Educators’ Meeting Minutes
AIA Maryland, A Society of the American Institute of Architects

Date: October 1, 2015
Location: UMD School of Architecture, Planning, and Preservation, College Park

ATTENDING:

Educators & Architect Licensing Advisors:

- Brian Kelly, AIA, Director, Architecture Program, UMD School of Architecture, Planning, and Preservation
- Randy A. Steiner, AIA, President, Community College Architecture Programs [CCAP] Montgomery College; Program Coordinator, Architecture, Montgomery College
- Gabriel Kroiz - Chair, Undergraduate Design, MSU School of Architecture + Planning
- Sanjit Roy - Assistant Professor and ALA for Morgan State University, School of Architecture + Planning
- Jason Charalambides, Assistant Professor, Department of Graduate Built Environment Studies MSU School of Architecture and Planning
- Frank Fantauzzi - Department Chair, Architectural Design, Undergraduate Program, Maryland Institute College of Art
- Michael Daly - Maryland State Architect Licensing Advisor (ALA)
- Anthony Consoli, AIA, LEED AP - FAR-Future Architects Resources Co-Chair & Chapter President-Elect, AIABaltimore; Campus Architect, University of Maryland Baltimore
- Mike Pugh, Architecture Teacher, Baltimore Design School
- Terry Walker: Architectural Design Academy instructor at the Applications and Research Lab in Howard County
- Natalie Belcher: Instructional Facilitator, Howard County Public School System, Applications and Research Lab
- Charles Wallace, Education Program Specialist, CTE Student and Assessment Services Branch, Division of Career and College Readiness, Maryland State Department of Education
- Bob Aydukovic: Maryland Center for Construction Education and Innovation

AIAMD:

- Scott Knudson, AIA President, Potomac Valley Chapter
- Kathleen Sherrill, AIA President-Elect, Baltimore Chapter
- Dan Bailey, AIA Past President/Baltimore Chapter Director
- Anthony Consoli Baltimore Chapter [Alternate Director]
- John Corkill, Jr., AIA Potomac Valley Chapter Director
- James Louviere AIA Potomac Valley Chapter Director [Alternate Director]
- Loreen Arnold, AIA Potomac Valley Chapter Director
- Pam Rich Executive Director, AIA Maryland

1. Welcome/Introductions (Scott Knudson)
   Scott welcomed all and asked each person to introduce themselves.

2. Discussion with Invited Guests (Scott Knudson/Moderator)
   Scott opened the discussion: The basic goal of this meeting is an ongoing open discussion between the profession and the academy so we are each aware of the emerging professional, how to collaborate, and reinforce each other’s efforts. AIA MD desires to expand its support to bring in the best future professionals.
Scott's goal: Make the AIA have a stronger outreach element to high school students and the general public overall to help upon improving recruitment to the disadvantaged and diverse, best and brightest of all people into the profession from all walks of life. Student enrollment is dropping 20% in architecture schools.

2.1 Introduction of Architecture Program Directors

Scott asked each attendee to introduce themselves and share why they were present, and for newcomers to share a little about the program they represent and what they hoped to achieve from the meeting.

Some of the comments shared:

2.1.1 Frank Fantauzzi: Three years as head of the undergraduate department, Architectural Design, at MICA.

2.1.2 James Louviere: Present because of diversity in the profession - key interest in promoting diversity

2.1.3 Gabriel Kroiz: He is undergrad chair at Morgan - excited to see his high school partners

2.1.4 Sanjit Roy: Teaches in graduate program at Morgan and is the school's ALA

2.1.5 Jason Charalambides: He's an architect and civil engineer, and faculty member (structures, studio, management) at Morgan

2.1.6 Mike Pugh: Partners with MICA and Morgan. Teacher at Baltimore Design school, a hybrid of a public school; the school building is owned by board of directors

2.1.7 Chuck Wallace: Career and College readiness

2.1.8 Terry Walker: Works with Natalie in the architecture program - works with Mike Ambrose, Morgan, conceptual design, trying to increase their advisory board.

2.1.9 Bob Aydukovic: Construction manager; Maryland Center for Construction Education & Innovation (MCCEI) a 501(c)3 formed 5 years ago. Wants to figure out what companies are looking for and bring that information back to the educators as to what the industry needs in order to form the appropriate curriculum.

2.1.10 Anthony Consoli: Wants to encourage young people to know about architecture.

2.1.11 Mike Daly: He is the Maryland state component's Architect Licensing Advisor (ALA).

2.2. Open Discussion

Scott welcomed everyone to the table for open discussion. Where should the focus be at the high school level? Should it be pre-university? Other than university?

