

INTERDISCIPLINARY COLLABORATION IN THE DESIGN STUDIO



PHENND ANNUAL MEETING
FEBRUARY 26, 2016

AGENDA

- WHO ARE WE?
- INTRODUCTIONS
- WHY IS COLLABORATION IMPORTANT?
- PROCESS OF SETTING UP STUDIO
- IMPACTS + LESSONS LEARNED



CORE PRINCIPLES:

- SUSTAINABILITY
- COLLABORATION
- INNOVATION



SUSTAINABILITY

ALL DESIGN AND DEVELOPMENT DECISIONS ARE MADE THROUGH LENS OF SUSTAINABILITY



Figure 1. Sustainable Design diagram (C.G. Phillips and K. Douglas, 2012)

SUSTAINABILITY

IS ABOUT MAKING CHOICES THAT CONSIDER THE:

ENVIRONMENT

ETHICS

ECONOMICS

EXPERIENCE

CULTURE

HISTORY

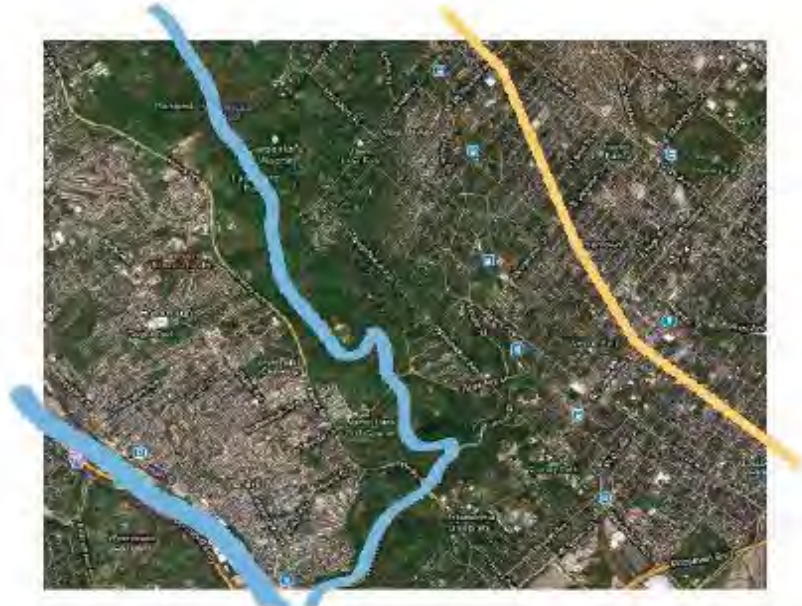
URBAN MORPHOLOGY



[INDUSTRIALIZATION]
1800s



[EXODUS]
1940 - 1950



[PRESENT]

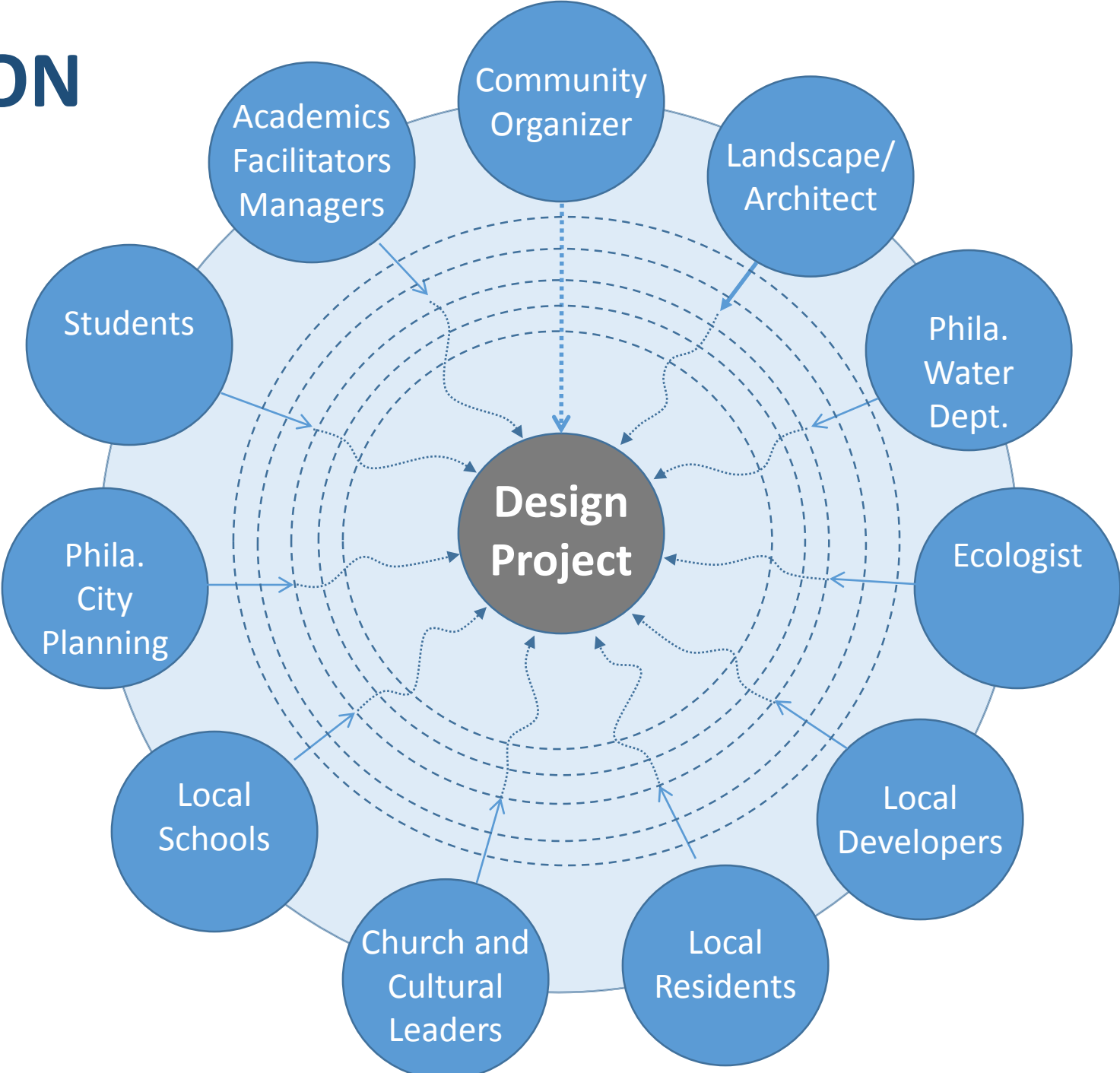
COLLABORATION

“We school our children as individuals. We hire, train, and reward employees as individuals. And, yet, we have great faith that individuals thrown together into a team with little thought devoted to team composition, training and development, and leadership will be effective and successful.”

