

# P A P R I K A !

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# WE ARE MORE

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**W**e are on the verge of a new era. If all goes well, a new Dean of the Yale School of Architecture will be chosen as early as next fall: our first new Dean in almost two decades. The faculty committee - Keller Easterling, Michelle Addington, Steven Harris, John Jacobson, and Bimal Mendis - will have identified candidates, vetted them, and established a list of priorities to hand off to President Salovey. It is a decision which will fundamentally define the academy and community here at Yale, as history has shown.

Last time the faculty sought a new Dean, the committee fractured, waffled, and only after some public debate and contention chose Marilyn Taylor. President Levin ignored their advice, instead choosing Dean Stern, for the decision is not the committee's, but the President's to make: they simply advise. If there is anything to be learned from the past, it is sometimes the choice we least expect that proves to be best suited for the job. Thus it is with an open mind, but a will to be heard, that we offer our own advice. It is an effort to inject some transparency into an otherwise opaque process. Here we place the thoughts, feelings, desires, and hopes of the students on record for all to see.

Over the past week, we assembled some history and asked former Deans, administrators, and educators for their perspective. Find that inside and on the back. Equally important, we asked students four questions: 1) their thoughts on what to preserve here, 2) what needs to change, 3) what qualities they would like to see in the new dean, and 4) what role we ought play in the selection process. Find many of their thoughts printed here. In line with the pluralist makeup of the body, opinions varied, and in the spirit of that pluralism we will not pretend we are a monolithic whole: find those answers, in all their variety, printed within. There are, however, some clear themes.

We want to preserve the pluralistic approach and the social culture, especially the traditions surrounding our weekly lectures and receptions. We value the variety of approaches in faculty, especially in advanced studios. We value the tight knit sense of community, enabled by everything from pass / fail grading to badminton to 6 on 7 to the layout of Rudolph Hall. That pluralism and that community makes Yale unique.

We want to see that community empowered with more encouragement and opportunities. Currently there is no fellowship awarded to more than one person, no school support offered to student groups, not even a time left in the schedule when we can meet or a kitchen or lounge where we could eat. We want the space and resources to work together. We have no fear of intensity, but we want fewer mandates and more mentorship, less work imposed upon us and more projects of our own choosing. We want the ability to form our agendas, and then pursue them.

We are more than a faculty committee. We are more than a Dean. We are the Yale School of Architecture. Give us a leader who will value us as a community to be nurtured, a collective to be empowered, a voice with which to be reckoned, and we will be more than the sum of our parts

On Behalf of YSOA,  
**The Editors**



# DEAN SURVEY

## WHAT WOULD YOU LIKE TO PRESERVE AT YSOA?

“Yale is an incredible place to learn, explore, question, and experiment. The school’s atmosphere is electric and it is due in large part because of the atmosphere that the current dean has intentionally created.” **M.Arch. I First Year**

“The pedagogy of intellectual architectural rigor is extremely important. Architecture needs to stay based in architectural ideas and not diluted with sustainability, digital architecture, fabrication, etc. While it is important to preserve the culture which facilitates this discourse, Yale is and always should be rooted in architectural ideas.” **M.Arch. I Third Year**

“The friendly, supportive, and collaborative culture is why I came to YSOA. This is created by the social traditions of the school, such as lectures and receptions, rudolph open, etc. All of this should stay. I also think keeping classes pass/fail is necessary to maintain this culture. Giving each student a computer every semester should be preserved.” **Tess McNamara // M.Arch. I First Year**

“Bob(’s head in a jar over a robotic body)” **Anonymous // M.Arch.**

“The new administration should not only preserve the plurality which has served the school so well under Dean Stern’s leadership, but should amplify the moments of friction and dialogue that are possible when such a pluralistic pedagogical model is present.” **MED Second Year**

A fierce appreciation for the role of aesthetics in the human condition, architecture, and society at large. A commitment to loose borders around studio approaches and design execution. **Kirk Henderson // M.Arch. I / MBA 2016**

“The school should be kept small. It should ideally be under 50 for M.Arch I and under 12 for M.Arch II. The funding should stay for after-lecture receptions and there should be new funds from the school for 6 on 7 and equality in design. The Building Project should absolutely stay. As much as some students complain about it, it is an invaluable opportunity for the majority of students here.” **M.Arch. I Second Year**

“Resources (computers, desk space, shop, etc.) - though the level of surveillance is somewhat disturbing, and a bit more variety/character in desk space organization wouldn’t hurt anybody - we’re not in a factory.” **Anna Meloyan // M.Arch. I Second Year**

“I would like to preserve the importance on creating a supportive community in this school. It is through traditions such as the receptions and other school wide events that keep us connected and having fun together. From my time working before coming to YSoA, I heard many of my coworkers talking about their alma maters. The alumni from YSoA were definitely the most vocal in their support and nostalgia for their time here. Also, the premise of advanced studios instead of a thesis. It is Yale’s non-thesis based, design-focused, pluralist curriculum that I decided to come to this school.” **M.Arch. I First Year**

