

PTP Architectural Education Initiative Feasibility Study

Final Report

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Submitted by

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Executive Summary

The unusual situation in the Piedmont Triad of initiating a new opportunity for architectural education directly from the profession offers a chance for productive collaborations among local practitioners, the faculty in existing programs in architecture, and the broader community. These collaborative activities could include **hands-on projects focused on the sustainable reuse of existing buildings with input from national and international experts on sustainable design, adaptive re-use and community engagement.**

In support of the long-range goal of an NAAB-accredited program at either a public or private institution, the establishment of a center for the sustainable reuse of existing buildings could be the first step. Planning for an accredited program should follow the model of a four-year undergraduate degree (not necessarily in architectural studies) and a three to three-and-a-half year graduate professional degree with courses offered nights and weekends. An NAAB-accredited program is possible in the 10-12 year future at either High Point University, North Carolina A&T State University, UNC-Greensboro, or through a proprietary institution.

Introduction

It has become clear through the course of this feasibility study that the Piedmont Triad Partnership (PTP) initiative for new opportunities for architectural education in the Piedmont Triad is from an unusual source. With the exception of the Boston Architectural College, degree programs in the United States historically have begun in an academic setting rather than in the world of professional practice. This creates a situation that is both awkward and very exciting at the same time. What might be possible, without the usual constraints of academic practices, has caused the authors of this report to think more about the importance of the culture of architectural education to both the local practitioners and to the community at large and less about how to meet the technical requirements of accreditors and university administrators. We believe there exists in the Piedmont Triad a rare opportunity for a new kind of collaboration—from a very different point of view—between architects, their community, and educators from a variety of settings.

However, if this educational initiative develops, it is also clear from the *UNC Tomorrow* documents and from the recent rewriting of the National Architectural Accrediting Board (NAAB) *Conditions for Accreditation* that four themes should be addressed in the work that goes forward: 1) the globalization of the profession, 2) leadership in the community, 3) integrated project delivery, and 4) sustainable design. We believe the future of the profession depends upon how we, as educators and designers in the broadest definitions of their expertise and responsibilities, respond to these challenges.

This report is being submitted by only two authors but we would both like to acknowledge the significant contributions of Margaret Collins from the Piedmont Triad Partnership and Ken Mayer from Moser Mayer Phoenix Associates in Greensboro to the

process and to the final result. Many people kindly shared their time and enthusiasm and information during the meetings of the past four months and we are grateful to all of them for their participation.

The written report follows the format for information presented in the original request for a proposal from the PTP. The PowerPoint presentation is focused on the timeline for the establishment of a center, or institute, and the requirements for establishing candidacy for a new academic program with the NAAB.

1. Finding

After extensive meetings with people representing institutions, organizations, and architecture offices throughout the Piedmont Triad and beyond (see Appendix A for a list of people consulted) we find that

- An NAAB-accredited program is possible in the 10-12 year future at either High Point University, North Carolina A&T State University, UNC-Greensboro, or through a proprietary institution.¹ (A timeline for the steps leading to initial accreditation are outlined in Appendix B.)
- The work to build a culture of architectural education in the Piedmont Triad could begin now with an appreciation of existing resources. It could then progress to the establishment of a center, or institute, to be shared by the entire community for activities focused on a particular vision. Eventually that center/institute could become an enhancement for an accredited program established by one or more of the schools named above. Examples of architectural centers that could be models for a center in the Piedmont Triad include the Washington Alexandria Architecture Center in Alexandria, VA (www.waac.vt.edu), the Preservation Institute: Nantucket (www.dcp.ufl.edu/hp/PINantucket/PIN/AboutUs.asp), Tulane City Center (<http://architecture.tulane.edu/programs/tulane-city-center>), the University of Michigan Detroit Center (<http://taubmancollege.umich.edu/detroitcenter/>), the Yestermorrow Design/Build School in Vermont (www.yestermorrow.org), and the Architecture Centre Devon & Cornwall in the United Kingdom (www.cabe.org.uk/architecture-centres/architecture-centre-devon-and-cornwall) .

2. Potential for a New Program

The market analysis for the program includes the following:

- The long-term growth potential of the architectural profession in the region is small but stable based on past history. The current economic climate is uncertain and predictions of future work are not reliable, but the trends downward have slowed and there are, anecdotally², indications of new economic activity.

¹ There are currently two NAAB-accredited programs owned and operated by for-profit corporations: the Savannah College of Art and Design and the NewSchool in San Diego.

² US Federal Reserve Bank, *Beige Book*

- Stakeholders in the region include architecture firms; the AIA North Carolina chapter and sections; the allied professional design community; the building construction industry; building engineers (including mechanical, electrical, structural, acoustical, and lighting); the historic preservation organizations; schools with related degree programs (find a list of the 2-year, 4-year, and two existing NAAB-accredited programs in Appendix C); and, members of the non-professional community interested in the built environment and urban planning issues.