Steve W.J. Kozlowski and Daniel R. Ilgen

Michigan State University, Psychology Department

COLLABORATION



INNOVATION

- OUR APPROACH AND PROCESS IS INNOVATIVE
- WITHOUT INNOVATION, WE WILL NOT MAKE NEEDED CHANGES TO BE SUSTAINABLE.

Before...



OUR PROCESS :

- PRE-SEMESTER
- SEMESTER
 - FIRST WEEK
 - SECOND WEEK
 - MID-SEMESTER
 - END-SEMESTER
 - COMMUNITY FOLLOW-UP



PRE-SEMESTER

- IDENTIFY CORE COMMUNITY WORKING GROUP
- BUILD TRUST
 - ENGAGE
 - EVERYONE
 - EARLY
 - OFTEN



PRE-SEMESTER:

COMMUNITY BUILDING

- DINNER PARTY
- WEBSITE, FACEBOOK PAGE, OTHER MEDIA
- FLYERS, BANNERS AND POSTERS
- STOREFRONT
- CLEAN-UPS
- POT LUCKS
- MEET AND GREETINGS
- COMMUNITY MEETINGS
- **WHAT OTHER WAYS?**

PRE-SEMESTER

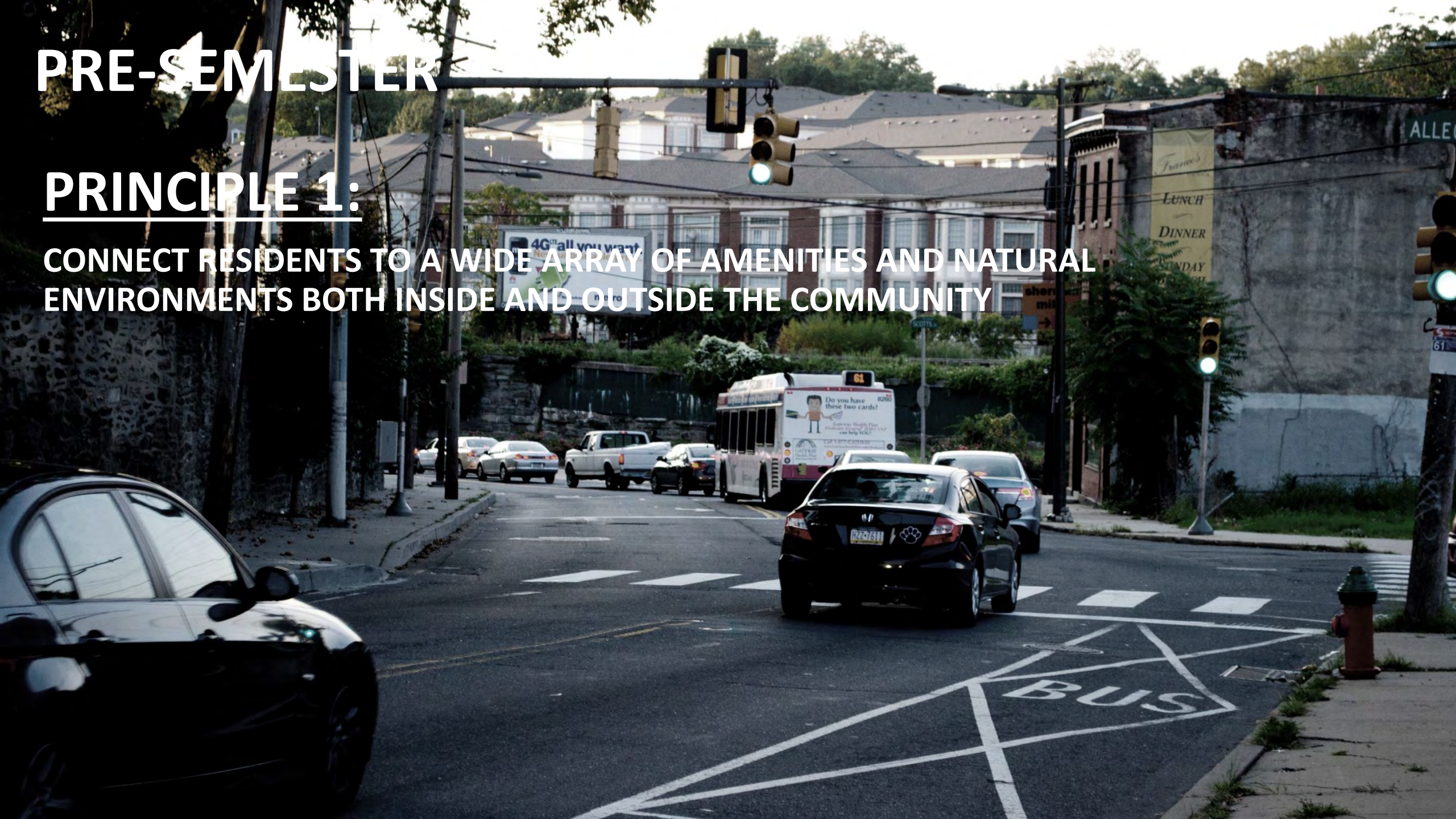
- IDENTIFY SCOPE OF SERVICES FOR PROJECT
 - LOGISTICS SUCH AS SCOPE OF PROJECT
 - PROJECT DESCRIPTION AND TIME FRAME
 - DELIVERABLES
 - SCHEDULE
 - CONSIDERATION (FEES)
 - PROPRIETARY INFORMATION
 - OWNERSHIP