“No thesis. You should never have your beliefs fully defined before going into the profession. To think that you know enough about something to define your whole education by it is naive, arrogant, and unbelievably closed-minded. We are never going to retire so we have at least another 50-60 years to figure out what all this shit means.” **Hank Mezza // M.Arch. I Third Year**

“Nothing. Preservation is antithetical to change.” **Dov Feinmesser // M.Arch. I Second Year**

“The spirit of community, the truly egalitarian platform no matter where you come from, the exceptional and highly personal student-faculty dynamic, and the fuzzy feeling that the school really cares about you.” **Apoorva Khanolkar // M.Arch. II First Year**

“The atmosphere of multiplicity and access to fabrication technologies and individual workstations. The Social culture around intellectual pursuits including lecture and receptions, workday Fridays, and 6 on 7. Continue the legacy of exceptional advanced studios and extend and further the various travel grant opportunities. Travel week for advanced studios must stay and Rome has to stay as well. The pedagogy of intellectual architectural rigor is extremely important. Architecture needs to stay based in architectural ideas and not diluted with sustainability, digital architecture, fabrication, etc. While it is important to preserve the culture which facilitates these discourses Yale is and always should be rooted in architectural ideas.” **M.Arch. I First Year**

“It is crucial that the YSoA culture is maintained. As Mark Gage said the day he sold me on Yale, - it’s all about the intangibles. And it’s true.” **M.Arch. I Second Year**

“The idea that architecture is ultimately a practice of building, that an important part of Yale’s pedagogy is that there is a desire for an education that teaches how to design AND how to build and that we should be pushing the limits of both.” **Madelynn Ringo // M.Arch. I Second Year**

“Overwhelmingly good digital resources and desk space. The student teaching jobs. The renowned visiting faculty. The brash orange carpet.” **John Wan // M.Arch. I Second Year**

“Pluralistic approach, movers and shakers as advanced studio critics. We need more movers and shakers as critics per se.” **M.Arch. I Second Year**

“The diversity of opinions and values among the faculty and students. Continue to have lots of students without arch backgrounds! Keep class size small. Maintain accessibility to faculty via social atmosphere.” **Maddy Sembler // M.Arch. I First Year**

“A fierce appreciation for the role of aesthetics in the human condition, architecture, and society at large. A commitment to loose borders around studio approaches and design execution.” **Kirk Henderson // M.Arch. I and MBA**

“Strong student community. This is due to positive, collaborative studio environment. Many organized social events, especially martinis and 6 on 7. Use of new technologies and well funded resources. Not having one school of thought dominate the school. The diversity of opinions here is what makes Yale great.” **M.Arch. I First Year**

“I would like to see Yale keep two screens and two desks per student, the construction part of BP, classes from SOM instructors, and the DM office. Gotta give them credit.” **M.Arch. I Second Year**

“The new administration should not only preserve the plurality which has served the school so well under Dean Stern’s leadership, but should amplify the moments of friction and dialogue that are possible when such a pluralistic pedagogical model is present.” **MED Second Year**

## WHAT NEEDS TO CHANGE?

“Affordability. There is an urgent need for cost of attendance to reflect the cost-benefit realities of the profession, and it will be the school’s greatest legacy to aggressively strive towards this goal. I hear of the most wonderful hopes and dreams all painfully crippled by the prospect of being in debt for the next twenty years. If the school prides itself in nurturing a generation of game-changers, it needs to play a bigger part in bringing the dreams within the realm of reality.” **Apoorva Khanolkar // M. Arch. II First Year**

“Pluralism shouldn’t mean different kinds of architecture, it should mean different ways of thinking. While this may be Yale’s stated objective, it is more aesthetic than based in any method. Any design school must advocate the conceptual mechanics of a given method. Too often the student is lost in their own head looking for meaning, while the teacher only frustrates successive ideas by trial and error. There must be something better than trial and error. Yale has professionalized aesthetic, sucking out its ideological content. Why are the critics on juries getting in fights but not the students? We need to be under each other’s hoods.” **Bruce Hancock // M. Arch. I Third Year**

“I think our pedagogy needs to change to allow for more independent study and research. I think there needs to be more room for critical thinking instead of just producing.” **Elaina Berkowitz // M. Arch. I Second Year**

“The focus on studios as the primary means of architectural education. Unless the incoming administration has the specific aim of educating class after class of professional interns, a revised curriculum should reflect a more experimental and innovative consideration of how the architectural profession could evolve. Rather than blindly mimicking the profession, studios and seminars can leverage their position in academia as a means to create new strategies and tactics for architectural practice writ large.” **Anonymous // MED Second Year**

“The school should aim to offer full tuition for all admitted students. The Building Project should be reviewed from the ground up - its pedagogical and social-political intent clarified, and its mission restated.” **Anonymous // M.Arch. I Second Year**