The rationale for any new professional architectural education in the State depends upon the following:

- The need for additional architects in the Piedmont Triad (this is the primary basis for any new program that could be considered for support by the UNC General Administration) based on
 - population increases for the State³ and the number of buildings additional population will require,
 - the currently low number of architects in the region⁴,
 - the need for design and retrofitting of buildings for sustainability, and,
 - the retirement of architects from the baby-boomer generations.
- The market for enrollment in such a degree program includes
 - Graduates of local high schools
 - Graduates of 2- and 4-year architecture-related programs
 - Qualified applicants who are not accepted at the two existing programs in the State.
- The students a program wants to attract and retain include
 - Local residents
 - Local architectural staff without NAAB-accredited degrees
 - Minority and international students who will add diversity to the architecture profession (as supported by the American Institute of Architects).
- The sustainability of the market over time and the long-term life expectancy of a program in this region. This is predictable by
 - The few seats available in NAAB-accredited programs for the number of students who desire the major. Under enrollment has not been a major issue post-WWII at any school with an NAAB-accredited program.⁵
 - The level of organization and competence as defined by the NAAB *Conditions* sufficient to achieve accreditation. This ensures that a new program can endure as long as the host institution endures. Only one program since 1940 has lost accreditation involuntarily and it was

³ PTP statistics show an 8.7% population increase by 2020.

⁴ AIA statistics show numbers of architects in the Piedmont Triad as 239; in Charlotte, 941; in the Triangle, 796.

⁵ States with populations close to North Carolina's (9.2M) support four to six NAAB-accredited architecture programs: Illinois (12.9M), six programs; Michigan (10M), four programs; Pennsylvania (12.4M), six programs; Ohio (11.5M), four programs.

reinstated within 3 years. The accreditation process requires attention by the host institution to the health of architecture programs. They may change degree title, or number of students accepted, or curriculum, but there is very little history of programs closing once they have been accredited.

3. Recommended Model

The appropriate model for all three stakeholder groups cited below is a 4-year undergraduate degree (not necessarily architecture related) plus a **3 or 3 1/2 year graduate program** (at either the professional masters or doctoral level) **with courses offered nights and weekends.**

- The model that meets the needs of **prospective students** is a graduate degree with advanced standing for design and technical coursework already completed at any of the existing institutions in the State or elsewhere.
- The needs and priorities of **institutions capable of offering a degree** include building on existing programs and resources and focusing a graduate degree to reflect the overall strategic planning and vision of the particular university hosting a new program.
- The **architecture profession** needs a degree program with opportunities for study that minimize conflict with the work week and enables a diverse population of employees to become licensed architects in the State.

For comparison, NAAB-accredited programs offering graduate degrees with work-oriented schedules are the Boston Architectural College, the NewSchool in San Diego, Morgan State University in Baltimore, and Drexel University in Philadelphia. Also, the University of Hawaii at Manoa offers a doctoral program that requires an academically-structured internship in an office setting as part of the degree requirements.

This recommendation is based upon a review of the current programs and resources in the region, interviews with local architects, meetings with young practitioners, and predictions about the future of the architecture profession (see the current draft of the *NAAB 2009 Conditions for Accreditation* in Appendix D and white papers from the collateral architectural organizations (American Institute of Architects (AIA), National Council of Architectural Registration Boards (NCARB), Association of Collegiate Schools of Architecture (ACSA), the American Institute of Architecture Students (AIAS), and the NAAB) at www.naab.org).

4. Required Resources

Resources needed to offer an NAAB-accredited first professional degree program are categorized in the accreditation requirements as human, physical, informational, and financial. [The *NAAB Conditions* will be re-issued in the summer of 2009. The information below is based on the 2004 edition of the *Conditions*.]

- Human Resources
Usual ratios of faculty to students for studio courses are from 1:12 to 1:16. Ratios higher than 1:16 are not acceptable in a studio setting where each student is expected to receive an individual critique with respect to their unique project. Questions from visiting accreditation teams about faculty loads will include numbers of students as advisees as well as numbers of students in classes, number of class preparations each semester, and number of courses taught. For faculty who teach design studio, the usual semester load is one studio and one 3-4 credit lecture class. The studio might also include a 1-credit lecture class or a seminar.
- Physical Resources
There must be dedicated studio space, including desks and lockable storage, for each student 24/7 for the six or seven semesters of design studio in an accredited program. Students are expected to be able to work at a computer, draw, build models, and reference large drawings at their desks. Design studios need pinup space for individual and group critiques and breakout spaces for studio seminars and group discussions. Depending on the particular mission and vision of the program, there will need to be space for large site model-building and experimentation with building materials and processes. Members of the faculty are expected to have individual offices. Space for administrative staff and faculty meetings must be provided. In addition to their own personal computers, students will need computer labs and printers for classes presented using computers (structures, building technology, etc.) and for group projects. There must also be space available for exhibitions and for public lectures.
- Information Resources
The current requirement is for dedicated staff and a minimum of 5,000 catalogued different book titles that will support the mission of the program. In addition to books there must be some access to images of buildings, professional periodicals, and appropriate videos and CDs. These requirements may change in the new edition of the *NAAB Conditions* to be published in the summer of 2009.
- Financial Resources
The NAAB requires parity of professional programs within an institution rather than total numbers of dollars spent on the architecture program. The business plan for the start-up and ongoing costs and funding should include comparisons with other professional programs at the institution including other disciplines that require individual instruction and lab support such as engineering and nursing. [see sample budget attached as Appendix E]

5. Available funding and willingness to support

The financial resources potentially available for offering a NAAB-accredited first professional degree program include:

- Funding through the University of North Carolina system
- Funding by a private university

- Funding for pieces of a program (lectures, sponsored studios, travel, etc.) by local architecture firms, foundations, and interested community groups and/or members.
- Funding for research and service activities from municipal, state and federal granting agencies.
- Differential tuition amounts to be charged when a program in a state system is more expensive than can be supported by the usual tuition charges
- Naming and memorial opportunities to fund start-up costs.
- Funding opportunities with an expanded list of potential donors to include suppliers of building components, construction companies, and construction management businesses.
- An NAAB-accredited program funded by a for-profit educational company.