PRE-SEMESTER

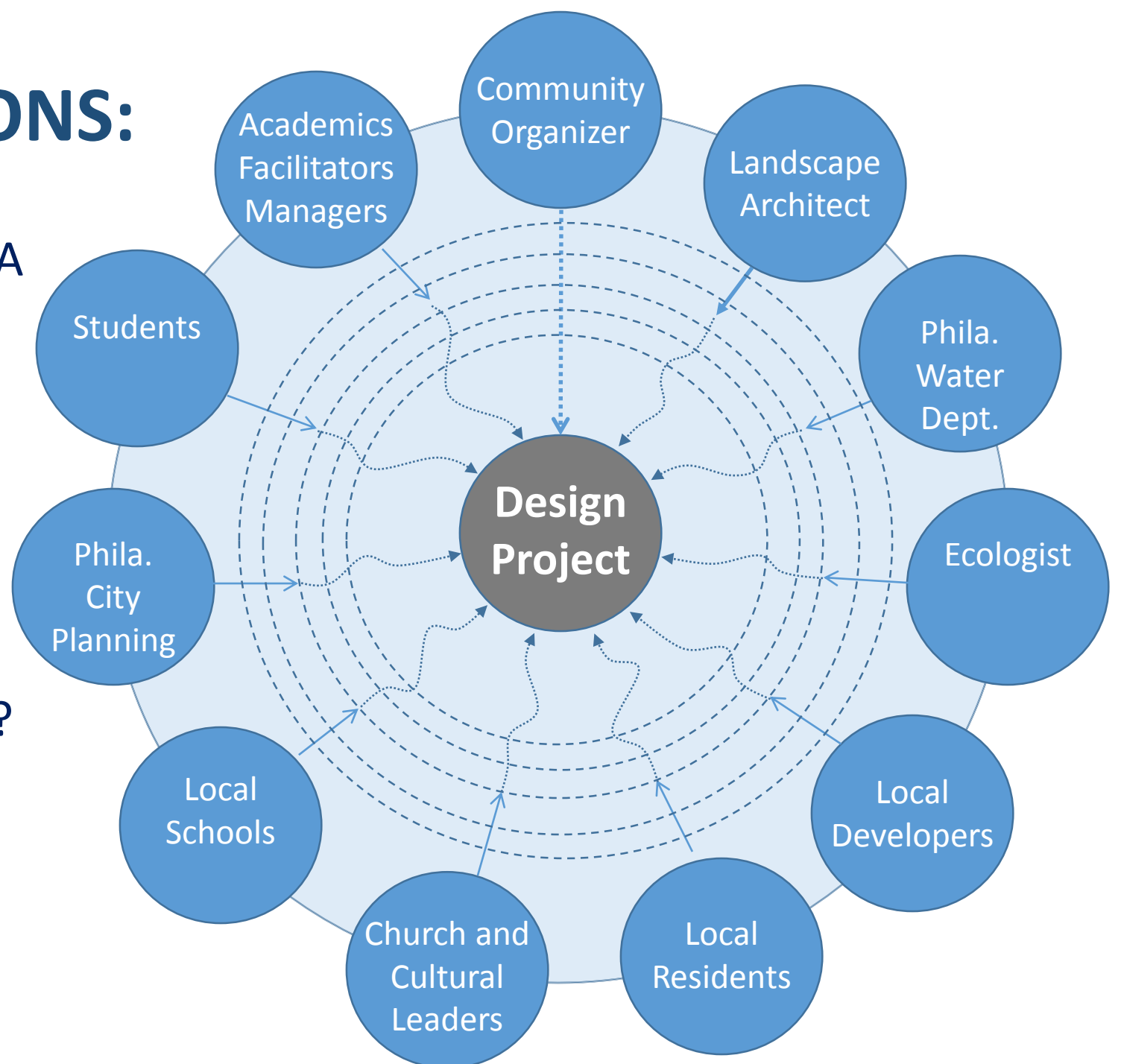
PRINCIPLE 1:

CONNECT RESIDENTS TO A WIDE ARRAY OF AMENITIES AND NATURAL ENVIRONMENTS BOTH INSIDE AND OUTSIDE THE COMMUNITY



WORKSHOP QUESTIONS:

- DO YOU HAVE AN IDEA FOR A COMMUNITY PROJECT?
- WHO WOULD BE THE STAKEHOLDERS?
- WHO WOULD BE THE FOCUS GROUP?
- WHAT METHODS MIGHT YOU USE TO GAIN THEIR TRUST?
- WHAT IS THE SCOPE OF THE PROJECT?



