

PINA

APPENDIX:

DESCRIPTIONS OF

PINA MASTER PLAN

DESIGN ELEMENTS



PERMACULTURE INSTITUTE OF NORTH AMERICA

JANUARY 2015

DESIGN FOR

PINA

PERMACULTURE INSTITUTE OF NORTH AMERICA



**APPENDIX: DESCRIPTIONS OF
PINA MASTER PLAN DESIGN ELEMENTS**

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I. DESIGN ELEMENTS FOR PINA ADMINISTRATION

I.A. LEGAL STRUCTURE FOR PINA

PINA operates as a 501(c)6 non-profit member service organization in the area of education, and through affiliated organizations as a 501(c)3 for accepting grants and tax-deductible donations.

The Permaculture Institute of North America has also filed articles of incorporation in the State of Oregon.

I.B. PINA BOARD OF DIRECTORS (BOD)

The body of elected members who jointly oversees the activities of the organization, consisting of directors elected in rotation by the regional hubs.

The PINA BOD consists of 5-9 members serving 3-year terms. Directors are elected by the regional hubs at the annual membership meeting, which takes place at the PINA Continental Convergence in September. One-third of the directors rotate off the board each year, leaving their positions available for new directors. For those not completing their terms, a new director may be selected by their regional hub to serve the remaining time.

Guided by Robert's Rules of Order, PINA's BOD holds meetings at least quarterly, including an annual meeting at which it elects a president, vice-president, secretary and treasurer for the year.

Eligibility requirements for PINA BOD members:

- PINA Professional Diploma
- Minimum time commitment of 5 hours per month
- Respond to communication in a timely manner
- Review and critique the PINA website
- Review and critique all PINA documents as needed
- Work with their associated regional hub, assisting in its formation as needed
- Maintain active membership in PINA

The team of senior permaculture teachers serving as PINA's founding BOD are:

Jude Hobbs of Oregon

Wayne Weiseman of Illinois

Peter Bane of Indiana

Sandy Cruz of Colorado

Darrell Frey of Pennsylvania

Penny Livingston of Northern California

Wes Roe of Southern California

Fred Meyer of Iowa

As regional hubs begin to affiliate with PINA, additional board members will be added. Founding members will rotate off the board once PINA is stabilized.

For further details of PINA's organizational structure and operating procedures, please refer to PINA's articles of incorporation and bylaws at permaculturenorthamerica.org

I.C. PINA ADVISORY COUNCIL

A team of professional permaculturists called upon by the PINA BOD to research and discuss various issues. Although not a decision-making body, this council considers questions and offers recommendations to the BOD.

The BOD invites permaculturists with specific expertise or general wisdom to the Advisory Council, and also offers each regional hub the option to send a representative to the council, whether or not that hub is currently represented on the board of directors. The council may have 20 or more members.

The PINA Advisory Council may:

- Offer advice on program policy or services
- Provide guidance in working with specific challenges
- Provide valuable connection with local permaculture organizations
- Help build membership in PINA

I.D. PINA GOVERNANCE COMMITTEE

Works with the staff, non-profit legal status, by-laws, membership structure, board protocols, board recruitment, and other miscellaneous tasks of an administrative nature. The PINA BOD and other committees may request specific assistance from

this group, and the committee may make recommendations regarding governance to the PINA BOD as needed.

I.E. PINA FINANCE COMMITTEE

Preferably chaired by PINA's treasurer, this group develops and monitors PINA's budget in consultation with the BOD, advisory council, governance committee, membership committee, diploma program committee, and other committees. This committee establishes financial protocols, audits financial operations and transactions, and reports to the BOD on a regular basis.

I.F. PINA ADMINISTRATIVE STAFF

At the heart of PINA's structure is a small continental agency with a paid, part-time staff of independent contractors who serve the permaculture movement. Staff members currently providing support services to PINA are:

Administration — Melanie Mindlin

I.G. PINA OUTREACH COMMITTEE

Crucial to PINA's development into a truly grassroots, continental organization, this group is the initial human interface between PINA and all of North America. Committee members contact PDC graduates, experienced and senior permaculturists, potential volunteers and field advisors, and key players in potential regional hubs to let them know about PINA and cultivate their participation. The outreach committee meets with individuals and groups to communicate PINA's vision and structure. Follow-up is a key component of their work.

In addition, this group develops promotional materials for PINA — slide shows, informative articles, brochures, and templates for letters, etc. It facilitates graphic design for the organization, ensures that PINA materials become available in Spanish, and addresses FAQs.