“Increase the capacity of fabrication facilities and maintain the school’s leading role in experimentation and fabrication. Grants and scholarships to make it affordable to students with limited means. Better funding for travels and experimental classes. Preserve the Building Project; and the project itself could be improved to include non-profit institutional buildings, small businesses, and affordable multi-family housing. Lounge spaces for students” **Anonymous // M.Arch. / M.E.M 2018**

“Advanced studios should set a standard as to what the minimum presence of a professor is prior to the commencement of the term. A diverse set of interactions between students rather than one consensus that seems to linger across the whole. Not enough friction of thought and ideas seems to be encouraged, perhaps a sometime more daring approach should be put forward.” **Anonymous // M.Arch. II First Year**

“The core studios could be rethought. We are still working on the same exercises from years ago. The “urban” studio could/should be gone. There should be one less class per semester. There isn’t a student in the school that is able to take full advantage of every single class in one semester. It isn’t possible or healthy. The lecture series could be a lot better. Some semesters it has been embarrassing. The only exciting lectures don’t have to come from current advanced critics. The school should try to think outside of New York.” **Anonymous // M.Arch. I Second Year**

“The portfolio review process needs to become more transparent with more feedback given to all on what is lacking or could be improved, and what students are doing well. It would help students to better focus developing their skill sets during the third year before going out into the workforce. Additionally, when students are lacking in something, there should be a sit down discussion with a mentor on how to address this, and not forced to take some catch-all class with little to no explanation. I know many students over the years who have had his same complaint. Faculty feedback to students has at times been appalling and seems to be more centered on whether professors take a liking/dislike to certain students. Expanding the scope of the mentor program could help, so that there is a main contact person among the faculty for each student, but that is not enough. The assistant deans and decision makers need to demonstrate more that they care about the students overall and are not just picking favorites.” **Matt White // M.Arch. I Third Year**

“Vodka to gin.” **Hank Mezza // M.Arch. I Third Year**

An acknowledgment of the importance of architecture’s relevance to market and social forces. Students need frameworks which engage their problem-solving abilities as well as their associative and artistic capacities. The lack of real problems in the school’s design curriculum simply reinforces the distaste most associated professions have with architects, and the students’ discomfort with relating visionary solutions to the limited scope usually available on real projects.” **Kirk Henderson // M.Arch. I / MBA 2016**

“Forging greater intellectual and institutional connections with one of the world’s great universities, which I hear is right beyond Rudolph Hall! Same with the city within which it is situated; maybe studios don’t have to travel to Rome or Lagos to think about ‘urbanism’. A more broadened emphasis of architectural practice that does not necessarily see research, historical inquiry, writing, publication, and more conceptual work as somewhat extraneous to the core skills of architectural education. Or at least looks to bolster these areas of focus, as well modes of learning/doing that go beyond the studio and encourage different ways of producing and engaging with spatial thought.” **Anonymous // MED Second Year**

“Student involvement in studio crits, especially for the post-professional studios. Architecture is a collaborative process. Students should learn to engage in productive dialogue about peer projects.” **Anonymous // M.Arch. II**

“There needs to be more female faculty, more female lecturers, and more female critics on reviews. The student body needs to be more diverse, as does the faculty. There needs to be a place for students to voice opinions to the administration, perhaps through elected representatives that meet with the dean on a regular basis. I think the first year core curriculum needs to be reconsidered. In my mind it should introduce students to larger pressing issues in architecture, such as sustainability, resilience, and architecture’s impact on the environment instead of dedicating three semesters to visualizing.” **Tess McNamara // M.Arch. I First Year**

“I think the architecture school needs to position itself beyond New York City. So many aspects of the school, from the firms invited to career services to the all black attire to the even the destination of the graduates, are all centered around “The City.” There is a greater world beyond the reach of Metro-North and it is because of this that the school has an incredible opportunity to grow.” **Anonymous // M.Arch. I First Year**

# TIMELINE

## A LITTLE BIT OF HISTORY

**1916**  
Department of Architecture was established in the School of Fine Arts.

## 1916-1945



Chairman of the Department of Architecture  
**Name:** Everett Victor Meeks  
**Age When Appointed:** 37  
**#YaleB.A’01**

## 1950-1954



Chairman of the Department of Architecture  
**Name:** George Howe  
**Age When Appointed:** 64  
**#EcoledesBeauxArts #Harvard**

## 1958-1965



Chairman of the Department of Architecture  
**Name:** Paul Rudolph  
**Age When Appointed:** 40  
**#Architect #FromKentucky**

## 1965-1970



Chairman of the Department of Architecture  
**Name:** Charles Willard Moore  
**Age When Appointed:** 44  
**#Architect #Princeton**



## WHAT TYPE OF DEAN WOULD YOU LIKE?

"I hope that the new dean will maintain the pluralistic aspect of YSOA and the culture of this school. The fact that Dean Stern is present at reviews and at lecture night is really appreciated, it shows that he's committed to the school and the students."

**Anonymous // M.Arch. I Second Year**

"Conciliatory, intellectually curious and non-hierarchically minded."

