CORK CENTRE FOR ARCHITECTURAL EDUCATION

	PRG Finding/Recommendation	Centre Response/Action		
1	The Review Group recommends that the Centre make a concerted effort in the area of staff development in order to get research off the ground.	Since the QR visit, a CCAE Research Committee has been established and almost all staff participated. One of the key objectives of the committee is to expand the proportion of staff engaged in research. **PROPOSAL – W**ithin the limitations of the budget agreed by the CCAE Joint Management Board, CCAE staff, particularly those at an early stage in their academic career, financially support will be made available to attend conferences at which they will present a paper for publication. (up to 1 per year).		
	Young staff, in particular, should be encouraged to present their work at international conferences or workshops.	A Research Mentor will be appointed to all new staff who are not "research-active".		
	Research in architecture is currently a hot issue at many architecture schools across Europe. There are a number of international networks (for example the EAAE, or other, more specialised associations) that promote architectural design research by organising workshops and conferences which are particularly geared towards young staff. By attending, they can exchange notes and establish ties with other young researchers working on similar issues.	CCAE has been a member of EAAE since 2007 and recently joined ACSA (the USA equivalent). Since 2007, five staff have published 5 papers in the EAAE Transactions. CCAE have also made presentations at all the meetings of the All Ireland Architectural Research Group since its inception. Both UCC and CIT staff in CCAE have entered their profiles on IRIS - a research database - after a joint workshop.		
2	As the teaching loads currently are not the same for CIT and UCC staff, it is easier for UCC staff to develop their own research profiles. Elsewhere in this report the Review Group strongly recommends the development of a cross-institution workload model based on principles of parity and transparency.	**PROPOSAL:** a Common Workload Allocation Plan will be considered for all CCAE permanent staff to contribute towards greater clarity in the responsibilities carried out by each member of staff. It needs to be recognised that the differences in the contracts and practices in the employment of staff in the two institutions goes beyond just contact-hours. Other issues affect staff in developing their potential as researchers. For		

	But while the current situation persists, the Review Group recommends that special incentives should be developed for CIT staff to also be able to engage in research activities.	example there appear to be more funds available for CPD and personal equipment for CIT staff, and resources to support staff in registering for research degrees. **PROPOSAL:** <u>Two policies would have a major impact on facilitating research development amongst CCAE staff:</u> <u>a) Fees and travel expenses support for staff undertaking research degree programmes.</u> <u>b) Development of a system for CIT-CCAE staff to enable allocation of teaching release in return for agreed research outputs.</u>		
	Right now there are only a small number of researchers among staff that account for most of the CCAE's research publications. In the future, the Centre should strive for a more balanced picture, with greater numbers of staff actively taking part in research and publishing their results.	A clear majority of high recognition research publications are provided by one UCC staff member. However, some 80% of peer-reviewed research output from CCAE has been generated by 4 members of staff (two from UCC, and two from CIT). Two staff from CIT and two from UCC, have applied for, or are already undertaking, research degree programmes. Two additional members of CIT staff are developing proposals for research degree programmes. Despite the differences in the class contact hours, this data indicates that half of the most research active CCAE staff are employed by CIT, and almost all CIT staff either are already research active, or are developing research programmes. A significant potential for *increasing* research outputs in CCAE exists in the group of practitioner staff. There are almost 30 of these staff, and CCAE will develop a policy aimed at creating conditions to support these staff in publishing and exhibiting their innovative design work and research papers. **PROPOSAL:** <u>CCAE </u>with CIT and UCC,<u> will develop proposals for alternative employment contracts that support staff currently teaching on a part-time basis, to engage in research.</u>		
3	The Review Group also recommends that the CCAE engage in interdisciplinary research with more experienced partners at CIT and UCC.	CCAE will continue to seek out experienced research partners with whom to undertake collaborative and interdisciplinary projects. This has already been a particularly successful strategy for CCAE and has resulted in participation in a large PRTLI-IV project (NEMBES) and the CCAE leadership of an INTEREG programme with partners in five nations		

