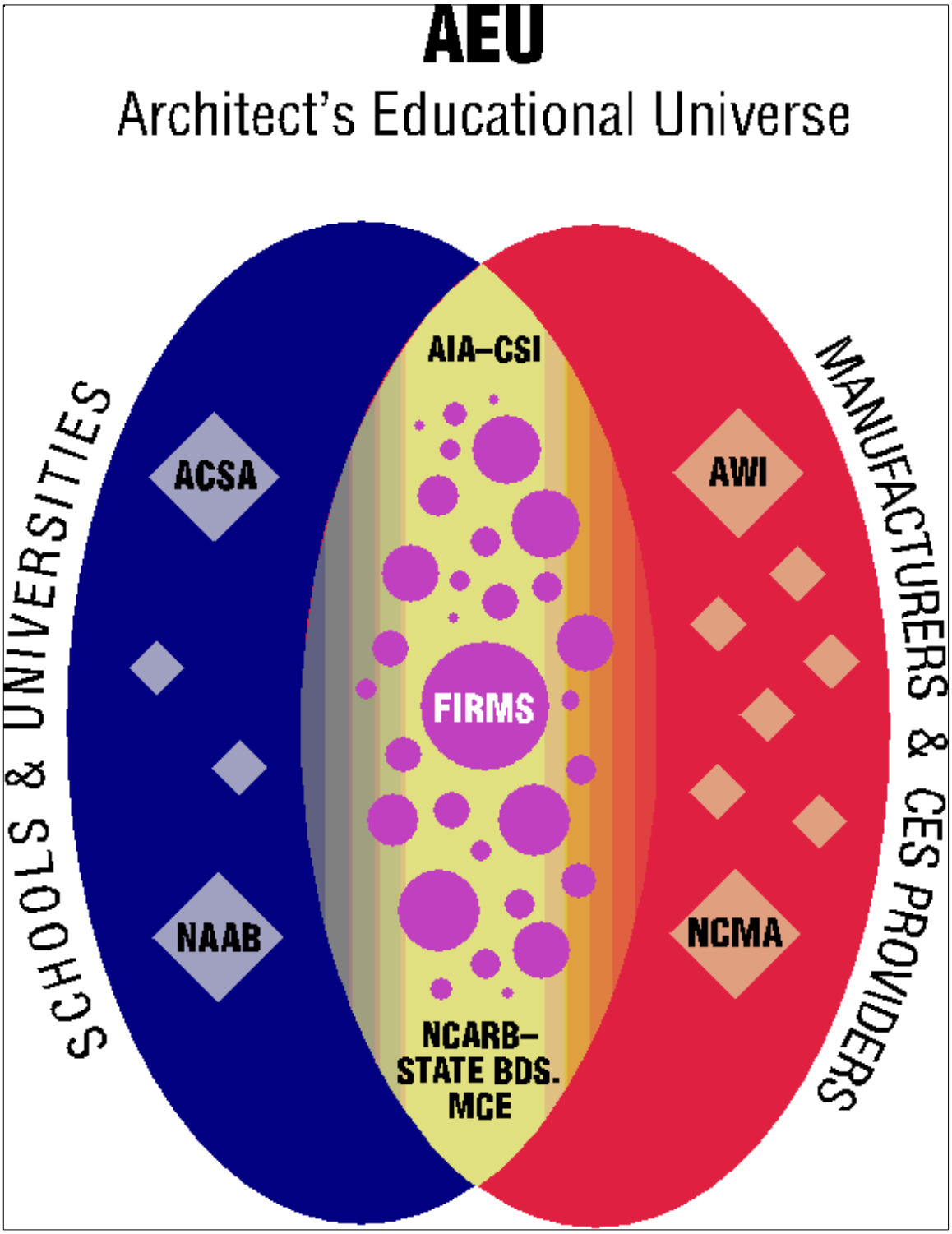
University Associates Summit Summary
Washington, DC

On July 11, 2002 thirty representatives from The Association of Architecture School Librarians, The American Institute of Architects, American Institute of Architecture Students, Inc, The Association of Collegiate Schools of Architecture, The National Architectural Accrediting Board, Inc., The National Council of Architectural Registration Boards, ArchVoices, CertainTeed Corporation, Digital Reef Services, National Gypsum Co., RTKL, TRACO Windows and Doors, Training and Development Concepts, and Pella Corporation gathered in Washington, DC to chart a course for a new partnership. The representatives spend the day exploring ways that schools of architecture, the practice and industry can share common resources. The event was hosted by the AIA Continuing Education Systems. Marybeth Saunders, Ph.D., Training and Development Concepts, Virginia Beach, Virginia Beach facilitated the Summit. Below is a summary of the day's events.