Developing and maintaining PINA's website — PINA's primary interface with the North American permaculture community — is also the work of the outreach committee, which delegates this task to its website subcommittee.

I.H. PINA WEBSITE SUBCOMMITTEE

This group — comprised of experts on PINA's programs as well as specialists in Information Technology — designs, develops and maintains PINA's website, working with technical assistance as needed, and with guidance from PINA's Outreach Committee.

I.I. PINA MEMBERSHIP COMMITTEE

Comprised of PINA members, this committee designs and implements benefits for members of the organization, including individuals, diplomates and regional hubs.

The group administers all aspects of PINA’s membership programs, and also offers recommendations regarding membership structure, procedures, benefits, dues and related issues to PINA’s board of directors and to other committees as needed.

Please refer to the PINA’s Membership document for a more complete description of all aspects of membership in PINA.

I.J. MEMBERSHIP IN PINA

The PINA administrative office maintains various types of information and offers diverse services to regional hubs, field advisors, accredited teachers and designers, course organizers, diploma candidates, PDC graduates and other PINA members. PINA offers additional membership benefits to regional hub organizations.

Please refer to the PINA’s Membership document for a complete description of membership benefits, structure and dues, acceptance policy, application process, and exceptions and exclusions, along with an application form.

II. DESIGN ELEMENTS FOR REGIONAL HUBS

II.A. REGIONAL HUB

The principal support for PINA’s decentralized structure is a group of regional hubs — affiliated permaculture membership organizations spanning North America and Hawaii. The legal structure, decision making processes, projects and protocols of each hub are determined locally.

Although largely autonomous, in affiliating with PINA the hub agrees to work within PINA’s defined process and requirements for granting diplomas. When revisions are needed, the hub works with other hubs through PINA’s Board of Directors to update the standards.

Over time the hubs will come to control PINA’s central agency by serving on PINA’s Board of Directors.

Supporting the evolution of the hubs is one of PINA’s first jobs. Some regions are already well-organized, while other groups may need assistance to take shape. As a guide for establishing a hub, Cascadia Permaculture Institute (CPI) — regional hub for the Northwest — has provided an organizational template posted at the PINA website.

Potential North American Hubs:

Canada	Province specific
Northeast	New England, NY

Mid-Atlantic	PA, NJ, DE, MD, DC, VA, WV
Southeast	NC, SC, GA, FL, AL, TN, MS, Caribbean territories
South Central	MO, AR, KS, OK, TX, LA
Ohio Valley/Grt Lakes	OH, MI, IN, KY
Central & N. Prairies	IL, WI, MN, IA, SD, ND, NE
Rocky Mountains	CO, WY, MT, ID
Desert Southwest	NM, AZ, UT, NV
California	Northern CA, Southern CA
Pacific Northwest	AK, WA and OR already organized as CPI)
Mexico	State specific
Hawaii	HI

II.B. LEGAL STRUCTURE FOR REGIONAL HUBS

As permaculture membership organizations that span North America and Hawaii, regional hubs are the principal support for PINA’s decentralized structure. The design, projects and protocols of each hub are determined locally. Although largely autonomous, hubs work within PINA’s process and requirements for granting diplomas. Regional hubs may also elect delegates to serve on PINA’s Board of Directors.

II.C. REGIONAL HUB ADVISORY COUNCIL

A team of professional permaculturists called upon by a hub for their general wisdom or specific expertise, similar to the PINA Advisory Council described above.

II.D. REGIONAL HUB DESIGN ELEMENTS

are determined by each individual hub, with support from PINA as needed.

III. DESIGN ELEMENTS FOR PINA’S EDUCATIONAL PROGRAMS

III.A. PINA PROFESSIONAL STANDARDS COMMITTEE

This group focuses on the development and update of PINA-recognized curricula for the PDC and advanced courses, in cooperation with permaculture organizations around the world. The committee also plays a major role in the design of PINA’s diploma program, reviewing and updating the diploma process and requirements for each type of diploma. It develops diploma requirements for new disciplines as appropriate.

To ensure that applicants for diploma candidacy meet PINA’s professional and ethical standards, this committee maintains a list of PINA-recognized PDC instructors and courses that meet PINA’s requirements and uphold PINA’s Core PDC Curriculum. It also maintains all curriculum documents.

In addition, the professional standards committee makes recommendations to the PINA BOD on all facets of curricula and diploma requirements.

III.B. PINA-RECOGNIZED PERMACULTURE DESIGN COURSE (PDC)

A Permaculture Design Course that follows the 72-hour Mollison curriculum and includes regionally based information. Instructors are acknowledged and approved by PINA.