SEMESTER BEGINS

FIRST WEEK

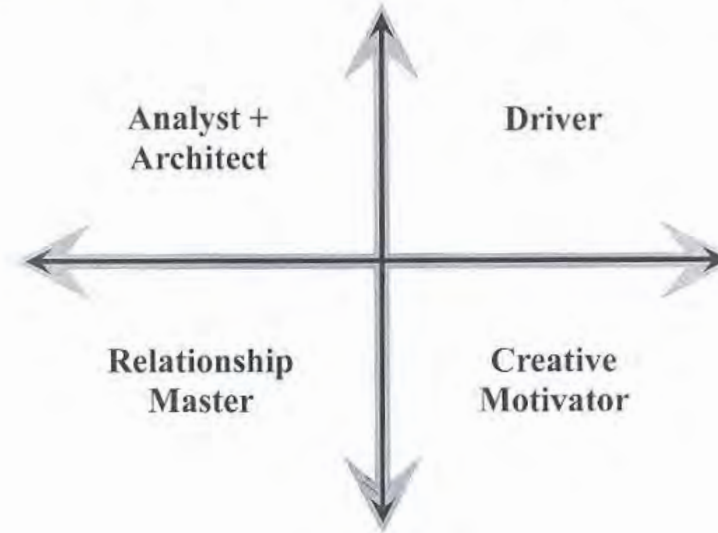
- FORM TEAMS
- ICE-BREAKER
- PRE-SURVEY

FIRST WEEK

'GETTING TO KNOW YOURSELF' QUADRANT EXERCISE

ARCHITECTS & ANALYSTS <i>Emphasize meaning and conceptual functions</i>	DRIVERS <i>Emphasize action and directing</i>
<ul style="list-style-type: none"> information and opinion seekers good at analysis and process observation prefer to make decisions based on facts prefer as much information as possible before deciding can come out with totally off-the-wall solutions that work translate feelings and experiences into ideas can be slow in making decisions or dugged in the facts can happily leave most decisions to others and focus on only one decision have to watch out for non-involvement or unrealistic ideas if they get into their world <p>If a leader has this style, honor their need for information while also requesting they tell you how they will decide or delegate, and when.</p> <p>Some Effects on the Group Architects and analysts are often in the minority but their function is essential. If a group doesn't pay attention to this area, it will miss out on significant learning that comes from observation and analysis. The group may also be missing important process steps or other ways to view a situation. Too much of this style in a group may stall movement because the discussion, laissez-faire attitude and analysis allows opportunities to pass.</p>	<ul style="list-style-type: none"> information and opinion givers decision making is easy for them often the keepers of the vision in a group great at taking a stand, being direct and making things happen usually not too shaken by critical feedback often will urge "let's decide" as indecision can drive them crazy will sometimes decide without input from others and step on toes make mistakes when moving too quickly without adequate info can come across as too impersonal and lose connection with their group have to be careful not to "over-lead" <p>If a leader has this style, be as direct as possible when dealing with them. Bring problems and opinions to them; they expect this.</p> <p>Some Effects on the Group If a group does not have drivers, they must pick up driver functions or they can fail to meet far-reaching goals. Mature drivers are non-reactive individuals with much ability in the other quadrants, and they help ground a group. When this style is not mature, there may be too much individuality or structure. Tuff battles or a lack of member autonomy and collaboration ensue.</p>
RELATIONSHIP MASTERS <i>Emphasize caring</i>	SPONTANEOUS MOTIVATORS <i>Emphasize emotional stimulation</i>
<ul style="list-style-type: none"> excellent at building and sustaining community work well on a team great at building rapport, consensus, commitment and seeking feedback support, praise, and feel concern display high regard for others' wishes, viewpoints and actions may not take an unpopular stance if it puts a relationship at risk can put so much emphasis on relationship that tasks and decision-making fall behind can forget or downplay their own needs, to their detriment <p>If a leader has this style, you may need to ask them to be more specific in outlining their expectations. Encourage critical feedback from them and tell them when you want to know what they think and want.</p> <p>Some Effects on the Group You cannot have too much caring and respect as part of your capacity—it is the glue that's essential for a group to function. As a leader, it is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is lack of depth in genuine connection and innovation.</p>	<ul style="list-style-type: none"> often voice their ideas and supply passion to follow these ideas emergers great at motivating people as they possess a sense of mission or vision good at energetic dialogues with other group members can be emotionally bound to their ideas; objectivity can be their biggest challenge can create a highly emotionally charged climate if they put too much emphasis on challenging others and conforming assumptions <p>If a leader has this style, know your own position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.</p> <p>Some Effects on the Group Spontaneous motivators are often light bulbs. Groups need this function to sparkle, create, prod, stir the pot and impassion. A group without this style may be functional, but somewhat lack luster. When mature people with this style choose to be detached and monitor their emotional involvement, this is highly effective. If too much of this style is present in a leader, or if they are not mature, a group can be overly reactive or so impassioned about their ideals that they lose touch with other realities. Interestingly, many charismatic leaders and cult leaders come from this quadrant.</p>

LEADERSHIP STYLES CLASS



	Driver	Creative Motivator	Relationship Master	Analyst + Architect
FOCUS	Results + Plans	Ideas - Change	People + Caring	Systems + Implementation
WORD	Action	Spontaneous	Harmony	Concept
QUESTION	What?	Why?	Who?	How?
BRINGS	Direction	Passion	Confidence	Understanding
CHALLENGE	Relation	Completion	Decision	Spontaneity
MOTTO	Get it done	So I have this idea.....	Everybody love everybody	Do it right

GETTING TO KNOW YOU!

Name: _____

What you would like to be called: _____

E-mail: _____

Phone Number: (w) _____ (m) _____

Academic Major: _____

Year of Study (e.g. sophomore, junior, senior,) _____

Do you have a job aside from being a student? If so, where do you work and what do you do?

Why do you want to be a _____ (insert profession)

Why did you decide to major in _____,

Why are you taking this course _____

What is something about you that is probably not true of other students in the class (for example, an unusual experience, hobby, skill, or interest):

Favorite movie: _____

Favorite music or book: _____

Favorite hobby or sports activity: _____

SCHEDULE OF WORK AND SCHOOL

ALIGNING SCHEDULES OF STUDENT GROUPS IS CRITICAL –MUST HAVE TIME OUTSIDE STUDIO TO WORK TOGETHER

Time	M	T	W	T	F	S	S
8-9 AM							
9-10 AM							
11-12AM							
1-2PM							
2-3PM							
3-4PM							
4-5PM							
6-7PM							
8-9PM							
10-?							

FORM TEAMS

BASED ON SCHEDULE,
PERSONALITY TYPE, STRENGTH OF
STUDENTS (IF KNOWN)

- NO MORE THAN 4 PER GROUP- 3 IS OPTIMAL-



GROUP MEMBER BILL OF RIGHTS

- LIST THE RULES AND EXPECTATIONS YOU AGREE AS A TEAM TO ADOPT.
- DESIGNATE:
 - A PROJECT MANAGER,
 - A MONITOR AND
 - NOTE TAKER AND
 - CHECKER FOR EACH ASSIGNMENT.
- ROTATE THESE ROLES EVERY TWO WEEKS ASSIGNMENT.



WATER BREAKER

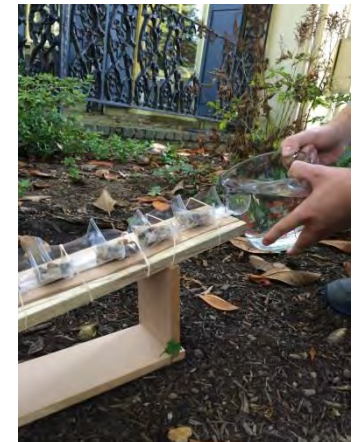
YOUR TEAM HAS BEEN CHALLENGED TO A 'WITS OF WATER'. IF YOU CHOOSE TO ACCEPT THIS DARE YOU WILL HAVE THE OPPORTUNITY FOR YOUR TEAM TO SHOW THEIR SOLIDARITY, ABILITY TO COLLABORATE AND WIN!