University Associates Summit Agenda
7/11/02

Time	Activity
8:30 – 8:45	Welcome & Overview – The Architect's Educational Universe
8:45 – 9:30	Introductions & Expectations
9:30 – 10:00	Presentation of Joint Venture Vision, Capabilities, and Current Status
10:00 – 10:15	Break
10:15 – 11:00	SWOT Analysis in diverse work groups with representatives from each partner to assess: Strengths – What contributions will each associate/partner bring to the joint venture? Weaknesses – What shortcomings will the joint venture endeavor to overcome? Opportunities – What does each partner want to gain from the joint venture? Threats – What obstacles could impact program success?
11:00 – 11:30	Reconvene as a total group to review SWOT Analysis.
11:30 – 12:00	Work in partner groups to review web-site inputs, brainstorm and begin constructing page contents, project name, drafts, and questionnaires from university and manufacturing perspectives.
12:00 – 1:00	Lunch
1:00 – 1:30	Reconvene as a total group to review progress/ questions.
1:30 – 2:30	Continue working in partner groups, as needed, to review web site inputs, brainstorm and begin constructing page contents, project name, drafts, and questionnaires from university and manufacturing perspectives.
2:30 – 2:45	Break
2:45 – 4:00	Reconvene as a total group to review drafts.
4:00 – 4:45	In groups – · Discuss growth plan for the site; who is involved and criteria for participation; propose short- and long-term goals · Discuss methods and metrics for measuring the activity and success of the web site; define the milestones and schedule for site completion. · Discuss establishment of a Steering Committee. Define its composition and roles.
4:45 – 5:30	Reconvene as a total group to discuss recommendations.
5:30 – 6:00	Answer the question, "What Next?"

The Architect's Educational Universe:
The Summit was opened with the introduction of a description of the architect's educational universe. Emphasis was placed on interaction and dependency of many contributing factors that all contribute to the architect's professional education.


AEU
Architect's Educational Universe
SCHOOLS & UNIVERSITIES
MANUFACTURERS & CES PROVIDERS
ACSA
NAAB
AIA–CSI
FIRMS
NCARB–
STATE BDS.
MCE
AWI
NCMA

Introductions & Expectations:
Each participant was asked to state his or her expectations of the Summit.

- ☆ AIA/CES + Educational Institutions + Manufacturers = Better Education.
- ☆ Determine ways small institutions can use resources to augment education.
- ☆ Find additional avenues as manufacturers to improve programs.
- ☆ How can we leverage background and skills to support venture?
- ☆ Find a way to convey how materials and systems go together so the building process can be understood.
- ☆ Leave with 1 partnership for development as an exemplary model.
- ☆ Understand what the venture is and how the librarians fit.
- ☆ Marching orders, task assignments – what next?
- ☆ Ideas to make information seductive to students.
- ☆ Listen, learn, and find ways to work together.
- ☆ Reach consensus and build enough momentum to move to the next level.
- ☆ Create web access that is relevant and useful.
- ☆ Resources for ACSA conference in San Diego this November on alternative models of architectural education
- ☆ Bring academic perspective to manufacturers.
- ☆ Seek and use existing models.
- ☆ Take information, contacts, and venture back to larger audience and build bridges (relationships).
- ☆ Create a steering committee for short-term implementation and potential long-term initiatives.
- ☆ Learn and network with others involved in continuing education.
- ☆ Develop an implementation plan to capitalize on resources and connections.
- ☆ See how we can each bridge the gap between education and practice.
- ☆ Make it simple, easy to implement, and use so we can just Do It!
- ☆ 3 sticky ideas.
- ☆ Universally accessible hands-on educational tools.
- ☆ See possibilities; make this more than we see it as now – "Walk on air, against your better judgment."
- ☆ Include building industry as well as components in content (the larger systems as well as the pieces).
- ☆ Include research component using ACSA and other networks.
- ☆ Networking.
- ☆ Web site functionality – present and future – content to connect people as well as information.
- ☆ Invite design professional, engineering organizations, and other disciplines to participate.
- ☆ Summarize and distribute all meeting inputs.