		(NPP Programme's NEES project on Sustainable Building Products and Services). It has also led to an invitation to participate in a bid for the new European Framework programme for a Smart Ceramic Wall R&D project (ALADDIN), with partners in Italy, Spain and the Netherlands. These three projects represent a funding total of over €1M, and have resulted in joint publications with the Human Computer Interface group at Trinity College Dublin.		
		Collaboration, with the UCC Dept. of Geography, has resulted in the hosting of an international conference and the publication of an edited book: "Ordnance: War + Architecture & Space".		
	Ideally the research topics should feed into teaching and particularly design studios. The Centre is currently too small to pursue research activities that are only of peripheral interest to its overall pedagogic development.	The utilization of research outputs in the teaching programme in CCAE will be one of the issues to be addressed by the new Research Committee in re-drafting the CCAE Research Strategy.		
		There are examples of this being done already in several modules related to Technology and also in History Theory and Context.		
	The structure of the Master's course already seems to offer the possibility to take up design research topics and to develop them to considerable depth.	The outputs of both the M.Arch and the Year-4 Dissertations both yield the prospect of leading to original research publications. Exhibitions have been held in Cork and Dublin. Exhibition work has been prominently and positively reviewed in the Architects Journal in the UK. The structure for the supervision of the Year-4 dissertations is based on student selection from a list of staff research topics.		

	Recommendations relating to Governance, Management and Staffing, Teaching and Learning			
4	The future strategic direction and positioning of the Centre needs to be reviewed at the highest levels in UCC and CIT. This is to enable the Centre to attain its full potential, building on its existing strengths and to firmly establish a sustainable future for architectural education and research in Cork. This strategy needs to consider local, national and international developments and trends. Architecture is a vital component of the cultural make-up of Cork and its environs which is a major tourism attraction for overseas visitors to Ireland and to Europe generally.	**PROPOSAL:** CCAE staff will produce draft proposals for future strategic direction and positioning for consideration by the BoS & the Joint Management Board (JMB), in order to provide a stimulus for a review at the highest levels of the institutions.		
5	Significant progress has been made in the development of joint procedures and regulations between UCC and CIT, but this process isn't complete and the issue of joint staff appointments now needs to be considered. Ideally staff should be appointed to the Centre itself, and over time there should be a move to a clear single line management for staff within the Centre. More clear information needs to be communicated to students about the management of the Centre and opportunities available in both institutions, particularly regarding facilities. Enhanced student handbooks would be a good vehicle for this.	This recommendation will be placed on the agenda of the JMB An enhanced Student Handbook will be prepared and links will be provided from the website.		

6	Significant opportunities exist to strengthen links with staff and centres of expertise in both CIT and UCC and with other bodies/entities in the region.	CCAE is committed to continued development and expansion of its links with staff and centres of expertise in both CIT and UCC and with other bodies/entities in the region. A follow-up meeting will be requested with the officers responsible for Research in CIT and UCC to explore future developments.		
7	A large proportion of the Centre's activity is delivered by part-time staff. The manner in which such staff are engaged with and appointed by the Centre needs to be explored. The processes need to be clear and unambiguous.	The process of appointing part-time staff has been explored and discussed extensively at staff meetings, and at the JMB, which invited advice from the HR departments of both institutions. Based on these consultations a draft policy (2009) concerning the appointment of staff in the Centre was produced and this has formed the basis of subsequent recruitment. The policy has been available, with other CCAE protocols and strategies in the Policies File in the CCAE staff room. It supplements the appointments policies of both CIT and UCC. In the light of the Panel's recommendation, this document will be reviewed, and an updated version will be submitted to the CCAE Joint Management Board for approval as CCAE policy. A decision has been taken by the JMB to engage closely with Architectural Practices in the delivery of the programme.		
8	All staff (full-time and part-time) would benefit from a formal staff induction process. This should embrace best practices in teaching, learning and assessment, details of administrative procedures/regulations and information relating to staff/student support services. Staff intending to engage in research will also need to engage in staff development activities specific to this activity.	An induction procedure for CCAE staff will be developed with due consideration to the existing induction provisions of CIT and UCC. The new CCAE Research Committee will arrange seminars and guest presentations to inspire and assist staff in developing research activity.		
9	A two-way engagement with the Teaching and Learning Centres in both UCC and CIT would enrich the learning experience of CCAE students and students of other programmes in UCC and CIT. The studio-based component of architectural education is an exemplar of project-based learning and there is much	Meetings will be sought with the Teaching & Learning Centres in both UCC and CIT. There will be an attempt to ensure that the events of both organisations are open to all teachers in CCAE. The model for this will be an event organised several years ago by the T&L group in UCC, which, at the request of CCAE, organised an open lunchtime seminar on Assessment Criteria to assist in the development of the examination process in CCAE.		