**Anonymous // MED Second Year**

"The dean should be more accessible to the students. I haven't once seen the dean walk around the studios and talk informally to students. The dean has to be willing to take LESS responsibility with their practice and MORE responsibility with the school. Imagine a school where you could actually knock on the dean's office door and ask a question."

**Anonymous // M.Arch. I Second Year**

"Yale more than any school has a character. I don't want a bureaucrat."

**Anonymous // M.Arch. I First Year**

"I would like a Dean who 1) continues to show moral leadership and managerial savvy as head of the school, 2) actively cultivates a comfortable culture of feedback and dialogue about pedagogy and student experience, 3) engages with the future of the profession, 4) seeks to optimize student health and well-being, as opposed to haze it, 5) has a sense of humor!"

**Kirk Henderson // M.Arch. I / MBA 2016**

"I would like to see the new dean be more transparent about his or her leadership; consulting students and faculty when possible to make decisions within the school. I would also like to see a dean that is equally capable of managing the academic and administrative roles. I think it's easy to imagine the ways in which the dean could affect our academic lives, but we should also pay attention to the fundraising, political, and management credentials of the dean."

**Anonymous // M.Arch. I First Year**

"A Dean who will create situations of conflicting ideologies, and also pay for martinis."

**Michael Miller // M.Arch. I Third Year**

"As a reality, they need to have connections and be able to fund-raise. As Bob had his group of friends that he would call in as advanced studio critics, the new Dean needs to have a similar ability. Obviously, their Rolodex will be different, but hopefully, still as diverse."

**Anonymous // M.Arch. I Second Year**

"While Bob has been fantastic, and should be remembered as one of the strongest figures at Yale, the school shouldn't be tempted to find a repeat-dean. YSOA needs to put itself in a somewhat uncomfortable position, one that requires the school to reinvent itself. It cannot simply repeat successful formulas of its past. If Yale wants to remain relevant in academia, change is a requirement, not an option. Stern has strengthened the school such that it can now take chances in his departure. The dean need not be a practicing architect, nor world-renowned. There are far too many 'practitioners' that would make for very lousy deans, with no original vision in academia. Commitment and competence are far, far more important."

**Anonymous**

"Someone with strong ties in practice and academia, someone who is an intellectual powerhouse who will make the astute remarks at reviews, but someone who is interested in the smallest voice in the room."

**Anonymous // M.Arch. I Second Year**

"A practicing professional. One engaged with the current generation of students' interests and movements. One empathetic to students with different ideas of success in architecture."

**Anonymous // M.Arch. I First Year**

"First order of business should be making this type of education affordable to more people and leading by example on a national scale. Second should be aligning faculty and department goals to ensure the student's best interests are met in alignment with the school's desired outcomes. This requires, by default, that he also make an effort to hear out and discuss the school's success with the students on a regular basis, both personally and collectively. If these require that the dean be a full-time dean, then so be it. I'd rather he come from a professional background and have strong (non-binding) ties to the industry, but that's a secondary concern."

**Dov Feinmesser // M.Arch. I Second Year**

"Somebody who maintains the sanctity of Yale's pedagogic pluralism, continues to bring under our roof a staggeringly diverse set of talent in both students and faculty, and makes affordability a priority. In a small school like Yale, it will be important that the Dean be able to build individual relationships with the students."

**Apoorva Khanolkar // M.Arch. II First Year**

"Someone who is:

-- strict --kind.

like Mary Poppins."

**Maddy Sembler // M.Arch. I First Year**

"The new dean should be present within the school, as Dean Stern has been. I would like to see a dean that is equally versed in theory and practice, and has made a significant contribution to the body of both built and written architectural work. The dean should be committed to bringing a variety of voices to the school, and should be dedicated to continuously pushing the school and its pedagogy forward."

**Tess McNamara // M.Arch. I, First Year**

"I would like for there to be a better relationship between the dean and the undergrads."

**Anonymous // Undergrad**

"New dean should be easily approachable, charismatic, and be a strong figure in the architecture world."

**Jessica Angel // M.Arch. I Second Year**

"I would like to see that the Dean selected is one that has a strong acknowledgment for the traditions of architecture and a sensitivity to the history of Yale's pedagogy but also one that can be critical of this content and bring to the table something new to Yale's SoA. Someone that can rethink who the "architect" is in the world today and what are the boundaries we need to push within the profession and within academics to make our work more relevant, successful, and critical. If this new dean were a woman, I think it would also be making a very positive and critical statement about the changing profession and academic world of architecture and its potential to be a more gender forward environment."

**Madelynn Ringo // M.Arch. I Second Year**

I would like to see someone who runs a firm that incorporates research in a significant way and is committed to ethical practice. This person should maintain the pluralistic composition of faculty and continue to expand the diversity of faculty members and students. I'd like to see the new dean have a presence at the school that is more than ceremonial, but really looking to engage student ideas and opinions."