SWOT:
Next, the participants were divided into groups and asked to assess:

Strengths – What contributions will each associate/partner bring to the joint venture?
Weaknesses – What shortcomings will the joint venture endeavor to overcome?
Opportunities – What does each partner want to gain from the joint venture?
Threats – What obstacles could impact program success?

Strengths of the Venture

- Develop a systematic approach to developing the relationship.
- Use university campus for practitioners–
  1. for some universities (access and mindsets has to be resolved)
  2. the resources for distance learning.
- Partnership to enhance undergraduate and graduate curriculum.
  (If too sales oriented, threat that students and faculty will close down – Listen to clients –this should not happen)
- Manufacturer will do it ONLY on campus, hotel is an overt sales pitch.
- Campus is more convenient.
- Campus can be a laboratory, workshops is hands-on.
- Let's tear out a window and do it!
- Certificate programs at the University Vs the Marriott for successful completion of program.
- Need to have practice, field experience for that faculty.
- Enhances knowledge base of faculty.
- Need buy-in by administration, then this could be a strength.
- Could manufacturer test at university lab? For some manufacturers and for some universities.
- "Developed in full co-operation with the University of xxxx"
- Developed under the sponsorship of xxxx
- Bring in the engineering schools for that kind of research.
- Demands on Schools of Architecture to do real research.
- Community Design Programs could get some hands-on work with students, practitioners and manufacturers – can Nursery School project be a laboratory? Like a Habitat for Humanity.
- Bring the real world in.
- Opportunity for architecture based research, as schools are under more pressure to generate research and funding opportunities.
- Use "seductive" examples for product understanding – Calatrava for steel section for students.
- Opportunities for competitions and access to students.
- Use existing media resources, including at schools, and at existing Webster of AIA, ACSA.
- For faculty - Schools research in cutting edge work combined with sustainability – embodied energy, life cycle costing.
- Bring technology to the universities as workshops with the faculty, students, and professionals – could be a joint activity, could be separate.
- Manufacturers know best way of how to use materials and how not to use them, important to know how not to use, what are the failures, and inappropriate uses.

Weaknesses of the Venture

- What is this about, why do, who is our market
- Go back, what is the mission, before website and know objectives.
- Are we talking about the whole? Industry and university or?
- How is this working; is there a learning process to be developed how to transfer standards of each to the other?
- Are we here to develop a web page or ensure collaboration between all of us?
- Strategy, design and implementation – are we the cart behind the horse.
- Need a mission statement, statement of a clear mission.
- Is this too blurry with students and continuing education mixed?
- Tendency to hire faculty with Ph.D.'s instead of practitioners.
- How to translate back to practitioner?
- How do we pay faculty?

Opportunities of the Venture

- Create virtual adjunct pool help improve materials and methods instruction.
- Combinations of web based and place based.
- Can become model for other facets of education and professional practice.
- Old summer practice Institute - Place based.
- Other award recognition like DuPont's Benedictus award for glass.
- Credibility and visibility for manufacturing.
- Indoctrination with educational setting ability to being new tech to students, award programs competitions.
- Balancing cutting edge with practicality.
- Research University is setting for exploration.
- 3 groups: establish consortium for common interests.
- Practitioners will recruit best students.
- Market best practices/ new technology.
- Can provide resources for smaller firms.
- Publication of feedback.
- How does material science effect – how can R+D work collaboratively?
- Use associations as possible partner and opportunity for educators in the industry.
- Publication with rigor.
- Small write-ups.
- Case studies/best practices.
- Coordinate with the existing AIA case studies initiative.
- Connect/match individual student with a manufacturer.
- Returning students, do they add prestige or numbers to the school?
- Can we issue certificate? Different schools have different practices?

Threats of the Venture

- Lack of follow through in terms of information/communication.
- Competitions – internal and external
- -Schools will compete too
- What are the financial returns? For the organization or university?
- Manufacturer- knows products and is also able to specify them… How do you show that to someone who has never done one, they aren't sure what they are going to get out of it…?
- Analysis of successful marriages between the two and are both meeting objectives, and show that they are effective..
- Lack of credibility- started something a few years ago that didn't work… if this is perceived to be that again, they will just dismiss it. Built in should be a valuable function that shows how it's affective for both the manufacturers and universities with testimonials, etc. Need something to show the correlation with the availability of the knowledge and how it raised the educational levels. I.e. Continuing education in ARCH RECORD. What's the number of people using and learning from it? Educators came to the site and learned something. Using this site as a place to in fact learn something. "Show the effectiveness.
- What is the marriage? Industries and schools. Threat = we are beginning to look too broadly. Go back to the marriages, "we can't be all things to all people"
- Prestige/recognition within the industry. Threat, not clearly identifying all variables of the marriage.
- Manufacturers want name recognition. Value added service to the industry. Avenues at the university are greater than through the working practitioner. How do you stay generic?

