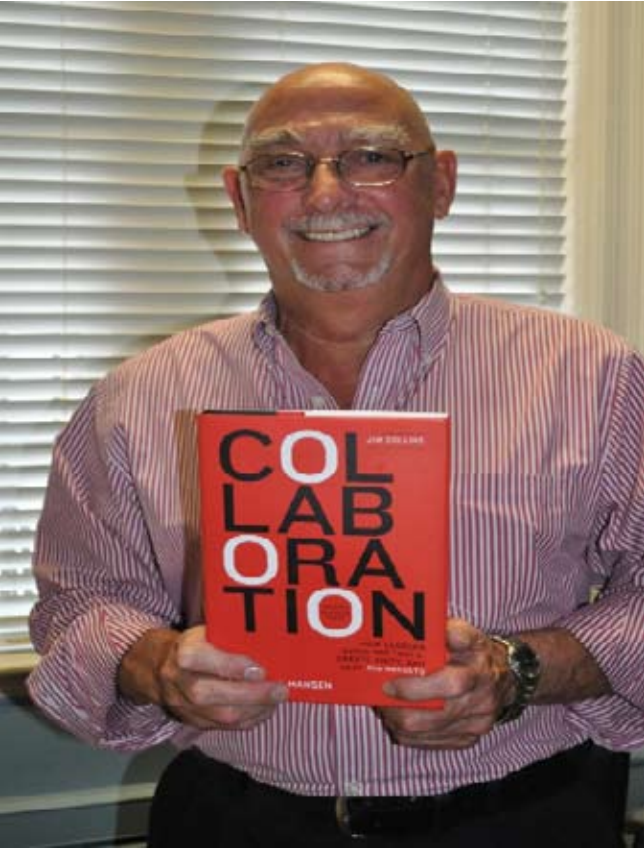
How might we: create an event that students and professors want to come to?

Design a theme that covers different interests?

Deal with different schedules based on different departments?

Deliver the information to reach more people?

THE VENUES EXISTS, SUCH AS THE STUDENT CENTER AND SMITHFIELD COTTAGE WE SHOULD UTILIZE THESE SPACES MORE.



GROUPING BEFORE REGISTERING FOR A CLASS

One of the reasons some students prefer informal collaboration is because they can choose who they want to work with, whereas in the formal collaboration professors tell students who they need to work with.

THERE IS AN OPPORTUNITY TO PROVIDE A CHANCE FOR STUDENTS TO CHOOSE WHO THEY WANT TO WORK WITH AND THEN REGISTER CLASS AS A GROUP..

How might we: create a new course register system or change based on our system for group register?

Set up new roles for students since they may identify their roles in team. which will make the system easy to use?

Move someone out of the team if student number exceeds capping point?

We see evidence of this occurring in the film, television, and animation department already.





EXPOSURE

The recent renovation of Pepe Hall into a major destination for SCAD guests and visitors illustrates this point. From Art Work in the entrance way to multiple displays on the main floor hall and upstairs, Pepe is used as a “Show-room” for collaborative projects between students from different departments. Even facilities and equipment spaces such as the dye lab are intentionally and literally kept “Transparent” via clear glass walls.

THERE IS AN OPPORTUNITY TO LEARN FROM THE INTENTIONAL EXPOSURE AND PR WHICH RESULTS FROM PLANNING IN THE FACILITIES MANAGEMENT AREA OF SCAD

How we might approach this in the larger scope of SCAD generally is to work more closely with the facilities management for the school and see what opportunities exist for upgrading or rethinking interior and exterior space. Currently, most buildings show the work of students from only their own Depts. The example that Pepe sets is one where the emphasis is clearly on Fiber Arts, but with collaboration examples as inspiration for who disciplines at SCAD can share and inspire. There is already precedent for this given that exposure of collaboration and it’s potential has already been shown to inspire sharing at the interpersonal level with students working across depts., departments working together in shared studios, and outside institutions showing interest in collaboration with SCAD as a result of visiting the campus and seeing the displays within Pepe Hall,



CURRICULUM REQUIREMENTS vs. COLLABORATIVE GOALS

There is often a disconnect cited between the priorities of these two guiding metrics which can impede collaboration project potential.

THERE IS AN OPPORTUNITY TO LOOK AT HOW THESE TWO EQUALLY IMPORTANT, BUT SEEMINGLY JUXTAPOSED PRIORITIES CAN BETTER MESH TOWARDS A COMMON OBJECTIVE.

How we might approach this is to offer a possible alternative to restructuring whole syllabi which may not be practical, could we possibly consider making a “third way”? That way could involve creating a template for a class of electives that could be referred to as “Free Collaborative Electives”. Based on feedback from graduate students in Architecture, students could follow drop down menus online to see the possible offerings for each quarter. The coursework would be jointly developed by faculty with student input postings at bulletin boards or online surveys. The course objectives would be “transparent” both online and at “meet and greet” workshops held by faculty to give short primers on what the courses would involve. This would also tie into the transparency solution to student expectations for collaboration.



### TOP DOWN vs. BOTTOM UP COLLABORATION

There was consistent feedback from interviews which revealed that faculty feel that too much centralized control and structure stifles the creative and organic approaches to collaboration. They also noted that “bottom up” collaborative projects tend to have more buy-in from those who will actually “make things happen” for the projects. It was mentioned that some Top down project ideas are laudable, but that there is not enough faculty or student input in the process.

THERE IS AN OPPORTUNITY TO CONSIDER HOW MUCH OR HOW LITTLE TOP DRIVEN DIRECTION AND CONTROL WOULD BE OPTIMAL FOR COLLABORATIVE PROJECTS.