**Jacqueline Hall // M.Arch. I First Year**

The dean should mirror the pedagogy of the school - forward-looking and at the least PRESENT, relevant, inquisitive - with proper roots in tradition and knowledge of history - NOT living in the past, but extracting from it what is necessary to push the school toward exciting critical curiosity, technological and resource exploration, socio-political positioning, creative and fun experimentation, etc. Also, should be charming and involved."

**Anna Meloyan // M.Arch. I First Year**

## WHAT ROLE SHOULD THE STUDENTS PLAY IN THE SELECTION?

"The voices of the students are the heart of the school. While most are not familiar with the structures and powers in place that affect the ultimate decision, the students are still (or should be) the focus and mission of any dean. Thus their desires being heard from the outset is important regardless."

**Anonymous // M.Arch. I First Year**

"Very little. It's unrealistic and risky to have students choose the new dean. I think we are (and should be) limited to expressing what we would want in the new dean, and who we think would be a good candidate."

**Roberto Jenkins // M.Arch. II First Year**

"The students should be informed of the entire process - of course not the candidates names or anything that would be harmful to them or the process. As the process goes on the students will assuredly have responses and positive input. The students do not have to be imagined as some unreliable, irresponsible group of naive kids, the representation given by the opaqueness of the search."

**Anthony Gagliardi // M.Arch. I Second Year**

"An advising role, with all student's voices heard equally, instead of selectively hear a few just for the sake of showcasing student participation"

**Anonymous // M.Arch. I**

"Students should have an opportunity to voice their opinions on the trajectory of the school, on the relationships between faculty and students, and on the pedagogical values they esteem. Students should not be able to vote on candidates or be privy to the short-listed candidates before a new dean is announced."

**MED Second Year**

"We should have a lot more say than just a spreadsheet of thoughts. There should be student representatives (elected by students) who are on the dean's search committee."

**Anonymous // M.Arch. I Second Year**

"The students should organize themselves to make their voice heard, as they are doing, and should have at least one representative (voting or not) on the panel for interviewing and selecting the dean."

**Matt White // M.Arch. I Third Year**

"Students should be as involved as possible. I understand that there are issues of privacy at stake, but I think having a student or recent alumni on the committee that suggests the short list to the university administration would be a huge step. The truth is that students have a unique perspective on faculty members; a perspective that is essential when considering candidates for dean."

**Tess McNamara // M.Arch. I First Year**

A dean who has a healthy level of disrespect for authority and obstacles in continuing to shape YSOA. One who has a broader appreciation for our education that encompasses more than its content. With students, one who will choose the right concerns to question and limits to push" One who has a broader appreciation for our education that encompasses more than its content. With students, one who will choose the right concerns to question and limits to push"

**Anonymous // M.Arch. I Second Year**

"Shouldn't the University be asking us what we think about the Dean and the school? Aren't we the reason the school exists?"

**Anonymous // M.Arch. I First Year**

"Have a school wide symposium on the future of the school once the new dean is chosen."

**Jaqueline Hall // M.Arch. I First Year**

"Undergrads should have a voice."

**Anonymous // Undergrad**

"A group of students and alumni should have some input in the process; however this should be minimal. Most of us will only be here the three years, and it seems irresponsible to allow for that decision to therefore be made for students who won't even be impacted directly by the next dean."

**Anonymous // M.Arch. I**

"I believe a small committee of students, voted in by the student body, should have FULL ACCESS to the Dean Selection process, interviews, etc."

**Maddy Sembler // M.Arch. I First Year**

"Students should speak up, but keep in mind that we are only students for two-three years and after that, our relationship to this school is completely our own choice. This is not the case for most, or all, members of the committee."

**Dov Feinmesser // M.Arch. I Second Year**

"Prospective Deans should give campaign speeches to the student body, or record them. There should be a "popular vote" that is factored into the committee's decision."

**Kirk Henderson // M.Arch. I and MBA**

"It's our money and time. Without us, there is no school, and we tend to represent those that want to attend and make the school great. Listening to our views will help the school to continue to recruit the top talent in the world. Therefore we should have our voices heard. This survey is a great way to do so"

**Anonymous // M.Arch. I First Year**

"Too late in the process to be relevant, but a student representative on the search committee would have been appropriate."

**Alex Kruhly // M.Arch. I First Year**

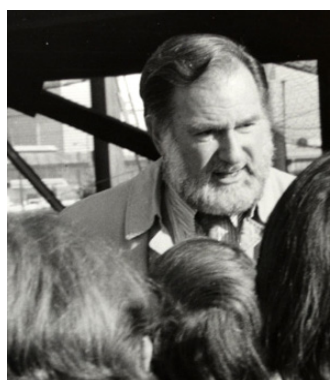
"As much as we make up the school, we are here to take in what Yale has to offer. In that sense, I would respect the decisions that the administration makes as I believe that they would act in our best interest. However, the process should be transparent and we should have access to some form of meeting notes and interviews. I think that this document (an organized form) should be delivered to the candidates and the search committee."