THE COMPETITION

YOU ARE TASKED WITH TWO TESTS, EACH INVOLVES A QUART OF WATER, HOW SLOW OR FAST THE WATER TRAVELS AND HOW MUCH WATER MAKES IT TO THE END ONCE THE WATER TRAVERSES YOUR 'CONTRAPTION'.

CHALLENGE ONE

HOW FAST YOU CAN GET A QUART OF WATER TO RUN DOWN A 'HILL'?



TEAMWORK SKILLS:

BUILDING CONSENSUS

Procedure

- Agree on objectives for the task/project, expectations, and rules
- Define the problem or decision
- Figure out how to reach a solution.
- Brainstorm possible solutions
- Discuss pros and cons
- Adjust, compromise, and fine tune the agreed upon
- Make your decision
- Repeat if necessary
- Once the decision has been made, act upon what you decided.

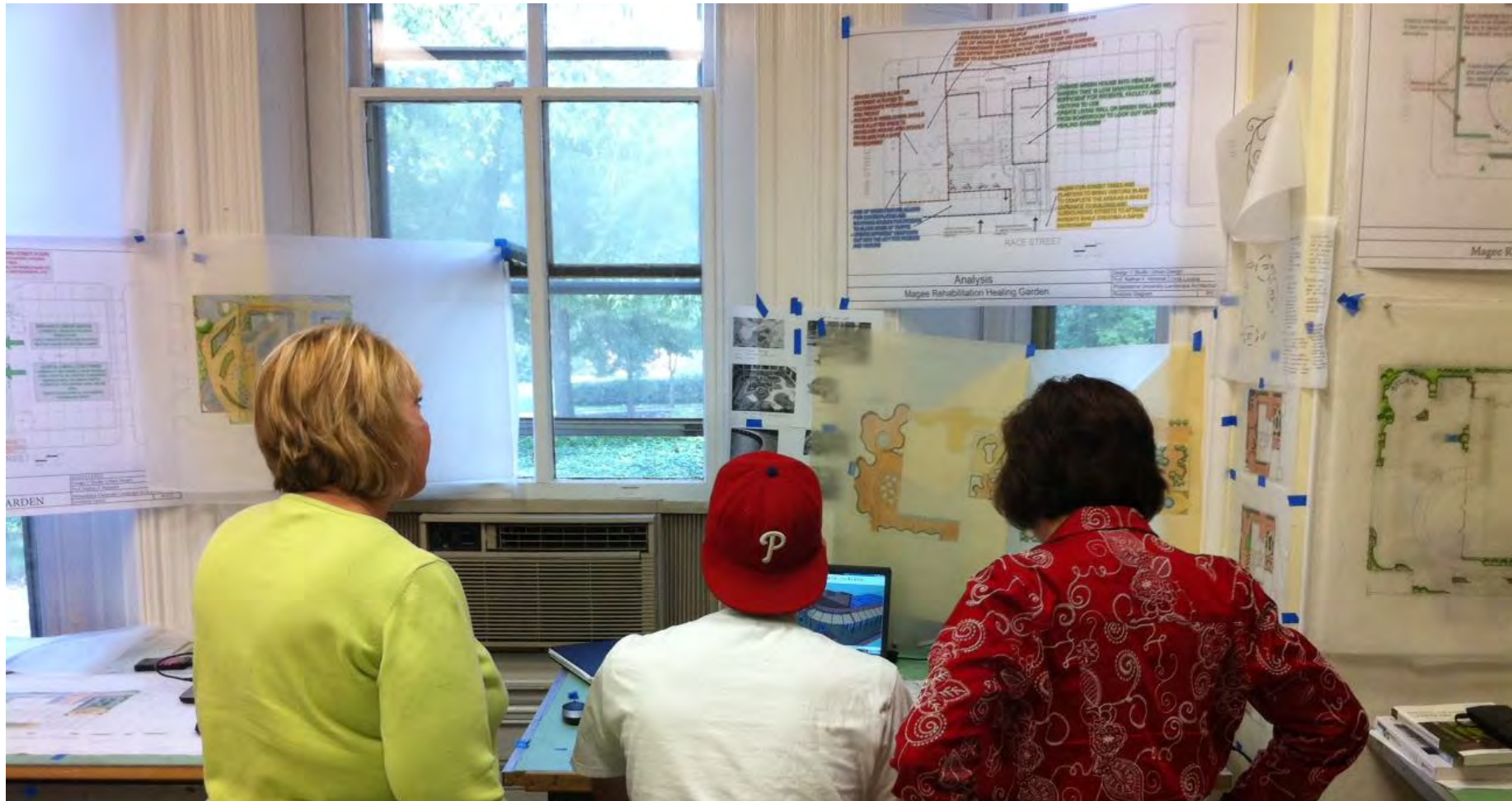


INTROVERTS VS EXTROVERTS

- EXTROVERTS LEARNING HOW TO APPROACH INTROVERTS
- EXTROVERTS LEARNING TO THINK BEFORE THEY SPEAK
- INTROVERTS REMEMBERING THEY ARE IMPORTANT
- INTROVERTS LEARNING STRATEGIES TO WORK IN GROUPS
 - SHARE BACK WHAT YOU HEAR IN GROUP DISCUSSIONS
 - APPROACH TEAM LEADER BEFORE THE MEETING TIME TO DISCUSS IDEAS
 - CARVE OUT A SPACE IN STUDIO FOR ALONE TIME

START EVERY STUDIO SESSION AS A GROUP

- HELPS TEAMS KEEP ON TRACK
- BUILD SOLIDARITY



TEAMWORK/COLLABORATION READINGS

- **“COPING WITH HITCHHIKERS AND COUCH POTATOES”**
- **“HOW STUDENTS LEARN”**
- **“LEARNING IN TEAMS: A STUDENT GUIDE”**

PRE-INSTRUCTION SURVEY

1. Landscape architects are integral the design process

- strongly agree 1
- somewhat agree 2
- somewhat disagree 3
- strongly disagree 4

2. The architect, as the master builder, initiates the design project

- strongly agree 1
- somewhat agree 2
- somewhat disagree 3
- strongly disagree 4

3. The Community has no vested interest in the outcome of the project

- strongly agree 1
- somewhat agree 2
- somewhat disagree 3
- strongly disagree 4

4. Sustainability targets are not worth the economic investment required

- strongly agree 1
- somewhat agree 2
- somewhat disagree 3
- strongly disagree 4

WORKSHOP QUESTIONS

- QUESTIONS OR EXPERIENCES TO SHARE ?

