“1 + 1 can equal 3 or more”
Josef Albers, *Search vs Re-search*, 1965

Here I have 2 equal strips of cardboard (1” x 6”)

Here is one (vertical), here another (also vertical).
Seeing one strip plus one strip, we count 2 strips:

\[ 1 + 1 = 2. \]

We recognize the equal width of the strips.
Now, 1 width + 1 width (strips touching)
equals 2 widths: \[ 1 + 1 = 2. \]

But now, separating them (both remain vertical)
by 1 width — we count 3 widths
(one of them negative): \[ 1 + 1 = 3. \]

Of the 2 vertical strips,
one crosses the other horizontally
in their centers.
Result: 2 lines form a crossing
thus producing 4 arms, as 4 extensions,
to be read inward as well as outward.
We also see 4 rectangles, and with some imagination,
4 triangles, 4 squares.
By shifting centers and angles,
arms and the in-between figures become unequal.

All together: one line plus one line
results in many meanings — *Quod erat demonstrandum.*

Exercise for all CDes units who submitted strategic plans in Fall 2014

30 minutes, 2/9/2015

In groups of 3-4 people:

1. Describe situations you have observed in the world where the whole is
greater than the sum of the parts

2. Describe a situation/outcome when your individual unit benefited from its
larger context: the College of Design, University, Twin Cities, Community etc.

3. Describe a missed opportunity in the College when 1+1 was 2 or less

4. Brainstorm areas of greatest opportunity for CDes synergy and prioritize one
Notes from work session on College Strategic Plan 2/9/2015
Invited were all those that submitted unit strategic plans

1. Describe situations you have observed in the world where the whole is greater than the sum of the parts.

Many examples, including
Performing arts - musicians, dancers working together
CSA - cooperative of farmers and consumers, using networks to connect
See report on infrastructure of in disciplinary - paths of budgeting and incentives

2. Describe a situation/outcome when your individual unit benefited from its larger context: the College of Design, University, Twin Cities, Community etc.

Several programs/experiences named, including

- Digital Design Consortium individual research projects (Computer Sci and Arch)
- some teaching opportunities have been productive
- BDA often pairs instructors cross disciplinary - e.g. Dzjenita H and Bill Moran typography museum
- Review/Critique involving faculty and researchers from multiple dept. can be excellent interchange- Julia, Barry and Lisa are very good about inviting faculty from other depts.
- diversity workshops
- search for shelter charters (arch, la, housing)
- Design Initiative/Design Institute
- Catalyst week in M.Arch
- Design minor
- museum minor

Programs outside our typical spaces:

- arch studio in Walker (housing), collab with Weisman
- Istanbul program
- Design Duluth
- Downtown studio summer - wide range of participants

In general programs that leverage our access to adjunct faculty, twin cities location

Need to look at why these examples worked:
Shared goal, trust, shared interest, motivates
Ideal combo of students, staff, faculty, alum, partner (can we take this as model for our strat plan process)

3. Describe a missed opportunity in the College when 1+1 was 2 or less
Design Institute was well regarded internationally, loss/confusion of that identity, is the whole college the DI - as “skunk works” collectively expected to produce outcomes and outreach. As college, indiv fac and researchers have harder time working as a collective.
DI focus on communication (not scholarly), leveraged Jan Abram’s network
Structural obstacles:

- budget model at University makes it hard to teach interdisc (College has a lot of flexibility)
- tuition distribution model is not conducive
- curriculum in units have accred and indiv agendas
- physical distance

(Are some of these are assumed as obstacles, could be challenged. Willingness to have tough conversations, work through issues such as scarcity)

Other issues that make it hard to achieve synergy between units and college/u/community

- inertia, lack of time, efforts to connect do not always yield results so its discouraging
- General feeling of scarcity
- P&T incentives

Some things that have been discussed that could be developed:

- Individual disciplines have great value as distinct disciplines, need to find ways for those individual dis to have clear roles in contributing to a larger effort
- potential for first year program, have not yet developed anything, students ask about this frequently
- Communities of interest when college first formed - hard to sustain, could have created research and teaching, structurally no way to move this forward

4. Brainstorm areas of greatest opportunity for CDes synergy and prioritize one (note this segment ran out of time so notes are incomplete)

- T shaped designer
- Hour-glass shaped curriculum (first year and capstone year)
- connections already occurring with GC curriculum in Nursing and Engineering where design skills are necessary for students

Look at budget model:
- Team and group teaching - can budget model work for this
- Incentives that can be done within the college

- work on narrative for these ideas - when working in interdisciplinary ways - need a narrative
- What is “the college”? Indiv units or unified? How can staff be equally included as faculty and students?
- Move from model of scarcity to abundance - e.g. nomadic teaching space - engage our students
• explore executive education models for new income - take advantage of interest in design
• Higher ed as grand challenge
• Diversity/equity/inclusion is a common theme in several of the unit strategic plans