There was not clear evidence that partnership in the development of a new accredited program would be forthcoming. The following is a review of interest by institutions in the region:

- The strongest support at every level of the institution, including in their strategic planning and response to *UNC Tomorrow*, is at North Carolina A&T State University.
- Strong interest in a new program from the Provost's and Dean's offices at High Point University is evident.
- Strong interest in a new program from the faculty and dean's office at UNC Greensboro is evident.
- There are opportunities for articulation agreements between 2- and 4-year existing programs (most interested were Elon University, Forsyth Tech, and Guilford Tech) and a new graduate degree to be offered at NC A&T State University, UNC-Greensboro, or High Point University.
- There was curiosity expressed by faculty at Wake Forest University about the possibility of a new architecture program in the region.
- The NC School of the Arts stated that their mission is focused on the performing arts and they have no immediate plans to expand that mission.

There is evidence of willingness (the architecture programs at NC State and UNC-Charlotte included) to support some kind of non-degree granting institute or center for architectural education with a special focus in the Piedmont Triad. This kind of activity (organizing a center) should happen prior to, or at the same time as, the establishment of any new program in the region. It could build collaborative relationships and bring a new culture of architecture to the region. **The most likely vision for study at such a center would be hands-on projects focused on the sustainable reuse of existing buildings in the Piedmont Triad with input from national and international experts on sustainable design, adaptive re-use and community engagement.**

6. First Steps in Building an NAAB-accredited program

Accreditation by the NAAB will take 5-7 years from the time of initial approval of the program by the institution and the system which would offer a new degree. For the UNC system, this approval is estimated to be 3 years at a minimum. For a private institution it may take one year less. [see Appendix F for UNC procedures for a new program]
The only institution currently planning a program is North Carolina Agricultural & Technical State University. Any public institution will need to assemble the following documents prior to application for candidacy to the NAAB:

- A. Copies of strategic plans for the overall university system (*UNC Tomorrow*) and all of the institutions that might be involved in any new program (e.g., NC A&T State University responses to the *UNC Tomorrow* document).
- B. Statements of support for any proposed initiative from the relevant chief academic officers. (provosts and chancellors)
- C. A copy of Southern Association of Colleges and Schools (SACS) reports and responses for any institutions planning to participate in a new program. (e.g., the most recent report for NC A&T State University)
- D. A statement of potential long term objectives for any proposed program. (a unique vision and mission related to the future of the architecture profession and related to the long term objectives for the host institution)
- E. A review of how current resources meet current conditions for accreditation (there will be a new set of conditions issued later in 2009 and some of their initiatives can be anticipated). [see Appendix D]
- F. An estimation of what funding resources exist and how additional resources might be acquired. (see resource bullets in previous section of this report)
- G. A list of institutional approvals necessary and timelines for those approvals. (e.g., following the template from the UNC General Administration procedures)
- H. A plan for recruiting and retaining students. (including articulation agreements with feeder programs, marketing materials for high school guidance counselors, and/or the development of recruiting relationships with the local AIA chapter and sections)
- I. A timeline for hiring faculty and staff, recruiting students, NAAB visits, the candidacy process, graduation of a first class, the initial accreditation process.
- J. An outline of a curriculum. (i.e., show a matrix of the curriculum based on what the program offers now plus studios and other courses needed to meet the NAAB student performance criteria)
- K. Brief course descriptions of every course listed as required on the matrix.
- L. Brief hiring descriptions where faculty resumes do not yet exist.

7. Meeting the Priorities of the UNC System

The ways either a program and/or a center might meet the priorities and initiatives of the UNC educational system follow:

- Collaboration by educational institutions, Preservation Greensboro Incorporated, professional architects, the Piedmont Triad community, and international experts in a “Center for the Sustainable Reuse of Existing Buildings” could begin to meet goals for global involvement, increased access to higher education for underrepresented populations and non-traditional students, enhancing regional economic transformation and community development, leadership in addressing energy and environmental challenges, and direct engagement and connection with the people of North Carolina—five of the seven major findings and recommendations in the *UNC Tomorrow Final Report*. [see Appendix G for the Executive Summary of the *Report*]. The strategic planning reflected in the *UNC Tomorrow* document may very well be amended given the current economic context (2009) and any planning for a new academic program should be coordinated with current institutional planning by the UNC General Administration.
- Opportunities to meet the “collaborative culture of innovation” goals of the UNC University Transformation Team through building relationships among faculty at North Carolina institutions, extending those relationships to international colleagues, inclusion of local professionals in academic exercises, and engagement with the public—which can result in expanded work opportunities in the region—will all contribute to the desired culture. [see Appendix H for the UTT “Focus on Design and Innovation” document]
- The activities of a center—promotion of studios, lectures, public charrettes, workshops, travel, and exchanges of faculty and students—could cultivate the experience, expertise, and professional relationships needed for the development of a program that would meet UNC goals at any of the interested public institutions.