2.2.1 Mike Pugh: Baltimore Design School was founded by Senator Catherine Pugh as a fashion design school. But it was really to teach the students the process of design. Their focus is to teach the design process - their course mirrors the freshman university course. He teaches 10th/11th graders. It's been a tough rigor to shift the paradigm to - the design is the process. It's been an interesting re-engineering how students are thinking. He's only a month into it. Sketching is just a part of the process, being in the present (getting kids to turn off the phone!). He works with kids from the suburbs - the dreams and passions are there. Comes from STEM background. Spent the summer learning from AIABaltimore. How to make the teaching relevant? His goal is to get the professional architects in to model their profession to the kids and have them fall in love with them and want to mentor them. Get a manifesto to grow in the shared experience. Even sharing the power of design with students who can take that and use it regardless of whether or not they end up in architecture. Educating future clients - teaching architecture to students who aren't architecture students.

2.2.2 Anthony Consoli: The architecture profession is not well understood by the public at large. Outreach to schools shows the students how team-oriented the architecture profession is.
2.2.3 **Randy Steiner:** Math and writing skills are important and they need to be a basic requirement in assessment.

2.2.4 **Natalie Belcher:** She had to re-teach students the basic foundational skills of math. The curriculum of the last 3-4 years is not teaching students what they need to learn.

2.2.5 **Dan Bailey:** With kids moving out into technology and computer sciences and saying that geometry isn't necessary, it doesn't involve this type of critical thinking. He's stunned by that because architects have to use that every day. How do we reach out to the new generation to excite them about design? What will engage them to move on and take it forward to the college level? How to critically think through problem solving. Dan thinks it starts back at the secondary level.

2.2.6 **Chuck Wallace:** Students that are in these programs (670 students taking drafting or other programs) - 4-course sequence program (Construction Design and Management CTE Program of Study) designed to expose the students to the world. This course will give them a broad education to move into the profession of their choice.

2.2.7 **Brian Kelly:** In architecture school - we wear two hats. 100% goal is to deliver students who are well educated to become prosperous citizens in the state of their choice. 50% goal is to turn out architecture students. Architecture is an empowering career choice.

2.2.8 **Dan Bailey:** Concurs. This thinking totally benefits the profession. NCARB needs to refocus.

2.2.9 **Mike Daly:** His 5 year old fell in love with a book, so he took the book to read along with building blocks to her nursery school. He's taken this to the HS students as well. He and his wife are trying to reach out to students to look at the world in a different way.

2.2.10 **Bob Aydukovic:** Key issue is that the building industry at large has a terrible image. We have to get out of the bubble and talk with parents, kids and guidance counselors. If you ask kids who aren't in construction, it's at the end of the line. They want to make as much money without working too hard. The perception is that architecture and construction is too hard. We have to find a way to make it sexy and interesting. It's not the old business that used to be. Key thing we can do, is that we can point to something and say I built that, because of the work I did. And I changed the world. Digital world of technology blending with the world that most of us were brought up in. Make the connection between the imaginary and the concrete result.

2.2.11 **Randy Steiner:** She has not had a lot of success with CTE students. She finds students who go to MC auto CAD (most in the afternoon get on a bus and go to this program for a half day). She noted that none of these kids end up going into architecture program at MC. There's no drafting in schools anymore.

2.2.12 **Kathleen Sherrell:** What excited each in the room to become architects? When did you decide?

2.2.13 **Loreen Arnold:** We learned by drawing, not CAD. Time and mentorship of students is critical. We've lost that as architects because we're so busy and society is so rushed.

2.2.14 **Chuck Wallace:** There are 24 school systems - 18 of them have drafting programs, but not all of them are the same. If we could clone Terry's program that would be great - come up with a program to share. Terry recently gave his students a trig worksheet who were told "Do the math" - they had no problem doing the trig problem. However, most of the kids didn't know what to do with the flat sheet of paper and make a hierarchy out of it. It's a NOW generation - everything is at their fingertips.
2.2.15 **Bob Aydukovic:** ACE has four chapters in Maryland. Depending on who is involved. Baltimore is run by architects. DC is more construction, Frederick is all construction. ACE puts the mentors into a class with students - an after school program Jan.-May work on a project based learning assignment. Part of the idea is to nurture high schoolers. The mentors are what get the kids really excited. Find an ACE program to get involved with and fall in love with the kids.

2.2.16 **Anthony Consoli:** Mentorship is the key. AIABaltimore is currently trying as a pilot - FAR went out to a challenging school in Baltimore. They are now trying to get firms to adopt a school to develop a relationship with and interface with the school a couple of times a year to make an impact. If we can find a way to promote this, we can really make a difference.

2.2.17 **Mike Pugh:** Sustainable firms want their young employees to be public-oriented and engage with the community.

2.2.18 **Natalie Belcher:** Maybe build into Senior level college students' program to do the outreach.

2.2.19 **Terry Walker:** Architects are too busy, but maybe the high school students could pair up with university program students.