**Sungwoo Choi // M.Arch. I Second Year**

"The students should play SOME role, whatever it is. We are too dormant as a collective. (and even if this effort is dead-ended, at least we each can take a moment to articulate what we want out of this investment and fight for it accordingly)"

**Anna Meloyan // M.Arch. I Second Year**

### 1971-1977



**Name:** Herman Spiegel  
**Age When Appointed:** 47  
**#Architect #Engineer**

### 1972

**School of Architecture became its own separate professional School.**

### 1977-1984



**Name:** Cesar Pelli  
**Age When Appointed:** 51  
**#ArgentineAmerican #Architect**

### 1985-1992



**Name:** Thomas Beeby  
**Age When Appointed:** 44  
**#M.ArchYale65 #Chicago7**

### 1993-1998



**Name:** Fred Koetter  
**Age When Appointed:** 55  
**#Architect #Cornell66'**

### 1998-2016



**Name:** Robert A.M. Stern  
**Age When Appointed:** 59  
**#Architect #NewYork**



# CONVERSATIONS

## PEGGY DEAMER

By Elaina Berkowitz (M.Arch. I First Year)  
& Jessica Angel (M.Arch. I Second Year)

*Deamer is assistant dean and professor at the Yale School of Architecture. She is also a principal in the firm of Deamer Architects.*

**Q: What do you think the role of students should be in a dean search process, and how transparent should that process be on the side of the administration?**

I think the role of the students is significant. It's as significant as the faculty in some way. You're the consumers. So it's important for you and your opinions about the education you want to be heard and expressed.

In terms of transparency, the search committee has been told by the university administration that it can't be transparent. So the students are not out of the loop vis-à-vis what's going on. It was made very clear to all of us in the faculty, on the executive committee, by the search committee that we would not get strong candidates if they felt in any way, shape, or form that their name was being circulated. So, following that, I think the search committee is trying to let it be known that they are receiving information, hearing information, even if there's not that much that's going back out. That's just how it's been determined to be.

**Q: What do you think is the institutional identity of the Yale School of Architecture is, and what do you think is important for us to preserve in that identity, moving forward?**

I think there's a reputation of architecture as a discipline which is particular and circumscribed. Which is that we will build, we will practice. Absolutely, we know how to design. The design still matters. That we might do research, or we might move into theory, or might move into fabrication, or might move into politics, all of which I think is open, but that you are being educated to feel confident about how to design. And I think the manifestation of that is, even though you're all caught up with different programs, we all make models, we all draw. I think that's important, and I think that should be preserved. So that's one part of it.

The other is, there always has been a tradition that our role is to support your own individual voice, as opposed to telling you the way. And I think in some way, that gets wrapped up with plurality.

## STAN ALLEN

By Wes Hiatt (M.Arch. I First Year)  
& Elaina Berkowitz (M.Arch. I First Year)

*Stan Allen is principal at SAA/Stan Allen Architect, a firm practicing architecture based in New York City. He is a professor at the School of Architecture at Princeton, where he served as Dean from 2002 – 2012.*

**Q: What do you think the role of students should be in a dean search process, and how transparent should that process be on the side of the administration?**

A. In theory I think that the student's voices need to be heard, but I think it's also important that dean search be understood as something different than a faculty search. My sense is that students should be involved early on in the process, voicing their opinion on the kind of profile they should be looking for. But I can tell you from experience that almost anybody that is going to be in the running for the deanship at Yale is going to have another position somewhere and is going to want to maintain confidence. So, despite my general feeling that more transparency is better, I think you have to accept a certain level of confidentiality as the process gets more serious.

**Q: What involvement have you had in similar processes in the past, and how was the situation handled in that case?**

A. Well, at one point I was the object of a dean search, and at that time I was quite happy that things were kept discrete. Then I ran Princeton's dean search this year, and felt very keenly that, again coming as much from the candidates as from anyone else, that they felt very strongly that the process needed to be quiet and confidential. The position that we found ourselves in was telling students and other faculty members that they needed to trust in the committee, that we were keeping their interests in mind, but there is a certain point where it no longer makes sense to consult openly.

I don't think it is the same as plurality. I think plurality [here at Yale] indicates plurality of style. And it's really more that our job is to make you feel that you know why it is that you do [what you do]. That you've thought that through in terms of your own aesthetic, in terms of the kind of jobs that you want to take, how you want to perform. That is one reason that I've been happy to teach at Yale, and I think that should be preserved.

**Q: Some of the comments we've seen on the survey say there should be more support of individual research, or maybe more room in our course structure to be able to focus your education. How do you think a pluralist school would be able to support individual pursuits?**

To the question around pluralism- I worry that pluralism is now too equated with style. I think a reinterpretation of pluralism today would be that there would be more ways of practicing. That research would allow you to pursue different tracks, which could be fabrication, housing, environmentalism, or non-profit work. Whatever it is, I think ... students would be able to get exposure to those different options, which are options of practice, not options of style.