SECOND WEEK: INTERACTING WITH THE COMMUNITY

HOW TO TALK TO THE COMMUNITY

TOPICS INCLUDE:

- EMPATHY, DIVERSITY, EDUCATING PUBLIC ON SUSTAINABILITY, COMMUNICATING EFFECTIVELY
- EMPHASIS ON KNOWING YOUR CLIENT AND COMMUNICATING WITHOUT JARGON.
 - CANNOT ASSUME THE COMMUNITY UNDERSTANDS OUR 'LANGUAGE'.
- TIME SPENT CRAFTING A NARRATIVE, PICKING APPROPRIATE DRAWINGS AND PREPARING FOR THE COMMUNITY INTERACTIONS.



ASSET BASED COMMUNITY DRIVEN DEVELOPMENT

- FOUR FOUNDATIONAL GOALS :
 - FOCUS ON ASSETS AND STRENGTHS
 - IDENTIFIES AND MOBILIZES
 - COMMUNITY DRIVEN
 - RELATIONSHIP DRIVEN



FOCUS ON ASSETS AND STRENGTHS

- WHEN START WITH NEEDS IT FOCUSES ON PROBLEMS
 - COMMUNITY STARTS TO INTERNALIZE ISSUES
- REPHRASE THE QUESTIONS:
 - **WHAT ARE STRENGTHS**
 - not WHAT ARE NEEDS?
 - **WHEN DID YOU FEEL YOUR COMMUNITY WAS AT ITS BEST?**
 - not WHAT NEEDS TO CHANGE?
 - **WHAT DO YOU VALUE ?**
 - not WHAT ARE THE BARRIERS TO CHANGE?

IDENTIFY AND MOBILIZE

- RECOGNIZE SKILLS AND ABILITIES OF INDIVIDUALS
- IDENTIFY VOLUNTARY ORGANIZATIONS
- LOOK FOR INSTITUTIONS CONNECTED TO THE COMMUNITY
- LOOK AT THE PHYSICAL ENVIRONMENT
- CONSIDER A COMPREHENSIVE UNDERSTANDING OF THE ECONOMY TO INCLUDE CO-OPTING, SWAPPING, VOLUNTEERING ECT.
- IDENTIFY AND RECORD STORIES, CULTURE AND HERITAGE OF COMMUNITY
- LOOK FOR OPPORTUNITIES TO BUILD RELATIONSHIPS AND CONNECTIONS

COMMUNITY INTERACTIONS

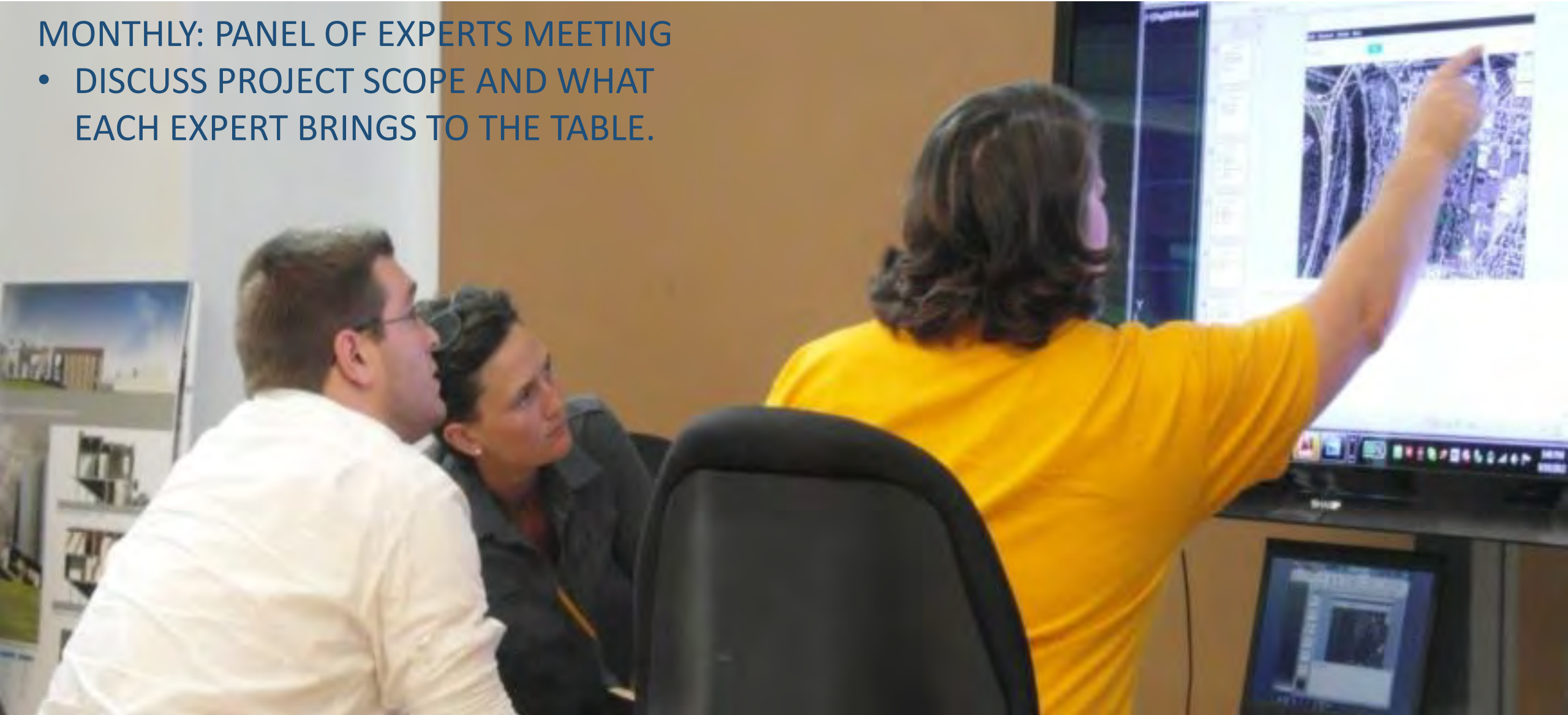
- DIVERSITY OF ENCOUNTERS
 - INFORMAL MEETINGS ON THE STREET
 - PIZZA MEET AND GREETINGS WITH CHILDREN
 - COMMUNITY MEMBERS VISITING CAMPUS
 - COMMUNITY MEETINGS.