How we might approach this is in looking at how many suggested that the CLC or SCAD act more like a movie producer (facilitator) and less like the director. Then, it may allow more “breathing space” and time efficiency for those in the trenches who make the projects actually happen.



### SPACE FOR COLLABORATION

SCAD has an ample supply of building spaces which could serve this purpose. The Dye Lab and Digital Printing Room at Pepe Hall are examples of where one on one collaboration amongst students already occurs given the economy of savings that occur when 2 Departments share tools/rooms. There are also studio spaces with furnishings arranged which encourage group discussion and sharing such as Room 204 or the graduate studio which double as an Open Studio space.

THERE IS AN OPPORTUNITY TO MIMIC THE SUCCESS OF “COMMON SPACE” OR FACILITIES WHICH ARE USED AT SCAD BY STUDENTS FROM MORE THAN ONE DEPARTMENT.

How we might approach this untapped potential could involve an inventory of buildings and spaces within SCAD's campus. Whether it involves adding designated spaces to existing buildings or separate designated buildings acting as “neutral ground” for collaboration amongst Departments, this is one way to expand opportunities for collaborative efforts. “Collab Labs” could be reserved just as a speaking venue is for guest lecturers. Week long “Collab Camps” could be held where students are allowed to sign up for Camps of their choosing thru a “Collaboration Fair” held at the Student Center. Incentives could be offered to students to sign up and they could get bonus points/



SHARED FILE AND EQUIPMENT SPACE

There have been many complaints, concerns, and ideas about the ease of which to share files on a digital platform, especially in Graphic Design. Having a common place to share files securely is something of great interest in Graphic Design, as well as other collaborative projects.

THERE IS AN OPPORTUNITY TO ESTABLISH A VIRTUAL SHARING SPACE WHICH LETS PROFESSORS AND STUDENTS WORKING IN A PROJECT TO OPENLY SHARE FILES IN A SECURE SYSTEM.

**How we might:** We might incorporate a file sharing system like “Drop-box” which would help students and professors upload files and data relevant to the projects. The present CLC website could be modified to have a file sharing system like “Drop box” incorporated in it. This will enable students and faculty working in inter-departmental, multi-disciplinary and inter institutional collaborations to function without a hindrance. Another opportunity would be to modify CLC website to have forums where students and professors participate in online discussions. This could be inspired by the “discussion threads” one get to see on Facebook. An implementation of a file sharing system and online discussion through forums could make the collaboration culture even more transparent.

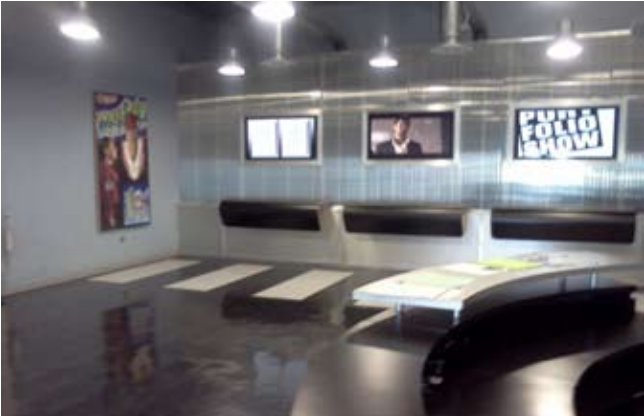


OPEN COLLABORATIVE SPACES

The halls in Adler hall are open and well-spaced with huge round –conference like tables positioned at the center of the halls.

THERE IS AN OPPORTUNITY TO CREATE BETTER COLLABORATIVE ATMOSPHERE IN ADLER HALL.

**How might we:** To help promote multi-disciplinary and inter institutional collaborations with international companies and external agencies, it would be better if they could publicize their work better. And these open spaces of Adler hall also show possibilities of putting up exhibits of collaborative projects that help promote the culture of collaboration at Adler hall. Moreover, incorporation of movable chairs, wide open rooms with huge walls and better navigation space, would also help heighten the spirit of collaboration.





**How might we** approach it is by employing a manager who helps the graphic design department lay out plans, charts, timelines and deadlines upfront so that the students and faculty need not scramble at the last moment. This manager could act as the nexus between departments by sending out notifications, timelines and deliverables to students and faculty about the various projects.



**How might we** approach this is through having a process which would brief up students about the professors background and academic expertise. A manager would gather information from both the professors and students and send the across to each other. For instance, students in a project would enroll in the CLC website and the CLC will designate a manager to the project who would post information about the professor to the students on the website. He/she might as well pursue a discussion which would help students present their motives and expectations clearly. A similar procedure could be followed with the professors, where the manager ensures a discussion about the students with the professor. This might again gradually lead up to a big discussion on the CLC website, where professors and students contact each other on online and get to know “motives and expectations” better before starting the project.



# Appendix

116



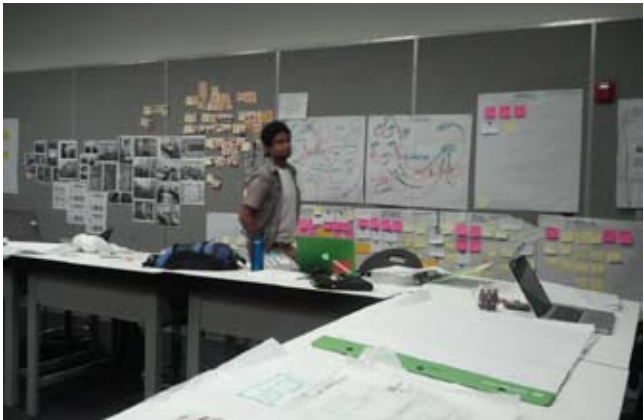
Work in Progress



Work in Progress

117





Work in Progress



Contextual Research Wall