	to be learnt about its effectiveness. The engagement with the Teaching and Learning Centres could enhance both the activities of the CCAE and the Teaching and Learning Centres themselves.	CCAE Staff from both CIT and UCC were encouraged to participate. CCAE staff will also be encouraged to offer to contribute to seminars on studio pedagogy, case study learning by project, and portfolio assessment.		
	Recommendations relating to Facilities			
10	The Review Group recommends, subject to resource availability, that the on-site facilities be expanded in a manner that would be complementary to the existing available facilities particularly on CIT's Bishopstown campus. The specific area of development would be the provision of digital output devices.	CCAE will develop proposals for the development of facilities to support digital design and digital making. A Special Interest Group will be established, which will consult with staff and staff/student committee, and relevant departments and Support Services in CIT and UCC. They will develop proposals for appropriately equipping the Copley Street Centre. These proposals will be submitted for the approval of the JMB.		
11	It is also recommended that the Centre management team engage with the Head of Crafts in CIT to discuss enhanced availability of workshop facilities and of technical support for Copley Street with a view to optimising student access and use of workshop facilities in both locations.	This has been implemented in Semester One of 2012-2013: CIT now provide two members of staff to support the wood workshop in CCAE on two days each week.		
12	A student Common Room is a high priority to allow students from various stages to mix socially and to share their experiences. It would also facilitate informal networking of staff and students. The Common Room should be used to communicate the availability of facilities, activities and support services in both CIT and UCC.	A common room was provided from 2008 – 2011. This was used infrequently and by only a small proportion of students. The room was converted into the wood workshop in 2011-2012. This recommendation will be discussed at the Staff/Student Committee and appropriate proposals will be considered along with other new space demands that will be generated by proposed Digital Making facilities taught Masters programme, and alumni support activities.		
	Recommendations relating to External Relations			
13	The Erasmus programme is in its infancy and needs staff resources in order to be developed and managed in a comprehensive manner. This should be priority in order to enhance the student experience and to	CCAE will take initiatives to energise and expand ERASMUS partnerships which currently involve partners in Tallinn, Vienna and Milan.		

	encourage relationships with other schools of architecture in Europe. There should also be some opportunities in this area for staff visits or exchanges.			
14	The Review Group recognises the dual imperatives of internationalization and local presence. In order to forge a distinct international presence, the Group recognises the need to establish a stronger local and regional identity. This has benefited a number of internationally significant schools, whose profile is reinforced by their relationship to and understanding of the land and culture to which they belong.	CCAE staff place great importance on their contribution to the culture of Cork and its environs and the means of enhancing this will be considered in the review of strategy referred to above in paragraph 4. In the Centre's initial years, some of the ways in which this commitment has been expressed are: exhibiting student work in local venues such as culture centres, public houses and local authority buildings, staging exhibitions from local artists in the CCAE premises, encouraging students to contribute to public exhibitions of prominent Cork artists, engagement with the National Sculpture Factory, participation in Cork Culture Night, providing premises for actions to raise funds for the Simon charity for homeless people, and cooperation with the Southern Region of the RIAI. The new strategy document will address the issue of internationalisation and recruitment.		
15	It is suggested that locating the project work of the Centre in Cork City and the local region will help to build up a body of knowledge, which will feed into research and into undergraduate teaching and learning. It will also facilitate making connections with other areas of expertise in UCC and CIT and with the wider academic community, the city and the profession.	CCAE will continue to utilise the learning resource represented by the City of Cork and its environs. Since the inception of the programme in 2006, at least 2/3 of design studio time throughout the BSc(Hons)Arch. has been devoted to projects based in Cork City and its surroundings. However, this will be complemented by projects in all years which address generic issues such as infrastructure and structural integration. This will often involve precedent studies drawing on international examples, and fieldwork based on visits to European cities. It is recognised that there is a strategy requirement to continue to enhance the profile of the new Centre in the city and the region. Consideration will be given to increasing efforts and resources devoted to dissemination and feedback to local groups potentially interested in, or affected by the projects undertaken in the Centre. This will be considered in the formulation of study projects, and in research and communication activities. Further meetings will be sought with the City Architect and the County		