PINA's recognized core curriculum for the PDC is posted at the PINA website.

Those holding certificates from non-recognized PDCs are encouraged to meet PINA's standards for basic permaculture education by demonstrating their understanding of permaculture. PINA will offer and evaluate exams, review the PDC design project, and recommend remedial work as needed.

III.C. PDC CERTIFICATION

Completion of a PINA-recognized PDC.

III.D. ADVANCED PERMACULTURE COURSEWORK

Typically 40 hours, these courses offer graduates of the PDC opportunities to deepen learning and increase experience. Advanced coursework is especially recommended for all permaculture designers, teachers, and diploma candidates.

i. ADVANCED PERMACULTURE DESIGN COURSES

These courses bring depth to the permaculture design process, and include design team work on large-scale projects. Themes for specially focused advanced design courses may include Design for Water, for Transition, for Forest Gardens, for Invisible Structures, for Disaster, for Resilient Communities, and more. These topics may also correspond to future diploma disciplines.

ii. PERMACULTURE TEACHER TRAINING COURSE

The advanced permaculture course in teaching offers techniques for communicating permaculture principles and strategies in a wide variety of educational settings. Diverse teaching modalities are demonstrated through lecture, class discussions, storytelling, visual aids and practical application. Students are guided through all steps needed to convene workshops and courses.

III.E. PERMACULTURE DIPLOMA DISCIPLINES

PINA's diploma program encompasses an expanding range of permaculture fields of specialization. Please refer to diploma program description for details. The diplomas currently awarded are:

- i. Diploma of Permaculture Design
- ii. Diploma of Permaculture Education

III.F. SENIOR PERMACULTURIST FAST-TRACK DIPLOMA

To honor extensive and long-standing professional work, PINA offers an abbreviated diploma process for North American permaculturists who have been working in their disciplines for decades, requiring only basic documentation of past work. A complete description and application form are contained in PINA's *Fast-Track Diploma for Senior Permaculturists* document.

III.G. PERMACULTURE DIPLOMA CANDIDATE

Graduate of a PINA-recognized PDC whose diploma application has been accepted.

There is a spectrum of experience among candidates, ranging from PDC graduates with limited or no direct experience in a particular diploma discipline, who are expected to complete the program in approximately 3 years, to experienced, self-organized permaculturists with some professional experience, who are credited for work already completed and expected to complete the program within 2 years.

Please refer to PINA's diploma program documents for all details.

III.H. PINA DIPLOMA PROGRAM COMMITTEE

Implements and administers PINA's diploma program in cooperation with regional hubs, field advisors, PINA diploma review panels and diploma candidates. Comprised of PINA diplomates, this committee works with each regional hub in support of PINA's diploma process, and maintains a database of information for all aspects of the diploma program. This group also directs and interfaces with the work of its field advisor subcommittee, and administers PINA's diploma review panels.

In considering applications for diploma candidacy, this committee refers to the list of PINA-recognized PDCs developed by the professional standards committee to assess the readiness of an applicant to engage in professional development.

This committee selects diploma reviewers, maintains communications with PINA's diploma review panels, and ensures that review panel documents are maintained. It offers recommendations regarding coordination with hubs, protocols and requirements for diploma review panel job description and selection, and related issues to PINA's BOD as needed.

III.I. FIELD ADVISOR

One qualified to guide diploma candidates in the design and fulfillment of their educational programs. Field advisors represent both PINA and their regional hub. Serving as both administrator and mentor, the field advisor assesses each candidate's work and readiness for review.

The primary guidance, review, and support for diploma candidates comes from the regional hubs, building capacity at the regional level. PINA recommends that each hub have three or four field advisors, with one serving as the coordinator. Field advisors

working with PINA prior to formation of a regional hub will be asked to help form the hub.

Should a diploma candidate request to work with a specific field advisor, the diploma program committee will take this into consideration when assigning advisors.

For a complete job description and detailed requirements, please refer to PINA's *Field Advisor* document.

III.J. PINA FIELD ADVISOR SUBCOMMITTEE

An arm of PINA's diploma program committee, this group works with all aspects of PINA's field advisor program, including recruiting advisors in conjunction with regional hubs, tracking field advisor activities and effectiveness, and offering training, continuing education and support to field advisors as needed.

If a regional hub has not yet formed in an area with diploma applicants, this subcommittee contacts and follows up with senior permaculturists in the region who may qualify as field advisors.

