

when
 In the final days of an educational path, students are ready to display the expertise on their topic of research. A student failing in the last review is a student that has been neglected in receiving support in early phases. Thesis discussion are a contribution to the cultural discourse and should involve the community.

~~thesis defense~~ (- 2016)

then > **thesis forum** (2016 to present)

During the annual Thesis Forum we engage with panels of experts in discussions on the role of contemporary design practice, research, and the discipline's impact on our collective consciousness and behavior in a socially complex, technology-driven world.



when
 At such early stage in the project and the program, students are most vulnerable to destructive critique.

Students feel isolated and in need of a community of practice.

Students are unfamiliar with critique processes and expectations

we used to conduct a mid-term pin-up critique where a jury of three faculty would evaluate the student work in progress.

~~survey~~ (- 2016)

then > **peer review** (2016 to present)

Pedagogical implications

The experience or age of the critic is not a required condition of a critique.

Students are capable of providing valuable feedback to each other.

Ownership of the critique is on the students rather than the instructor.

**It may privilege extroversion or those who are native born speakers.*

It allows for engaged independent interaction and community building.

Peer review develops a classroom into a community of practice.

It models group work or team work as practice in professional settings.

It allows students to learn the language of critique and practice it themselves.

**It may be less successful in the very early process when students have less experience with the practice of critique.*

critique workshop

Prepare students offering safe space to practice and resources

Official title
 Redesigning critique practices in Higher Education. *A study on the impact of reducing faculty authority during assessments*

Context

In 2016 as coordinators of the Graduate Communications Design program at Pratt Institute, we redesigned the first year mid-term review and the Thesis Defense.

How redesigning critique practices can impact the culture of a program?

Research question

Graduate Communications Design

Changes
 These changes aim to **resituate teacher authority and student agency** and implement the most recent findings on successful assessment.

They **de-emphasize expert knowledge and authoritative practices** and can be framed in the discourse on decoloniality in classroom practices.

"A framework for organizational culture will provide administrators with the capability to better articulate and address this crucial foundation for improving performance"

Tierney, 1988

Environment:	How does the organization define its environment? What is the attitude toward the environment? (Hostility? Friendship?)
Mission:	How is it defined? How is it articulated? Is it used as a basis for decisions? How much agreement is there?
Socialization:	How do new members become socialized? How is it articulated? What do we need to know to survive/excel in this organization?
Information:	What constitutes information? Who has it? How is it disseminated?
Strategy:	How are decisions arrived at? Which strategy is used? Who makes decisions? What is the penalty for bad decisions? What does the organization expect from its leaders? Who are the leaders? Are there formal and informal leaders?

Students wellbeing
inclusive practices
Women and minority faculty in academia, Aguirre 2000

methodology

- subjects**
- Alumni: [redacted], grad 2017
 - [redacted], grad 2017
 - [redacted], grad 2017
 - [redacted], grad 2018
 - [redacted], grad 2018
 - [redacted], grad 2018
 - [redacted], grad 2018
 - [redacted], grad 2019
 - [redacted], grad 2019
 - [redacted], grad 2019

- semistructured interviews**
- [redacted], Visiting Assistant Professor
 - [redacted], Adjunct Professor
 - [redacted], Adjunct Professor - CCE
 - [redacted], Adjunct Professor - CCE
 - [redacted], Associate Professor
 - [redacted], Professor
 - [redacted], Professor
 - [redacted], Visiting Assistant Professor
 - [redacted], Visiting Assistant Professor

constructivist grounded theory

organizational culture

vision values practices people narrative place
HBR, 2013

sagas heroes rituals symbols
Masland, 1985

ideology culture actions
Masland, 1985

shared beliefs values motivations norms
Schein, 1992

clan adhocracy bureaucratic market
Cameron and Quinn, 2006

A cultural analysis empowers managers with implicit information about their organization which in turn can help solve critical organizational dilemmas.

Tierney, 1988

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