EXPERT INTERACTIONS

MONTHLY: PANEL OF EXPERTS MEETING

- DISCUSS PROJECT SCOPE AND WHAT EACH EXPERT BRINGS TO THE TABLE.



COMMUNITY OUTREACH

- MONTHLY FOCUS GROUP MEETINGS
- COMMUNITY MEETINGS- MID AND END OF SEMESTER
- COMMUNITY EVENT
 - ATTEND COMMUNITY DEVELOPMENT MEETINGS
 - ANY OTHER EVENTS THAT ARE RELEVANT
- PHILAU EVENTS
 - PARKING DAY
 -



EXPERTS/OUTSIDE SPEAKERS

- CLIENT-RIDGE ALLEGHENY HUNTING PARK CIVIC ASSOCIATION
- COMMUNITY-PARADISE
- HISTORY - BARBARA KIMMELMAN
- SUSTAINABILITY - ROB FLEMING
- CIVIL ENGINEER- BRIAN CONLON
- CONSTRUCTION MANAGEMENT-GREG LUCADO
- LANDSCAPE MAINTENANCE – RICK WALIGORA
- TEAM BUILDING EXERCISES-HEATHER HOROWITZ, RYAN BISSONETTE
- WRITING-KATIE GINDLESPARGER
- INDEPENDENT ARTIST- KATE KARMAN
- OLIN PARTNERSHIP LANDSCAPE ARCHITECT-ALLEN SPULECKI
- WPFSI REAL ESTATE DEVELOPER -JIM BURNETT
- OLIN PARTNERSHIP, CIVIL ENGINEER - STEVE BENZ
- PHILADELPHIA PLANNING COMMISSION, DIRECTOR OF COMMUNITY PLANNING - RICHARD REDDING
- WARD LEADER, DEMOCRATIC EXECUTIVE COMMITTEE- MARK GREEN
- CONSTITUENT SERVICES REPRESENTATIVE, OFFICE OF CINDY BASS - KEITH DIAL
- LANGAN ASSOCIATES, LANDSCAPE ARCHITECT- MICHAEL SZURA
- STUDIO BRYAN HANES, LANDSCAPE ARCHITECT- BRENNA HERPMAN ASLA
- LANDSCAPE ARCHITECT-SARA ENDRISS ASLA
- LUSH, LANDSCAPE ARCHITECT-CRICKET BRIEN ASLA
- ARCHITECT- SUSAN FROSTEN AIA
- DRAGON ASSOCIATES, LANDSCAPE ARCHITECT-BRIAN DRAGON ASLA
- PHILADELPHIA WATER DEPARTMENT LANDSCAPE ARCHITECT - RACHEL AHERN PWD
- PHILADELPHIA WATER DEPARTMENT, ENVIRONMENTAL SCIENTIST/PLANNER - STEPHANIE CHIOREAN
- ASSISTANT MANAGING DIRECTOR PHILLYRISING COLLABORATIVE -JIM SANDERS

DIVERSITY TRAINING:

- SCAVENGER HUNT
 - PICK A STUDENT FROM ANOTHER CULTURE-WHAT IS THEIR MAJOR?
 - RESEARCH THEIR CULTURE
 - IMAGINE WHAT THEIR DAY MIGHT BE LIKE
 - LIVE IT-GO THROUGH A DAY IN THEIR LIFE STEP BY STEP-THIS MAY TAKE A WEEK OR SO TO COMPLETE.

TEAMWORK SKILLS CONTINUED:

WHAT'S WORKING/ WHAT'S NOT WORKING

- CHANCE FOR STUDENTS TO GIVE ONE POSITIVE AND ONE NEGATIVE ABOUT GROUP WORK
- MUST EXPRESS IN 'I' STATEMENTS



MID - SEMESTER COMMUNITY PRESENTATION

- Present inventory and analysis that addresses community's assets and strengths
- Conceptual plans introduced
- Presentation is done as a roundtable event
- Includes food and babysitting

MID SEMESTER COURSE EVALUATION

- RE-EVALUATE
 - ALLOWS STUDENTS TO REFLECT ANONYMOUSLY
 - ALLOWS INSTRUCTOR TIME TO ADJUST COURSE

SURVEY – GROUP’S STRENGTHS AND WEAKNESSES

Rate your group on the following...	Major Weakness	Moderate Weakness	Strength & Weakness	Moderate Strength	Major Strength
1. Working together as a group					
2. Commitment to the groups goals					
3. Effectiveness of group meetings					
4. Communication among group members					
5. Members getting their work done on time					
6. All members participating equally					
7. Quality of work produced by the group					
8. Members being motivated for the group’s task					

END OF SEMESTER

- COMMUNITY MEETING- SOLICIT INPUT ON FINAL DESIGN SCHEMES
- FORMAL PRESENTATION TO PANEL OF EXPERTS
- REFLECTIVE ESSAYS-INPUT FROM STUDENTS ON EXPERIENCES
- POST-SURVEY ON ATTITUDES OF OTHER DISCIPLINES



REFLECTIVE ESSAYS

- PRIOR TO THIS COURSE WHAT WAS YOUR EXPERIENCE WORKING IN TEAMS IN YOUR OWN DISCIPLINE AND OUTSIDE OF YOUR DISCIPLINE? LEARNING
- LIST THE TOP THREE (3) THINGS THAT YOU LEARNED FROM THIS STUDIO EXPERIENCE.
- WHAT DID YOU LEARN FROM THIS INTERDISCIPLINARY TEAM CONFIGURATION THAT YOU THINK YOU WOULD HAVE NOT LEARNED IN ONLY A DISCIPLINE SPECIFIC TEAM OR AS AN INDIVIDUAL DOING THIS PROJECT?