- Probably can, just probably don't want to. Credibility on good sold materials. But they need educators that will teach generic information.
- How do you give the students credit? Continuing Ed credits or is it within the architectural department? Is it part of a full-semester course? AIA members could also be invited for an evening seminar, or an accredited seminar.
- How hard would the marriage be if it needs to be a full semester course (out of the manufacturer's scope of education).
- Someone who knows something about curriculum needs to be working with the manufacturer's. Credit can then be generated for it. Someone (universities) needs to create that connection.
- What has already been accredited by the AIA? I.e. the Wood Council has made connections and comes in to teach a seminar and a partnership is formed. Can the continuing education gain from that exposure? One hour's worth of solid material to continue teaching a better program.
- Would free enterprise muddy the waters?
- Is it within the mission of the school?

Review progress:

After lunch all of the participants reconvened to review progress of the morning group sessions and asked questions. The consensus of the group was that the Summit participants needed to shift direction a bit and focus on the mission of such a venture. The group began by addressing the issues of mission and vision.

Proposed Mission Statement:

To work in cooperation (who) by enhancing (how) the education of the architectural community.
Who: *Industry, Practitioners, Academics, Students*
What: *Create a knowledge base for students and practitioners*
Where: *Primarily the website?*
When:?
How: *Facilitating the connection between the 'whos'. This would allow the industry representatives to offering educational programs and partnerships.*
Why: *To improve and advance the knowledge of the Architectural Community*

The University Associates program, a cooperative effort of educators practitioners and industry, is designed to foster communication of ideas information and knowledge; stimulate collaboration through partnerships in teaching and research; and provide a vital bridge of educational continuity from school through practice.

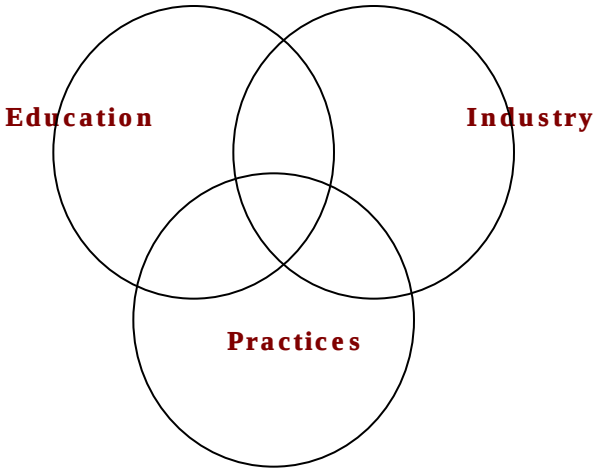
To facilitate a partnership between the architecture school and industry to provide high quality continued education programs.

Proposed Vision Statements:

An architecture profession and construction industry partnership with a mastery of technology that enables creativity of the highest order in addressing the shelter needs of mankind in a sustainable manner.

The (EPI), a partnership of the education, the practice, and industry providing professional quality continuing education.

Commonalties:
Architecture, education, quality, cooperation, partnership, industry, profession, community



Review progress:
The group did not adopt a mission or vision but did come to a consensus that broadening the venture to include the practice was essential. The facilitator readjusted the agenda to reflect the inclusion of the practice. Participates were separated into three sub-groups based upon areas of interest, education, practice, and industry. Each sub-group was asked to develop a list what that sector would expect from the other two sectors and then list what they could provide either of the other two sectors.

Partner Perspectives:

The Practice

Expectations:

- Participation in development of content/activity.
- Ensure a connection.
- All groups to participate at the starting point.
- Increasing level of quality of graduates.
- Improve quality of staff through continuing education.
- Consider all 3 parties.
- Input of products and suppliers in the development of programs.
- Knowledge derived through practice.
- Greater Access to recruiting top students.
- Access to research activity, participation.
- Potential funding.
- Somebody needs to play policewoman.