8. Steps for Development of a Regional Center

- A. A possible vision for a center should build upon interests and organizations already existing in the Piedmont Triad. The most persistent themes expressed in meetings with the local community involved historic preservation, adaptive re-use, hands-on projects, community development, architectural composition, and construction technology. There was also an emphasis on the need to be more inclusive of people with diverse backgrounds, both in the schools and in the profession. A place to come together to make a difference in **the evolution of buildings and how they express community values over time** could be the goal for a center for the study of architecture. It should also address themes expressed by the collateral organizations in architecture as they are rewriting the NAAB

Conditions for Accreditation: the globalization of the profession, sustainable design, leadership in the community, and integrated project delivery. A center would have a physical presence in one of the towns of the region which means it would be crucial to base activities of the center on issues of importance to other areas of the Piedmont Triad so that it is understood as a truly regional resource.

- B. In Appendix I there is a list of national and international experts (and their relevance) who have agreed to be available for consultation in the establishment of a center in the Piedmont Triad.
- C. The first step in the establishment of a center is to bring information together on one website that would document resources already existing around the vision for the center (a good website to look at for sustainability and community involvement is www.creatingexcellence.org.uk). In meetings during the study it became obvious that there could be better communications among the various constituencies. Examples would include better information available to architectural interns about mentoring and support provided by firms prior to taking the ARE; information about educational programs already available including the low-residency program (NAAB-accredited) at the Boston Architectural Center; a central calendar with information about local events sponsored by all the organizations concerned with the built environment; information about the resources and activities of the national AIA as well as the local chapter and sections provided for the whole community; information on programs sponsored by the AIAS such as Freedom by Design; accreditation workshops provided by the NAAB; regional and national conferences organized by the ACSA; support for the IDP and the ARE provided from the national NCARB office; and, international opportunities for competitions, conferences, and workshops. [This could begin as a simple site hosted by a local architecture firm or as an addition to an existing site and grow over time and with funding.]
- D. Timeline for activities organized by a center

First year

Hire one staff who reports to an action team supported by the PTP. This person's responsibilities should be primarily communications and strategic planning. It should be someone with a good knowledge of the architecture profession locally, nationally, and with some international experience. There needs to be assembled a network (list) of people with a variety of connections to the vision; the strategic planning needs to be done in collaboration with AIA-North Carolina (because they are planning a new building with an ambitious agenda for use); everything on the list above of existing opportunities needs to be promoted regionally; a central calendar needs to be kept up to date; support for building space needs to be developed (grant-writing); an appropriate building space needs to be found (see Appendix J for a suggested space); and, three events need to be scheduled

and/or produced. If the center is physically located in Greensboro one of the events could be a celebration of the building choice, the second could be a workshop on sustainable construction practices in High Point and the third a workshop on historic renovations in Winston-Salem. In order to build collaborative relationships, the events need to be distributed throughout the region so that the center is not understood as only concerned with one city.

Second year

Add two interns, one for maintenance and updating of the website in addition to other responsibilities, one with a relevant second language. Continue grant writing for space and events related to the mission; plan building renovations to include exhibit space, lecture space, studio space; organize an international trip for students in programs at existing institutions (the trip should be a work experience with international architecture students); begin a community-based lecture series (six—two each in High Point, Winston-Salem, and Greensboro); begin offering tuition-supported LEED certification classes, seminars for passing the ARE, and continuing education courses certified by the AIA and/or NCARB.

Third year

Add a third intern from an architecture program outside the US. Add volunteers to a “sounding board” group, to host events, and to participate in fund-raising. Continue activities from the second year; work with AutoDesk to provide training for software programs; develop a collaborative project with the Center for Design Innovation; offer space in a new building to existing programs for studios with special focuses on adaptive re-use and community involvement; partner with Habitat for Humanity and support their activities with publicity and volunteers.

Fourth year

Add a paid administrative assistant, continue with interns and volunteers. Continue activities from previous years. Start an after-school program in creative inquiry for inner-city high school students. Sponsor a competition for local students involving adaptive re-use on a local site; pair teams of students and professionals and community leaders in a community planning charrette; organize a summer design camp for high school students considering careers in design.

Fifth year

Participate in an international competition (teams of students from different programs in the region, with critics from local offices). Take the students and critics to see the site. Establish ongoing relationships with local high school guidance counselors for advising and mentoring high schools students by local architecture students and practitioners.

As special interests develop and programs and faculty at the schools change, future activities should reflect those interests.

Examples of centers that would be useful models to visit in the US are the Virginia Tech sponsored center in Alexandria, VA, the University of Florida collaborative center in Nantucket, MA, Tulane City Center in New Orleans, LA, the Yestermorrow Design/Build School in Vermont, and the University of Michigan Detroit Center.

9. Funding Possibilities for a Regional Center

The North Carolina University system

Local foundations

The local architectural community, including the entire built environment industry

Private and public grants

Community donations

Fees for courses and workshops

Foundations in the region that support the kind of activities an architecture center could facilitate:

- The Winston-Salem Foundation is a community-based philanthropic organization that supports projects over a broad spectrum. They are likely supporters of either start-up costs or specific project initiatives.
- The Cemala Foundation is a family foundation that supports projects that are about City Center Greensboro development, education, a friendly environment, and a strong arts and culture community. All of these areas can be related to a center or institute in Greensboro focused on architecture.
- The Weaver Foundation is an organization that supports projects in the Greater Greensboro area particularly with respect to community planning and leadership.
- The Joseph M. Bryan Foundation gives generous grants to support projects in education and the arts, as well as support for other charitable organizations.
- The Kate B. Reynolds Foundation is interested in projects that would improve the “quality of life and quality of health of the financially needy.” Activities at a center that they might be willing to support could be after-school programs in design, affordable housing design projects, and community planning for low-income neighborhoods.

