

# One Success Story from the NCARB Carnegie/Boyer Review Task Force

The NCARB Carnegie/Boyer Review Task Force, composed of both educators and practitioners, was established for the purpose of evaluating the issues raised and the recommendations made in the Carnegie Foundation report, *Building Community*, by Ernest Boyer and Lee Mitgang. With NCARB's mission to protect the health, safety and welfare of the public firmly in mind, the task force discussed the report's challenge to the profession at large, and to the Council in particular.

The task force analyzed the report's recommendations related to the areas of education, training and practice. The findings of the task force provide opportunities to reassess the broader scope of architectural education and practice.

As *Building Community* emphasizes, educators and practitioners must assume shared responsibility and draw closer together for the common good of architectural education and practice.

The task force identified and prioritized the issues and recommendations that impact upon education, training and practice as they relate to NCARB, and then recommended possible actions that the Council should consider respecting its policies on examinations, certification and internship standards and procedures and continuing education. This complete list can be found on NCARB's web site at [www.ncarb.org](http://www.ncarb.org).

The task force then asked all 55 boards, all accredited schools, and five firms from each jurisdiction for success stories. A full compendium of stories will be published in order to demonstrate that the recommendations derived from the Carnegie/Boyer report have been or are being implemented by boards, schools and firms. The following is just one success story—if your firm, board or school has successfully addressed one of the issues derived from the report, please share it! Each “story” must be submitted on your letterhead, and should be no longer than one page in length. Please list the recommendation issue as the heading and your “story” as the body of the letter.

Send your letter to: Michiel Bourdrez, NCARB, 1735 New York Avenue, NW, Suite 700, Washington, DC 20006.DC

## Barker Rinker Seacat Architecture

Denver, Colorado

Roz Schneider

Vice President of Human Resources and Marketing

“Our firm was founded more than 25 years ago and in each of those years we have had student interns working for us. Many have become full-time employees after graduation and two became principals in the firm. Our firm of 25 has nine principals and four senior associates. Our culture expects our staff to be capable of doing everything from programming to production. Therefore, we try to tailor our student interns' time with us to be meaningful by giving them broad exposure to architecture as business.

“This year we decided to be even more pro-active in recruiting the best interns. We formed a scholarship fund in our name at the University of Colorado at Denver, College of Architecture and Planning. This scholarship funds two students each year. A small committee of principals and senior staff from our firm reviews the applications and makes the selections. We then follow the students throughout the year, participating in their juries and inviting them to present their work to our office. This is our first year, but so far, the students and the faculty have expressed their surprise and excitement of our hands-on interest in our scholarship students and we have the opportunity to be much more involved in the students' education. Our plan is to have them intern with us in the last year of school.

“Once an intern architect is hired as a full-time employee, s/he is immediately encouraged to begin the IDP process. At the twice yearly employee reviews, we ask them to bring their IDP forms filled out so that we can see what kinds of experience they need to fulfill their IDP requirements. We also have a Professional Development budget for each employee which they can use to pay for outside training or to pay fees for the registration exam, etc.

“In-house training is done both formally and informally. New employees are given an orientation session and assigned a mentor/buddy who can answer any day-to-day questions and assist them in acclimating to the culture. Two staff meetings are held each week. At the Monday morning meetings, each person reports progress on their assignments, who needs assistance, what projects are being marketed, and a \$20 reward is given to the best “Lesson Learned” from the previous week. It's a great way to get people to a) think about what they've learned; b) share it with others; and c) have a record of lessons filed that is accessible to all.

“The second staff meeting is specifically for professional development—office trips to job sites, presentation of current projects, outside speakers, and skills training (e.g., leadership development, marketing, conflict management, cost estimating, etc.).

“We are strong believers that learning is a life-long process. It's important that we provide learning opportunities to everyone in our firm. Learning makes us more alive...and our work more meaningful.”

# **Report of the NCARB Carnegie/Boyer Review Task Force**

The NCARB Carnegie/Boyer Review Task Force, composed of both educators and practitioners, was established for the purpose of evaluating the issues raised and the recommendations made in the Carnegie Foundation report, *Building Community*, by Ernest Boyer and Lee Mitgang. With NCARB's mission to protect the health, safety and welfare of the public firmly in mind, the task force discussed the report's challenge to the profession at large, and to the Council in particular.

The task force analyzed the report's recommendations related to the areas of education, training and practice. The findings of the task force presented here provide opportunities to reassess the broader scope of architectural education and practice.