Provide:

- Sit at the table at the initial point.
- Relevancy review.
- Provide access through case studies. >Thom
- Lessons learned.
- Performance based issues.
- Jobs!

- Proprietary Information: Not until patented.

Industry

Expectations:

- ROI
- Better educated practitioners
- Visibility/Credibility/Identity
- Practitioner give content – University gives format
- Data: industry trends, surveys, etc.

Provide:

- Expertise/knowledge/New Technology
- Strategic funding which includes research and program development
- Staff/presenters/people
- Exposures to business practices and real world scenarios
- Course development, content, materials
- LUNCH!
- University Identity / Prestige
- Internships
- Samples

What do we they need to know about us?

- Limited funds (if education-funding goes up CES goes down).
- Best use of current programs and materials.
- Limited resources (people).
- We have to continuously fight or lobby for funds to a higher authority.
- We are held accountable for results (results are soft).
- CES is primary focus.

University Partners

Expectations:

- Resources: financial and human – increased flow of information dialogue.
- Research and technical aspects for NAAB requirements of curriculum.
- What is industry prepared to pay for the reputation of the university, for our students and faculty work?
- Not relative equals so how do we set up structures of equity?
- Access to schools' mailing lists: What are they prepared to pay?
- Resources include human resources, in terms of loading faculty, can they buy out faculty and research time, or they provide the teachers of the courses.
- For practitioners - They develop presentation skills, best and brightest employees, learning to teach.
- Practice gives back what they didn't get in their education, the nature of practice
- Employment for students, sabbatical leaves for faculty and workshops in industry.
- Research opportunities for faculty.
- Opportunities for national public funding with industry partnerships.
- Action item: to see models in engineering, accounting, and medicine.
- Research in action, get learning in industry and manufacturing plants.

Provide:

- People who know how to teach.
- Labor force.
- The institutional reputation; validation.
- Ability to take risk and fail, more R+D.
  - We can absorb a lot more failure in universities.

  - Our reward system is about publication, not necessarily about pragmatic return on investment.
  - We discover failure, and we are more politically neutral.
  - We can dream for industry because of time, political neutrality, university name; access to other disciplines.
- Research on teaching is at the institute, we house research material in the libraries (expert witnesses for old building codes, etc.)
- What do we need to know?
- Are they committed to the Community service business?
- What are they doing, for the long term?
- Cutting edge work, such as in sustainability, etc.
- What are their research capabilities, their skill sets, educational abilities, their models for demonstrations.
- How enduring is their commitment, how enduring is ours?
- Are they prepared to designate educational liaison people directly? To understand academic cycles and structures?
- What is the role of industry as employers of architecture graduates?
- What about they're roles as collaboration and team building institutions? What do they know about distribution networks, facilitation, media, outreach, etc? They have knowledge about structures of support – are their teaching models that they have beyond the obvious materials content?
- What do we need to know?
- Reduced rates for different types of training?
- Education person to work with us on evaluative processes and metrics to see success of this; jointly we can figure out the success of these projects.
- Example of technology conference and difficulty with faculty going to demonstrations by industry.
- What is it that architectural educators are prepared to learn – exposure to more technical aspects?

What do we they need to know about us?

- Universities: Not market driven or completely different market.
- Universities are conservative institutions and we move very, very slowly.
- What are the schools' missions?
- How are they connecting through the studios? Studio as authentic central vehicle for learning. Vigilance by advocates, faculty and administration if technology to be integrated deeply into knowledge base.
- Opportunities for everyone at the table, research and final design reviews, to have the profession and industry as guest critics.
- Can NAAB be involved? Prescriptions for syllabi?

NEXT STEPS:

The large group reconvened to discuss what next?

Short Term:

A short discussion followed about the name of the venture and website. The Name ***University Associates*** is registered to an educational publisher in California so if this venture where to continue it would have to be renamed. Three names where suggested:

1. EPI Consortium
2. EPI Center

3. EPI Connection

A website task group was tasked to follow-up and see if a domain name could be secured.

Compile and sort all of the needs/contributions of the various groups. Print and publish.

Research Business/ Education partnering models (other academic disciplines).
Volunteer: Frances Bronet, ACSA.

Pilot Program: Develop partnerships from this program Educators/practitioners? Do the industry players here fit into your needs? Can the representatives here help you currently? Instant partnerships, Are there any natural pairings today?