What next?

The advancement of architectural education in the Piedmont Triad by professional architects in collaboration with educators can be facilitated by the activities of the Piedmont Triad Partnership. There could be an email distribution list of interested participants maintained and kept up to date; there should be an effort to broaden the outreach for information and support to include engineers, contractors, and consultants in the building construction industry; and there can be support and collaboration for initiatives already underway that are aligned with a mission and vision for a local center

such as the international conference currently being planned by Preservation Greensboro Incorporated.

The PTP could engage the AIA North Carolina chapter and the Piedmont and Winston-Salem sections in a strategic planning exercise that would ensure collaboration rather than competition between goals for the Piedmont Triad and state-wide initiatives planned for the new AIA building in Raleigh. The AIA sections could also collaborate to provide internships and mentoring for local students who would like to become architects.

Schools that may be interested in developing an NAAB-accredited program should pay close attention to the *2009 NAAB Procedures for Accreditation* and especially the new *2009 NAAB Conditions for Accreditation* (www.naab.org) to be issued in July. There will be workshops offered at the fall 2009 ACSA Administrators' Conference (www.acsa-arch.org) in St. Louis and also next spring at the ACSA Annual Meeting in New Orleans.

The AIA, the PTP, the colleges and universities who will benefit, and anyone interested in the project from the larger community should come together to find someone, and some way to pay that someone, to begin the planning and programming for a center. This will benefit the community, the local professionals, and the schools. We believe, if a center is established, it is feasible for a new, NAAB-accredited program to follow.

APPENDIX A *Contacts met with in the course of the study*

AIA North Carolina

David A. Crawford, Executive Vice President

American Institute of Architects

Catherine M. Roussel, Director of Education

Appalachian State University

Jeffery E. Ramsdell, Building Science Program Coordinator

R. Chadwick Everhart, Assistant Professor of Building Science

Jeanne Mercer-Ballard, Coordinator and Assistant Professor, Interior Design Program

Don Woodruff, Architect

Architects' Focus Groups

Ron Bailey, Assoc. AIA

Rence Callahan, AIA

Teri S. Canada, AIA

Matt Cannady

Joey Cargill

Mandi Clift

Allison Coley

John L. Drinkard, AIA

Pete Faia

Philip G. Freelon, FAIA

Stephen L. Freyaldenhoven, AIA

John Fuller, AIA

Zena Howard, AIA

Richard Jonis

Daniel A. Kowalcheck

Brian Kubecki

Henry H. Lafferty, AIA

Tim Lin

Kevin Marion, AIA

Kenneth Martin, AIA

Kenneth C. Mayer, Jr., AIA

Mili Mulic

Mike Osman

Keagan Pope

Major S. Sanders, Jr.

Adam Sebastian

Morgan Singletary

Shannon Terrell

Keith Wilson

Association of Collegiate Schools of Architecture

Michael J. Monti, Executive Director

Center for Design Innovation

Carol Strohecker, Director

Center for Quality Assurance in International Education

Marjorie Peace Lenn, President

Elon University

Steven D. House, Dean of Elon College, the College of Arts and Sciences, and the
Associate Provost for Academic Affairs

Forsyth Tech

Herbert I. Burns, Jr., Department Chair, Architectural/Construction Technology

Guilford Technical Community College

Steve Patton, Department Chair, Architectural Technology

High Point University

Dennis G. Carroll, Vice President for Academic Affairs

Carole Bailey Stoneking, Dean, College of Arts and Sciences

Kendall College of Art and Design of Ferris State University

Oliver H. Evans, President and Vice Chancellor

National Council of Architectural Registration Boards

C. William Bevins, NCARB and NAAB Past Presidents, Principal, FreemanWhite, Inc.

Lenore M. Lucey, Executive Vice President

NewSchool of Architecture and Design

Mitra Kanaani, Undergraduate Coordinator

North Carolina Agricultural & Technical State University

Alton Thompson, Interim Provost and Vice Chancellor for Academic Affairs

Kenneth H. Murray, Associate Vice Chancellor for Academic Affairs

Ben Obinero Uwakweh, Dean, School of Technology

Robert Pyle, Interim Chairperson, Department of Construction Management and
Occupational Safety and Health

Tony E. Graham, Associate Professor, Department of Construction Management and
Occupational Safety and Health

Robert Powell, Assistant Professor, College of Engineering

North Carolina Senate

Donald R. Vaughan, Senator Representing Guilford County, Attorney and Counselor at
Law