**It seems that at Yale, the dean has a strong impact on the school, where at other schools this seems to be less so. To what extent do you think there might be a shift in terms of power as well as identity with the new dean?**

At many other schools, the dean represents a number of different departments, whether it's landscape, planning, and architecture, or interior design, architecture, and urbanism. This is one of the few schools where the dean is only responsible for architecture. Here it's different, so it's structurally set up for a powerful dean. I've been through three deans, and they were very different, in terms of how much they control the working of the school. Bob is particularly strong. He has not been interested in sharing decisions. He would be the absolute first person to say that. I think it's his style, but it's also his opinion of the school. That it had been too all over the place, and the quality of education, lectures, and exhibitions had suffered because it was too democratic. So the way that wasn't going to happen was to control it.

## ROBERT LIVESY

By Anthony Gagliardi (M.Arch. I Second Year)  
& Wes Hiatt (M.Arch. I First Year)

*Robert Livesey is currently the Architecture Section Head at The Ohio State University Knowlton School of Architecture. He was acting director of the school from 1997 to 2005. Livesey co-taught with James Stirling at Yale and received the Judith Capen Teaching award.*

**A: What do you think the role of students should be in the dean's search process and how transparent should that process be on the side of the administration?**

R: It depends on the administration and the relationship with the university. Typically, the dean search is run by the university, so it depends on the president or the provost and what their agenda is. For instance, this is not true of Yale, but if a school is close to bankruptcy then they might say to themselves we need someone who can raise money. They may not want to announce that to the faculty or the students, but that would be high on their agenda. My attitude is, which varies but usually happens, is that there would be a student on the search committee. I would say that would be most typical.

**A: That is a typical thing that happens with search committees?**

R: Yes, where they have been interviewing me. But, it is not required. You can look in the bylaws of the university, but I doubt that they will say that is required. It is also different for state and private institutions. In terms of a search you want to look at constituent groups, and students are a constituent groups. Certainly the faculty, staff, alumni, and students all make up different constituent groups. However, that is a democratic thing and they are not forced to follow that.

**A: Just for a little background, the University has appointed a search committee from the school which is composed of five members from the school.**

R: In terms of the faculty who are the faculty – is there a professor, associate professor, or adjunct faculty? Is it all tenured faculty?

**W: It is a mix – associates, people that just teach studios, and tenured.**

**W: You have been in many shifts, whether at Ohio State, Yale and elsewhere, in your experience what have you seen to be the most effective means of balancing the constituent groups, as you said, to select the new dean?**

R: First of all, are they using a search firm or outside headhunter?

**A: No, I do not believe so.**

R: That surprises me - with the importance of the position. But, they could say no they do not need

that because they know the group of people they want to look at. The question of how you find somebody – you ask around. Either a search firm does it or you do it. You advertise, put it out there, and you get a response. For instance, they would send it to all the deans of schools of architecture and ask them for suggestions or nominations. Now, they could have done that just with their alumni.

**A: Do you think any agendas, such as the financial bankruptcy one you provided earlier, should be announced to the students?**

R: No. I think all the students want to know, or need to know, is that this is someone who cares about education and about listening to the students. And when I say "listening to the students," this is in quotes because I think you should always be able to speak to the dean, but I do not know if the dean is always going to do what you say.

**A: When were you most involved with Yale and what was your experience with both teaching and administration here?**

R: I was adjunct faculty. I originally came in to teach with [James] Stirling and then they asked me to teach in the core. So, then I taught in the core and with Stirling. Those were two separate semesters. Then sometimes I was teaching two studios in a semester because I taught with some other people as well in the Spring semester – with Harry Cobb, Stanley Tiggerman, and Richard Meier.

**A: What did you teach in the core?**

R: A3 – the third semester studio. Herman Spiegel was the dean that actually hired me. He really got the interesting people of the day. Teaching with Sterling, we would always have fabulous juries with really well known people on the rise, and used to have a lot of fun doing it. I think Stern has been a good dean.

**A: There are many dean shifts that have happened recently or are ongoing. The primary question is does the dean give the school an image?**

R: It depends. The great thing about Rudolph, when he was dean, was even though he had a very particular attitude he brought in people very different than he was. Kahn, Venturi, and Stern all taught there. I think this is also true of Stern. He has been good in that way of getting a variety of people.

**A: So, in your mind that would be something the school should definitely continue?**

R: Yes. I think it is fine for you to say you want to be a part of the process and you are concerned the meetings are going to take place when you are not there.

## NADER TEHRANI

By Wes Hiatt (M.Arch. I First Year)

*Tehrani is principal of the architecture office NADAAA and based in Boston. He is a professor in the Department of Architecture at MIT, where he served as department head from 2010 – 2014.*

**Q: What do you think the role of students should be in a dean search process, and how transparent should that process be on the side of the administration?**

It's not uncommon that there may be one or two students that are part of the committee. As you may know, the search process by definition needs to be confidential – not so much to hide it from students, but to do justice to the search process itself. Which in part means to protect the individuals involved because they are at other institutions or jobs, but in part also to protect the issues involved, you know, the conceptual problems that are on the table, many of which define the mission of the school and its transformation. So, it has to be confidential, not in hiding it from this or that group, but it is confidential by definition.