Create a task group to disseminate the information. Needs a marketing/publicity plan – Thom
Volunteers: Odile Henault, ASCA and Thom Lowther, AIA/CES.

Create a template. What do the students need to possess when they get there? Define the content/structure/format. Industry partners need guidance from practitioners and educators.
Volunteers: Thom Lowther, AIA/CES, Missy Merfeld, National Gypsum and volunteers from the AIA/CES Provider Council.

Submit conclusive comments to Thom Lowther, AIA/CES. – All participants.

Re-send questionnaire that went out to the schools = potentially there could be a follow up to see who might be the best person to receive the survey (i.e. Pro-practice/ studio/ materials and methods courses, IDP coordinator).
Volunteers: Roger Liska, Ph.D., Clemson University and Thom Lowther, AIA/CES.

Create a task group to write the mission statement and to develop the next steps. Michael
Volunteers: Tony Bartorillo, TRACO Window and Doors, Michael Buono, Drury University, and John McRae, RTKL.

Develop a business plan (3-5 year horizon).
Volunteers: Joe Bilello, Ph.D., Ball State University, Bill Dexter, UA Associates Task Force, and Judi Ann Moore, CertainTeed, Inc.

Identify steering committee and timelines for tasks.
Volunteers: Roger Liska, Ph.D., Clemson University, and Thom Lowther, AIA/CES

LONG TERM:
The group discussion next covered long term concerns. The question was raised as to how to identify successful research models in other disciplines? Where were the expectations of research by the Industry? What are some partnerships between the players?

Investigate funding sources.

Recommendations:

- ☆ Read “The Tipping Point” by Malcomb Gladwell.
- ☆ Watch the Ted Koeppel Nightline Video “The Deep Dive.”

☆ Read "Architects Access to Information" by Charles Burnett, 1977
Publication number NBSGCR 78-153.

Follow up Discussions:

· Need mechanism for getting success stories and reporting the news.
· Publicize site – need marketing strategy and personal contacts.
· Develop steering committee to function as oversight/management team.
· Follow up with participants to gauge interest and potential involvement.
· Explore sponsorship partnership with Ball State & Eli Lily Foundation; other sponsors.
Volunteer: Joe Bilello, Ph.D., Ball State University.
· Check EPICenter, EPIConnection, and EPIConsortium for domain availability.
Volunteer: Katin Imes, Digital Services.
· Add "Practice page" to web site.
· Build explanation of site into program template being created by the Provider Council as part of publicity process.
· How do we keep the site "sticky" so people keep coming back?
· Need 3 questionnaires (one for each constituency) to make matches.
Volunteers: Bill Dexter, UA Associates Task Force, Katin Imes, Digital Services, Thom Lowther, AIA/CES, and John McRae, RTKL.
· Adept intersecting circles (illustrated in mission notes) as logo.
· Questions to ponder:
  - What does it take to get practitioners to attend programs?
  - What does it take to get faculty to attend programs?
  - What constitutes quality and how do we ensure it?
  - Why do people pursue Continuing Education?

Meeting Adjourned.

University Associate Summit Participation List

Name	Organization
Tony Bartorillo	TRACO Windows & Doors
William Baum	AIA Stakeholder Relations
Joseph Bilello, Ph.D.	Ball State University & ACSA Board
Michael Buono, AIA	Drury University & CES Committee
Frances Bronet	ACSA Board
Ellen Cathey	AIA Stakeholder Relations
Bill Dexter	UA Task Force
Kim Garrison	NCARB
Joe Giattina	NAAB Board
Tina Gobbel	AIA Arizona & CES Committee
H. Carleton Godsey,AIA	NCARB Board
Bradford C. Grant	ACSA Board
Jeanine Gunderson	AIAS
Richard Hobbs	UA Task Force
Odile Henault	ACSA Executive Director
Katin Imes	Digital Reef Services
Theodore C. Landsmark, Ph.D.,	Boston Architectural Center & ACSA Board
Thom Lowther	AIA/CES
Tom McKittrick, FAIA	NAAB Board
John McRae, FAIA	RTKL
Missy Merfeld	National Gypsum Co.
Judi Ann Moore	CertainTeed Corp
Barbara Opar	AASL Board
Casius H. Pealer, III,	ArchVoices
Sarah Pollock	eClassroom
Jacqueline Tygart	AASL, President
Lloyd Unsell	AIA Potomac Valley Chapter
Terry Zeimtz, AIA	Pella