LESSONS LEARNED

- WE STARTED EVERY STUDIO SESSION AS A GROUP WHICH CREATED COHESION AND SUPPORT AS THE STUDENTS RECOGNIZED WE WERE INTERESTED IN HOW THEY WERE DOING WITH THE GROUP WORK.



LESSONS LEARNED

- INTERDISCIPLINARY TEAMS MUST BE CAREFULLY ORCHESTRATED AND STRUCTURED
 - CONCISE ROADMAP
 - UNCOMFORTABLE WITH THE OPEN ENDED NATURE
 - EVERY GROUP HAD A DIFFERENT SET OF DELIVERABLES



LESSONS LEARNED

- **Studio work was enhanced by the interactions with the community**
- **Connection and interactions with the domain experts significantly enhanced the studio, student learning and engagement.**
 - **Students were very willing to continue engaging with the community after the studio was completed.**
 - **Showed level of commitment to the project and to the community**
 - **Having the information come from an ‘expert’ often translated into more seriously considering it as the expert was sometimes deemed more trustworthy than the instructors.**
 - **It was also interesting to see the student’s reactions to experts because they were taking time out of their busy career to talk to them and that was commented on numerous times by the students – they felt important and considered which in turn influenced their reaction and commitment to the community**

LESSONS LEARNED

- DIVERSITY AND TEAMBUILDING
 - Getting by in from the students on these exercises was somewhat challenging as this was new to them and they did not always see the value.
 - Fortunately they did by the end of the semester and actually wanted more specifics on working in teams.
 - Suffered somewhat due to student reluctance to discuss problems and issues early in the process for fear of hurting their grade. Instructors selected groups based on schedule supplied by the students, their discipline and perceived ability.
 - Groups suffered as students were not accurate in their schedule and as a result did not have time outside of studio to work as a team. (this was one of the biggest stumbling blocks with groups)
 - Gained the ability to think beyond traditional academic disciplines.
 - Students had positive attitudes about working with communities.

LESSONS LEARNED

- PHYSICAL SPACE IS CRITICAL
 - FLEXIBLE SPACE TO MEET
 - PLACES FOR THOSE THAT NEED QUIET TO WORK
 - DIGITAL CAPABILITIES,
 - MODEL MAKING AREAS



LESSONS LEARNED

- **HOW DO WE ASSESS THE COLLABORATIVE EXPERIENCE?**
 - ASSIGN GRADES BASED ON THE TEAM'S PERFORMANCE AND ONLY CONSIDER A HIGHER GRADE FOR AN INDIVIDUAL TEAM MEMBER IF THEY TRULY EXCELLED IN THE GROUP
- HOW DO WE RECONCILE THE 'INDEPENDENT' AND THE TEAMWORK SKILLS NECESSARY WHEN THE DESIGN PROFESSION AND ACADEMIA REVERES THE SINGULAR?

STUDENT FEEDBACK

- Opportunity to work and interact with experts and learn how each understands their discipline.
- The interaction with architecture and balancing the architecture and landscape architecture perspective- a lot of give and take- there was not a dominant discipline that ran things
- Function of teams and proximity-relationship built through the semester due to being in the same studio and working together in every class
- Liked the technical expertise each discipline brought to the table. Such as the architect knew about building materials and sustainable buildings while the landscape architects were able to expand the conversation beyond the building and both expertise were respected
- There was a lot of information during meetings with the experts, other academics and the community that had to be absorbed at each meeting and having 3 sets of ears was invaluable as the team had different interpretations of what was said. Forced you to pay attention.
- The team spent the time needed together to get work done-compatible in time-a lot of discussion-which made time spent much more productive as there was continuum of interaction
- Worked a lot in studio which was critical –worked together-communication is key-
- Feedback from team members really helpful
- Physical space is critical-need space to meet and gather-not just studio space but meeting space-flexible with white boards, pinup space, digital capabilities, model making areas and ante rooms off the large one for group meetings and places for those that need quiet to work.

COMMUNITY FEEDBACK

- APPRECIATE THAT WE DEVELOP LONG TERM RELATIONSHIPS NOT A SINGULAR STUDIO
 - BEEN WORKING IN SEVERAL NEIGHBORHOODS FOR MANY YEARS
- APPRECIATE THAT WE ARE ALWAYS LOOKING FOR OPPORTUNITIES TO BUILD ON DESIGN WORK DONE IN STUDIO
- GRANT PROPOSALS





DESIGN MAKING A DIFFERENCE



COURSE SCHEDULE

- **AUGUST 20** **TEAMBUILDING**
- **AUG 22** **FIELD TRIP TO SITE**
- **AUG 23** **FIELD TRIP-WALKING TOUR OF PARKWAY**
- **AUG 27** **MEETING WITH FOCUS GROUP AND CLIENT**
- **SEPT 5** **TEAMBUILDING**
- **SEPT 10** **ROUNDTABLE**
- **SEPT 13** **FIELD TRIP TO SITE**
- **SEPT 24** **ROUNDTABLE**
- **SEPT 26** **TEAM BUILDING**
- **SEPT 27** **COMMUNITY MEETING**
- **OCT 6** **MEETING WITH FOCUS GROUP AND CLIENT**
- **OCT 10** **ONE ON ONE WITH THE EXPERTS**
- **OCT 17** **MEET AND GREET WITH COMMUNITY**
- **OCT 31** **ROUNDTABLE**
- **NOV 1** **MEETING WITH CHILDREN ON SITE**
- **NOV 5** **MEETING WITH FOCUS GROUP AND CLIENT**
- **NOV 12** **ONE ON ONE WITH THE EXPERTS**
- **NOV 14** **ROUNDTABLE WITH EXPERTS**
- **DEC 1** **FINAL COMMUNITY MEETING**