North Carolina State University

Marvin J. Malecha, Dean, College of Design, currently president of the AIA

Robin Fran Abrams, Head, School of Architecture
Piedmont Triad Partnership
Don Kirkman, President and CEO
Theresa Reynolds, Senior Vice President, WIRED Project Manager
Margaret H. Collins, Cluster Director, Creative Enterprises & the Arts
Preservation Greensboro Inc.
Benjamin Briggs, Director
Tulane University, School of Architecture
Elizabeth Burns Gamard, Associate Dean
University of North Carolina-Charlotte
Kenneth A. Lambla, Dean, College of Arts + Architecture
University of North Carolina General Administration
Harold L. Martin, Sr., Senior Vice-President for Academic Affairs
University of North Carolina-Greensboro
David Perrin, Provost
Rosemary C. Wander, Associate Provost for Research and Public/Private Sector
Partnerships
Laura Sims, Dean and Professor, School of Human Environmental Sciences
C. Thomas Lambeth, Associate Professor and Chair, Department of Interior
Architecture (IARC)
IARC faculty
Adam Arney, IT Consultant, Division of Continual Learning
University of North Carolina School of the Arts
James J. DeCristo, Director of Economic Development and External Affairs

APPENDIX B *Timeline for accreditation of a new architecture program at a school*

Path to approval from the UNC General Administration

3-4 years

Application for candidacy status from the NAAB

Year 1

- Letter
- Submit candidacy materials
- Preliminary visit

Year 2

- Board decision to review for candidacy
- Submit APR for initial candidacy

Years 3 and 4

- Visit for initial candidacy
- Board decision to grant candidacy
- Two years in candidacy
- Submit APR for continuation of candidacy

Years 5 and 6

- Visit for continuation of candidacy
- Graduate first class of students
- Board decision to continue candidacy
- Two years in candidacy
- Submit APR for initial accreditation

Year 7

- Visit for initial accreditation
- Board decision to grant accreditation

Note:

Students who graduate within the two calendar years prior to the beginning date of accreditation (always January 1) are eligible to take the Architect Registration Examination. For example, if the first term of accreditation began on January 1, 2019, all students who received their degree in either 2017 or 2018 would be eligible for the licensing examination even though they graduated before the program received accreditation.

APPENDIX C *List of schools in the Piedmont Triad with architecture-related programs (and the two existing NAAB-accredited programs in the State)*

Forsyth Tech

AAS in Architectural Technology

Two years plus one summer term (5 semester program)

Contact: Herb Burns, Department Chair at hburns@forsythtech.edu

Guilford Technical Community College

AAS in Architectural Technology

Two years plus one summer term (5 semester program)

Contact: Steve Patton, sdpatton@gtcc.edu

North Carolina Agriculture & Technical State University

BS in Construction Management, College of Technology

Four years

Contact: Ben Uwakweh, Dean at bouwakwe@ncat.edu

BS in Architectural Engineering, College of Engineering

Four years

Contact: Dr. Peter Rojeski, Jr., Coordinator at rojeski@ncat.edu

BS in Landscape Architecture

Four years

Contact: Dr. Louis E. N. Jackai, Chairperson at lejackai@ncat.edu

University of North Carolina at Greensboro

BS in Interior Architecture

Four years

Contact: Tommy Lambeth, Department Chair at ctlambet@uncg.edu

MS in Interior Architecture (concentration in Historic Preservation)

Undergraduate degree plus two years

<http://www.uncg.edu/grs/request.html>

NAAB-Accredited Programs:

North Carolina State University, School of Architecture

Contact: Robin Fran Abrams, Head at robin_abrams@ncsu.edu

B Arch

Five years

M Arch

Pre-professional degree + 48 graduate credit hours

Undergraduate degree + 93 graduate credit hours

University of North Carolina at Charlotte

Contact: Kenneth Lambla, Dean at kalambla@uncc.edu

B Arch

Five years

M Arch

Pre-professional degree + two years

Undergraduate degree + three and one-half years

APPENDIX D *2009 NAAB Conditions for Accreditation (draft)*

[see as .pdf attachment to email]

APPENDIX E *Sample Budget for NAAB-accredited program*

It is anticipated that beginning in 2010 NAAB Architecture Program Reports with budget information for schools to be visited in the following year will be published online. Each year more programs will be added until there is public information available on budgets for all NAAB-accredited programs. Currently there is some statistical information about programs available as part of their individual listings in the *ACSA Guide to Architecture Schools* at the ACSA website.

[sample budget attached as .xlsx file]

APPENDIX F *UNC Procedures for Approval of a New Program*

[see as .pdf attachment to email]

APPENDIX G *UNC Tomorrow Executive Summary*

[see as .pdf attachment to email]

Focus on Design & Innovation January 21, 2009

UNIVERSITY TRANSFORMATION TEAM

The Chancellors and Presidents of the region's eleven four-year colleges and universities were challenged by Erskine Bowles (President, UNC System) and Kelly King (CEO, BB&T) to leverage the knowledge assets on their campuses and develop a collaborative initiative to help lead the transformation of our region's economy. In the discussions held by the group (which also includes additional university staff and a support group comprised of individuals representing the UNC General Administration, the Small Business & Technology Development Center and the Piedmont Triad Partnership), several important considerations have been agreed upon to inform the selection of an appropriate initiative:

- The target area(s) should be narrow enough to enable sufficient definition of initiative activities and have clear potential for achieving specific outcomes related to economic and workforce development.
- The target area(s) should focus on areas where the Piedmont Triad already has significant assets, opportunities and differentiation in the marketplace.
- Some level of job creation should be an outcome tied to the initiative.
- There should be an opportunity to build a distinctive brand for the Piedmont Triad.
- The focus area(s) should be aligned with the distinctive capacities of higher education to facilitate leadership by the region's colleges and universities.
- The focus area(s) should enable all of the region's colleges and universities to engage in a meaningful way.