This group reviews field advisor applications referred by the hub, and coordinates with the hub on the quantity of regional advisors needed. In the event that local demand exceeds the supply of qualified advisors, the hub may request recommendations from this subcommittee for outside field advisors.

The field advisor subcommittee also offers recommendations regarding protocols and requirements for field advisor job description, selection and training to the diploma program committee and PINA's BOD, and maintains all field advisor documents.

III.K. MENTOR

An expert in a specific field who has a permaculture background and knowledge sought by a diploma candidate. Candidates are encouraged to seek out mentors, with the approval of the field advisor, to diversify and support their educational process. If needed, the advisor may also guide the candidate to a mentor.

The mentor works with the candidate and provides brief bimonthly reports to the field advisor regarding projects and time spent. The advisor reviews reports and assesses the viability of the work. Compensation is negotiated directly between the candidate and the mentor.

III.L. ACTION LEARNING PLAN

The design and development of a diploma candidate's unique educational process is expressed in the *Action Learning Plan*, an individualized approach of taking action and evaluating the results by asking good questions.

Please refer to the diploma program documentation for more on the *Action Learning Plan*.

III.M. PORTFOLIO

The *Portfolio* is the body of work posted electronically and presented by a diploma candidate to the field advisor, regional hub diploma review panel, and PINA diploma review panel. The *Portfolio* demonstrates fulfillment of the *Action Learning Plan*, achievement in a permaculture discipline, and completion of all diploma requirements. Please refer to the diploma program documentation for more details.

III.N. DIPLOMA REVIEW PANELS**i. REGIONAL HUB DIPLOMA REVIEW PANEL**

A group convened by the regional hub, upon recommendation of the field advisor, to review the work of a local diploma candidate. Upon their approval, the field advisor sends the portfolio to PINA for final review.

Representing major territories and fields of activity within the region, these panels will at first consist of PDC-certified senior and experienced practitioners, and eventually of primarily diplomates.

ii. PINA DIPLOMA REVIEW PANELS

PINA's diploma review panels are retained by PINA's diploma program committee to hear presentations — in person or virtually — and consider the work of diploma candidates. Each diploma discipline has its own panel of diplomates who are expert in that field.

To support peer review, the diploma program committee selects a separate panel of PINA diplomates for each discipline, including the Diploma of Education Review Panel, the Diploma of Design Review Panel, and more. These panels consider completed portfolios for diploma candidates, as submitted by their field advisors, and issue a diploma or request additional work as needed.

Diploma review panels also offer recommendations regarding the diploma process, requirements, and related issues to PINA's BOD as needed.

III.O. PINA PROFESSIONAL DIPLOMA

PINA presents a diploma document — validating the knowledge and integrity of the holder — to a diploma candidate once all educational requirements have been completed, reviewed and accepted.

III.P. PERMACULTURE DIPLOMATE

One who holds a permaculture diploma in any discipline. PINA encourages a mutually supportive, continuing association with its diplomates.

i. PERMACULTURE DESIGNER

One who holds PINA's Professional Diploma of Permaculture Design.

A permaculture designer practices deep observation and listening to provide

a complete site assessment that incorporates the natural processes, patterning and flows of the landscape. Permaculture designers utilize core permaculture principles, considering the embodied energy of the materials used, as a priority for decision making. The goal and outcome of a permaculture design is to create a plan that resonates with the people involved, is integrated with the surrounding environment, in addition to being highly functional, productive, beautiful and easily (or reasonably) maintained.

The role of a permaculture designer is to aid in integrating various elements together so they work more effectively as a system in serving the ethics of permaculture.

ii. PERMACULTURE TEACHER/LEAD INSTRUCTOR

One who holds PINA's Professional Diploma of Permaculture Education. The terms *teacher* and *lead instructor* may be used interchangeably. Permaculture teachers are authorized to award PINA Certificates for the PDC.

A permaculture teacher works in various modes — offering a combination of information, hands-on projects, case studies, class discussion, exercises, field work assignments, resources, guidance through the permaculture design process, constructive feedback, and more — to support students in opening to the world of permaculture.

III.Q. PINA CERTIFICATE FOR THE PDC

Diplomates of Permaculture Education are authorized to award PINA Certificates to students who complete the PINA-recognized PDC. The teacher submits a record of those certified to PINA, which maintains a roster of PDC graduates.

III.R. PINA CERTIFICATE FOR ADVANCED COURSEWORK

Recognition for completing a PINA-recognized 40-hour advanced course in permaculture design, teacher training, or other permaculture discipline.