2.2.20 **John Corkill:** There are 105,000 architects in the country.

2.2.21 **Scott Knudson:** Perhaps AIAMD can help by pairing up architects with students in the high school or ACE programs.

2.2.22 **Dan Bailey:** There are so many professionals out there that would jump at the chance to share some time with a student or students - to pass on our experience to work with them, because it's so important to our profession. It does need to have purpose and structure. It means reaching out to the student personally.

2.2.23 **Gabriel Kroiz:** Responding to Bob's comments: Invited a panel to talk with Morgan's freshmen. Are we doing a good job explaining what people do in the built profession to those who aren't in the built profession?

2.2.24 **Brian Kelly:** The Academy and Schools of Architecture are going to die if we don't keep ourselves relevant and stay nimble.

2.2.25 **Chuck Wallace:** This is why the state of Maryland is doing the broad program to give as much information as we can to the students to develop the ideas and let them form so that the students can decide upon what direction they think they may wish to take. There needs to be some kind of consistency and alignment as to what students are exposed to.

2.2.26 **Dan Bailey:** The value of what we bring to the profession is not understood by the public. Our profession needs everyone with various strengths to come together as a whole (presenters, spec writers, etc.)

2.2.27 **Chuck Wallace:** Out of 54 students, 50 graduate. One-third go into architecture school. One-third do something else. Some take time off or work in an architecture firm. Technology is the carrot on the stick - get them in and excited about design.

2.2.28 **Terry Walker:** 70% retention rate, 70% go into architecture school. His generation is lost in technology and doesn't know the art in architecture. We are giving our students (they hope) what architecture really is and making them do it the old way, the hard way.
2.2.29 **Frank Fantauzzi:** The students should be the ambassadors going to the high schools, not the professionals. He had the graduate students teaching the undergrads and that gives them their first portfolios. Find a way to share their passion and get it out for awareness.

2.2.30 **Jason Charalambides:** Ex post facto you are an engineer when you complete an architecture degree (architecture is engineering) - the whole concept of design is to a great extent engineering. Our system of NCARB here is very weak. The exams that students have to take don't really make someone an architect.

2.2.31 **Scott Knudson:** Concord - the ARE exams are not rigorous enough. The most valuable part of an architect’s education is internship. It shouldn't be done in the university. But if it's done in partnership with the profession, that's great. You can now get licensed in 6.5 years if you start your IDP in high school. The bureaucracy of the IDP program is the hurdle.

2.2.32 **Brian Kelly:** There is a trend that nationwide, college age enrollment is declining.

2.2.33 **Randy Steiner:** Perhaps Community Colleges will help with this. Enrollment in CC architecture programs has remained flat.

2.2.34 **Brian Kelly:** UMD is working on a six-year degree and allowing an overlap.

2.2.35 **James Louviere:** Speaking from the viewpoint on the professional side. The bureaucracy of NCARB and the length of the education process…the EPs coming into his office are looking for instant gratification.

2.2.36 **Brian Kelly:** 30 years of working with 1st year students. In the last 10 years, student's experience is computer and cell phone and ipads. Drawing is foreign to them.

2.2.37 **Terry Walker:** Who is the profession hiring? What gets my students enrolled into the schools of architecture?

2.2.38 **Scott Knudson:** He looks for someone who is fundamentally intelligent, has a strong work ethic and learns fast. Wants a broad architectural background. Also, their ambitions matter.

2.2.39 **Brian Kelly:** Need real world skills and digital skills.

2.2.40 **James Louviere:** Needs to be a critical thinker and problem solver. If they have this, I can then send them to BIM class. He asks prospective employees "where do you see yourself in five years?"

2.2.41 **Kathleen Sherrill:** Has hired past students of hers. If you can't read, write and decipher it, then you can't work well in her firm.

2.2.42 **Dan Bailey:** Ability to think through a process. Tools like Revit are desirable, but the level of ability to guide oneself through the process is more impressive.

2.2.43 **Scott Knudson:** Can we change (the nomenclature) construction design and management to ARCHITECTURE? in the brochure (Construction Design and Management CTE Program of Study)? What can AIA do to bring students into architecture?

2.2.44 **Randy Steiner:** Set up High School clubs in high schools. All AIA chapters could set up a club at a school.
2.2.45 **Chuck Wallace:** There is a student club at the state SkillsUSA, which is a student professional organization and includes all of the eight designs. Teaches leadership development and employment ability skills. There are competitions every year - they need judges for these. Skills USA is a draft competition. AIA needs to step up with the national level of SkillsUSA.

2.2.46 **Bob Aydukovic:** AIA can partner with ACE clubs and the Maryland Center for Construction Education & Innovation (MCCEI).

END OF EDUCATORS' MEETING MINUTES

Respectfully submitted,

Pamela Rich  
Executive Director, AIA Maryland