BACKGROUND: CREATIVE ENTERPRISES

The Piedmont Triad has a rich heritage in design, arts and crafts. In the last century, this heritage helped fuel the growth and success of the textile and furniture industries in the region as well as support the excellent quality of life for which this region is known. The growth of these industries and sectors has in turn created a concentration of creative talent here that makes the region unique.

Consistent with this regional significance – both historically and in the present day – Creative Enterprises and the Arts (CEA) is one of the four industry clusters identified through the recent Workforce Innovation in Regional Economic Development (WIRED) initiative being led by the Piedmont Triad Partnership (PTP) as an important growth industry for the region. To assist in this development, the CEA cluster commissioned a Comprehensive Regional Strategy and Action Plan, led by the Alliance for Creative Advantage under the direction of Regional

Technology Strategies. This study has confirmed the existence of the creative enterprises cluster and associated creative workforce. In addition, several recommended action steps from the study align well with a college/university-led initiative, including:

- The connection and collaboration of industry with higher education
- Enhance educational opportunities for creative occupations
- Strengthen the entrepreneurial capacity
- Establish a first-rate design school
- Enhance and support international connections
- Develop distinctive regional brand strategies
- Leverage emerging technologies within the field as a source of competitive advantage

As the economy of both the region and the globe shifts, the particular importance of design is being felt more broadly. In fact, a survey of regional manufacturers completed by Regional Technology Strategies and the Industrial Extension Service revealed these facts:

- 20% of the firms indicated that **all** of their sales are due to design
- 40% of the firms indicated that a **majority** of sales are due to design
- Design was listed as the 3rd most important factor to business success after financial and operational management
- 50% of the firms expect to **increase expenditures** on design over 3 years
- 40% of the firms describe design as **critical** to business success

As a final piece of the creative economy background, the NC General Assembly has commissioned a study to investigate the expansion of the film industry in NC. The NC Film Commission is currently leading this effort which may include the construction of a large-scale commercial studio production facility in the Piedmont Triad. The studio production facility will provide permanent jobs and internship opportunities for our current students and past graduates in the Piedmont Triad across a broad range of disciplines.

BACKGROUND: INNOVATION

Beyond the specific opportunities in the creative economy, innovation has become broadly critical to the economic future of the region. As the world has transitioned to a knowledge-based economy, the days of the region competing on the basis of low-cost driven by relatively low wages have disappeared. As noted by numerous organizations, including the Council on Competitiveness and a recent study by the NC Board of Science and Technology, innovation is key to the competitiveness of the United States in the global economy. The Council on Competitiveness has further identified regions as the most appropriate geography for innovation – a state is too large and diverse while a single city or county does not have sufficient scale to leverage the full range of potential relationships and collaborations across industry sectors. Taken as a whole, the Piedmont Triad – with its population of 1.5 million people over 12 rural and urban counties – provides an appropriate geography and scale for regional innovation.

The report from the NC Board of Science and Technology (“Advancing Innovation in North Carolina”) is a call to action for the state in developing an appropriate framework for competing and prospering in the interconnected global economy. While the higher education system is clearly identified as a strength for the state, both with respect to research and the potential to support statewide innovation, challenges are identified in the areas of converting innovation ‘inputs’ into innovation ‘outputs’ and the continuous need to educate and train human capital. The report also reinforces what was articulated to the University Transformation Team at the outset: institutions of higher education – both public and private – will play a central role in the region’s ability to innovate. Although the report targets the institutional and policy framework necessary to maximize the potential of the state’s assets, the fundamental capacity to innovate is at the heart of future growth:

“No amount of savings and investment, no policy of macroeconomic fine-tuning, no set of tax and spending can generate sustained economic growth unless it is accompanied by the countless large and small discoveries that are required to create more value from a fixed set of natural resources.”

Paul Romer (1993), as quoted in Advancing Innovation in North Carolina

The bottom line is that the region’s universities are uniquely positioned to provide leadership for the Piedmont Triad in developing and embracing a collaborative culture of innovation.

DESIGN & INNOVATION PROPOSAL:

Building upon the importance of innovation as well as the efforts of the CEA cluster and the recommendations in the creative economy strategic plan, the Piedmont Triad Institutions of Higher Education propose a collaborative initiative in design and innovation that will firmly establish these competencies as recognized competitive advantages for the Piedmont Triad region. The first step in this initiative will be to designate a working team of UTT members, supported by the equivalent of one full-time position to carry further define this initiative and create a specific plan of action that addresses the following needs and opportunities:

- Develop collaborative programming to strengthen and expand the creative workforce in the region;
- Review and select (or develop) a model for regional strategies and inter-institutional collaborations that will foster distinctive design and innovation competencies within the higher education and creative industry communities;
- Build partnerships to coordinate efforts with existing groups in this space, including the Creative Enterprises cluster, the Higher Education Innovations Council, the Center for Design Innovation and the NC State and UNC-Charlotte Schools of Design
- Create a technology advisory group that will identify appropriate technologies to leverage in building the design and innovation competencies
- Support efforts for the construction of a large-scale commercial studio production facility in the Piedmont Triad.