**Q: Has that been your experience with these searches in the past?**

Well, actually they never end up like that – by the time things come around and people start gossiping everybody knows. But I think well-handled searches will maintain an ethic of confidentiality.

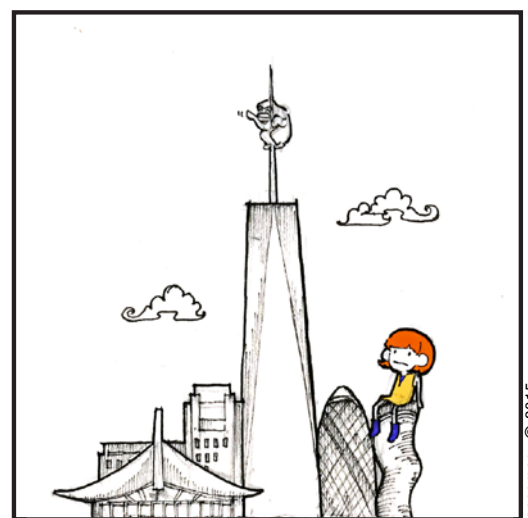
**Q: In your time serving as head of Architecture at MIT, what were the issues you faced and how did you try to address them?**

One of the unique things about MIT is that it's a research institute, and because of that, the identities of the discipline groups as autonomous "pieces of the pie" holds quite strong. The challenge over the years has been over the years has been to build bridges across the disciplines, these different silos. So, one of the first things I did concerned both the

intellectual and social culture of the school, and that was to establish base infrastructural things – the Long Lounge, the Fab-Lab, Keller Gallery, and the notion of food and beverage at all events. It was a way to both mix students with other students and students with other faculty and intellectuals, which is something I think is very important.

**Q: Concerning Yale, what image do you think this School of Architecture projects, and do you think this is a result or despite of the dean?**

First of all, Yale has an incredibly rich history, and for better or for worse it's aligned with this incredible building by Rudolph. You know, I use that building as an example constantly because of the way in which it organizes the studio and work spaces around these very public anchors. I really do think that this is one of those interesting cases where the architecture of the building is central to the school's culture – the crit spaces with all the students working around it is just fantastic. I think Stern has been amazing because, well, he's been a vocal protagonist in the field for decades and certainly has had a successful practice, but the way that he's shaped the school around competing voices has been highly effective. Whether or not you like the individuals doesn't matter, he's used them as catalysts for discussion and I think that's smart. He's really a consummate model for what a dean can do, and in the circles that build the culture of architecture I think he will go down in history as that. What I would be mindful of going forward is the core curriculum of the school, as it has a lot to do with what defines a school. Every time you think of a school of thought it is paralleled by an instrumental series of exercises that defines the thinking of an era through architecture – John Hejduk at Cooper, Scott Cohen at Harvard, and so on. There may be a diversity of things that you need to learn, but I do believe a core has the ability to define a school.



*The built environment replies to the QS list*

Eero Saarinen, YSoA '34 / Robert Stern, YSoA '62  
David Childs, YSoA '63 / Norman Foster, YSoA '62  
Ma Yansong, YSoA '02

## RANKLED

By Nicolas Kemper (M.Arch. I Second Year)

Last week the educational institution ranking firm Quacquarelli Symonds (QS) released a list ranking our school in the in the bottom 50, out of what they called the top 100 architecture schools around the globe. As far as we can tell it is their first time ranking architecture schools, and they are the only of the three global rankers (the other two being Times Higher Education, or THE, and Shanghai Ranking Consultancy, or SRC) to have attempted such a task. The rank we are more familiar with comes from US News, which only does American institutions, and consistently puts the YSoA at two or three. We will not parse QS's methodology, but they derive their ranks from some combination of an employer survey (~10%), faculty reputation survey (~40%), and raw number of citations of

published faculty papers (~50%). We will leave to journalists with more time than we to point out that the QS is a for-profit outfit, that their methods have been controversial, that they have been called out by a professor at the University of Chicago a 'fraud on the public,' that they somehow ranked Stanford - which has no graduate architecture program - at 30, and forgot the Architectural Association altogether. Most important and relevant to our purposes is that these rankings are exactly the kind of pressures to which a new Dean will be exposed. They reveal some real shortcomings. While celebrating the great traditions of architecture, we do not value research. We do skirt hot topics like ecology and the implications of resource

depletion and global warming, and we do not do the kind of cutting edge work that MIT does (it came out number one). But our dearth of cited articles also suggests implicitly the emphasis here on employing professionals, on teaching, and on studio culture - all factors which would not show up in their methodology. Such factors probably contributed to why Preston Scott Cohen said recently that an unusually large number of admitted students chose Yale over the GSD this year, and that he opined that whereas students will come to the GSD because it is 'the best,' when students come here it is for a reason. All these priorities can easily be lost should we lose sight of who we are, and be caught in some craven quest for rankings.