		Architect to identify potential projects of mutual interest to the centre and the authorities. This would be in keeping with the recommendations of the Irish Government's Policy on Architecture which encourages such collaborations.		
16	The city of Cork and its surrounding landscape offer a variety of relevant and very specific research opportunities. By studying and documenting the architectural tradition of the area, students and staff not only develop a stronger sense for their cultural heritage, they can also make a very valuable contribution to the city of Cork.	This will also be part of the review of strategic priorities, as referred to in paragraph 4 above. For the past three years Year-2 has contributed to a national programme involving other schools of architecture, by producing a drawn record of terraced housing in Cork. This will form a contribution to the *Art & Architecture of Ireland* series being prepared for publication in 2014 by the Royal Irish Academy and Yale University Press. The Year-3 Conservation Module produces measured drawings of 19th Century buildings of merit in Cork City centre, Deane and Woodward's UCC Quad building, and the historical fabric of Passage West in a variety of media. Several of the Year-4 dissertations have produced original and unique documents on significant local buildings, and External Examiners have recommended that some of them should be published. CCAE has also participated in projects with the Cork Heritage Society and Meitheal Mara, and funded by the Dept. of Environment, Local Government & Heritage: one selected and published a guide to the 20th Century architecture of Cork, and the other, published a chart with navigational notes for those wishing to experience Cork from the bifurcated channel of the River Lee.		
17	It is important that the Centre develops this work in a serious and rigorous way and makes the results of the work available to interested parties and the public, in the form of exhibitions and publications as appropriate. It is suggested that this work be carried out primarily, but not exclusively, in the later years of the course when projects are of a longer duration and so can be studied in more depth.	**PROPOSAL:** A Communications & Dissemination category will be included in the future budget plans for CCAE to enable publications, catalogues and public exhibitions to be supported. There will be some "matched funding arrangements to encourage "authors" to seek additional non-exchequer funding for such ventures. Examples of public exhibitions of student design and research which have been exhibited to the public include: "Schools Redrawn" – a travelling exhibition, in Cork City (2011-12) and "The Untidy intimacy of places" an exhibition in Youghal Town Hall of student work based on the town, and supported by donations from local architectural practices. (Nov-Dec 2010).		

| 18 | At the same time the Centre should allocate adequate staff resources, both academic administrative, to develop the Erasmus programmes. Bi-lateral Erasmus agreements have an important role to play in the internationalisation of any School of Architecture. A communication strategy should be developed to specifically target the international community and a website should be put in place to raise its profile and encourage international student recruitment. Allocating sufficient academic and administrative staffing and website resources is necessary to establish the identity of the Centre at this critical stage in its development.

--- | A new website has already been commissioned, to better represent the nature of CCAE both as a distinctive entity and as a joint initiative of CIT and UCC. It is largely complete, and will be launched during the current academic year.

PROPOSAL: A CCAE Communication Strategy will be prepared and discussed at staff meetings.

Footnote

The QR-PR visiting panel recommended the establishment of an Independent Advisory Board. The function and membership of such a body will be discussed as part of the Strategic Review referred to in Para. 4 above. | | |