The specific plan of action should be complete by May 15, 2009, and will be accompanied by a formal announcement of this initiative that shares broadly the commitment of the region’s colleges and universities to be a leader in transforming the region through design and innovation.

ANTICIPATED BENEFITS AND ADVANTAGES:

- All eleven of the region’s colleges and universities have some academic units engaged in programs that fall within the design and innovation focus area. In addition, several institutions have developed specific competencies that target one or more niches within the focus area.
- A collective effort on the part of the colleges and universities would leverage the existing higher education assets and contribute to the creation of a “center of gravity” for the region in design and innovation.
- There would be excellent opportunities to connect with and involve the community colleges.
- This focus aligns well with the WIRED-funded CEAC, and reinforces the opportunity for the region to benefit from a strong bridge between higher education and industry.
- This concept builds upon the region’s heritage of arts, crafts and design.
- This initiative complements larger statewide efforts to rebuild the filmmaking industry in NC and to accelerate the growth of animation and gaming in NC.
- By accelerating and broadening the scope of design and innovation in the region, by creating a distinctive capacity for future growth and by identifying specific opportunities for business development, this initiative will help create jobs along with a workforce qualified to fill them.
- The scale of this effort along with the collective support of the region’s institutions for higher education will complement the work of the CEA cluster to begin to create a brand for the region around design and innovation.

APPENDIX I *List of national and international experts available for consulting*

All of the following people have been contacted by the report authors and have responded with interest in this Piedmont Triad initiative:

C. William Bevins, FAIA wbevins@freemanwhite.com

Principal at FreemanWhite, Inc. in Charlotte, NC. Currently a public member of the board of ABET (engineering accrediting body), formerly the president of NCARB and of the NAAB. He has international experience in accreditation of architectural education programs and transferability of architectural practice credentials.

Mark Simon, FAIA simon@centerbrook.com

Partner at Centerbrook Architects and Planners in Essex, CT (AIA firm of the year award, design firm for the UNC-Greensboro Maud Gatewood Studio Arts Building) for expertise on community involvement

Nancy Jenner njenner@architects.org

Director of the Boston Society of Architects for collaboration expertise, strategic planning, and program development

Phil Bernstein, FAIA phillip.bernstein@yale.edu

Vice President at AutoDesk with internationally-recognized experience with BIM (Revit software), integrated project delivery, and sustainable design strategies

Scott Simpson, FAIA ssimpson@klingsubbins.com

Senior director of KlingStubbins, senior fellow and co-chair of the Design Futures Council, and has published more than 75 articles about innovation in the design professions.

John Cary jcary@publicarchitecture.org

Executive Director of Public Architecture, an organization honored by the AIA as follows:

"The American Institute of Architects is privileged to confer the 2007 Institute Honor for Collaborative Achievement on Public Architecture. As a call to arms for all architects, they have elevated the awareness of pro bono work from personal option to professional imperative. Their every effort is distinguished by unflagging attention to providing the highest levels of design excellence in service to the public interest."

Casius Pealer cpealer@usgbc.org

Attorney and Manager of Affordable Housing, U. S. Green Building Council, working in USGBC's Advocacy and Public Policy department to encourage the development (and redevelopment) of healthy, sustainable and affordable housing

Matthew Fochs, AIAS mfochs@aias.org

Responsible for the Freedom by Design program supported by the AIAS in Washington, DC. From their website:

Freedom by Design™, the AIAS community service program, utilizes the talents of architecture students to radically impact the lives of people in their community

through modest design and construction solutions. Vital modifications are made to enhance the homes of low-income elderly and disabled individuals by addressing their struggles with everyday tasks such as bathing, ascending stairs and opening doors. Our priority is improving the safety, comfort and dignity of the home's occupants.

International architects available for expertise in sustainability, adaptive re-use, and architectural education:

Gülsün Sağlamer, Hon. FAIA saglamer@itu.edu.tr

An architect in Istanbul, Turkey who is a past president (rector) of Istanbul Technical University and was given an honorary membership in the College of Fellows of the AIA for her work in raising the standards of architectural education worldwide.

Rolf Backmann r.backmann@bsk-architekten.de

Partner in the firm of Backmann-Scheiber-Kohler in Berlin, Germany with broad experience in sustainable design, adaptive re-use, and joint international academic projects. Faculty at the Wentworth Institute of Technology, Boston, MA.

M. J. Long m.j.long@longkentish.com

Partner in the firm of Long and Kentish, London, UK; previously a partner with Sir Colin St. Jean Wilson. She is a commissioner of the UK's Commission for Architecture and the Built Environment (CABE), which is the British government's adviser on architecture, urban design, and public space, and is faculty in the architecture program at Yale University.

Sungjung Chough, FIKA, Hon. FAIA sjchough@korea.com

Principal in ILKUN Architects and Engineers, Ltd, Seoul, Korea. He has taught in architecture programs in both Korea and the US; serves as Co-Director of the International Union of Architects (UIA) Architectural Education Commission

APPENDIX J Suggested *potential space for center*

The attached drawings of the former Adamson Cadillac showroom at 304 E. Market St. in Greensboro were kindly provided by Benjamin Briggs, the executive director of Preservation Greensboro, Inc.

[see drawings as .pdf attachment to email]

APPENDIX K *PowerPoint Presentation*

[see attached as .pptx file]