As *Building Community* emphasizes, educators and practitioners must assume shared responsibility and draw closer together for the common good of architectural education and practice. The task force also determined shared responsibility to be the underlying premise for its discussions.

The task force is excited about the opportunities in both academia and practice and takes great pleasure in sharing its work. We earnestly hope that our findings are thoroughly investigated and that implementation strategies are developed.

## **Process**

The task force was given three charges by the NCARB Board of Directors. One charge was covered at each of three meetings.

Our first charge was to read, study and analyze the text of the publication, *Building Community*, to ascertain its impact on the NCARB mission. This was addressed at the first meeting, where we spent considerable time discussing the report in general terms. Because we found it difficult to categorize our work by the seven goals identified in the report, we determined that using the three areas of education, training and practice would be more conducive to addressing the considerations raised by the task force as well as identification of issues for the Council. The task force divided into three teams, which were each assigned one area, and were to identify preliminary issues under their respective heading and prepare a report for the following meeting.

Our second meeting addressed the second charge: Identify and prioritize the issues and recommendations that impact upon education, training and practice as they relate to NCARB. Task force members brought forward their issues relative to education, training and practice. These issues were refined,

combined or eliminated as appropriate, and new issues were also identified. Using the Nominal Group Technique, issues were prioritized under the continuing headings of education, training and practice.

The task force was privileged to be joined by Lee Mitgang, co-author of *Building Community*, at the conclusion of this meeting. Mr. Mitgang discussed in detail the issues as identified and prioritized by the task force. His input was instrumental to the continued work of the task force.

The task force divided into three new teams to further study the prioritized issues and to begin to identify recommendations. The task force also met with the Education Committee and addressed common concerns.

At the final meeting, we completed the third charge: Recommend any possible actions that the Council should consider respecting its policies on examinations, certification and internship standards and procedures and continuing education. Teams presented their issues and recommendations for consideration. The task force met with the IDP Committee and addressed issues of common concern. The task force identified seven education issues, three training issues, and four practice issues. The issues and accompanying recommendations follow.

### **Education Issues**

The following seven Education Issues are listed in priority order.

*Issue 1: Students need greater exposure to real and practical architectural experiences during school, including exposure to the business of architecture.*

The task force recommends that:

- a. the name "design studio" be changed to "architecture studio" to more accurately reflect the entire integrative process.
- b. IDP be initiated during the formal education process.
- c. students in professional degree programs participate in an internship to have a structured exposure to practice while in school.
- d. the architecture studio be the bridge between education and practice.
- e. the architecture studio be fully utilized as a teaching environment.
- f. more who teach architectural design be registered.
- g. there be a better balance/integration between the study of design and the study of practical issues in school.
- h. programming and pre-design services be recognized in schools as a valid and important aspect of education and practice.
- I. educators and practitioners form relationships that will encourage visits and the interchange of ideas between the classroom and the office.
- j. practitioners be invited by educators to become part of the architecture studio experience. Many practitioners have much to offer and are willing to

- contribute to the formal education process.
- k. educators have a procedure to monitor changing office practices and integrate these changes into current teaching.
- l. because the practice of architecture is an economic endeavor, students be exposed to business issues as a necessary part of formal education.
- m. selected practitioners be utilized in areas of their expertise.
- n. schools teach and monitor effective time management skills for students.

*Issue 2: There is a need for increased mutual appreciation, cooperation and understanding between educators and practitioners.*

The task force recommends that:

- a. education and practice be more connected.
- b. practitioners be fully used as resources in the academy.
- c. educators be more aware of the state-of-the-art processes within practitioners' offices.
- d. educators initiate and nurture the relationship between the schools and practitioners.
- e. each school and each state AIA chapter create a joint task force to produce an effective program to encourage mutual understanding and appreciation between educators and practitioners.
- f. schools encourage visits and participation by practitioners.
- g. school administrators place value equal to research on the professional experience of educators.

*Issue 3: The issues of health, safety and welfare must be understood and clearly integrated throughout the curriculum.*

The task force recommends that:

- a. the architecture studio introduce health, safety and welfare during each design problem-solving process.
- b. an exposure to code issues be more of an integral part of the formal education process.

*Issue 4: Faculty and administrators need a better understanding of the Intern Development Program.*

The task force recommends that:

- a. more responsibility be placed on the schools to educate students about the Intern Development Program.
- b. NCARB and AIA write each student a personal letter at the beginning of the sophomore and senior years explaining IDP.
- c. AIAS place a stronger emphasis on IDP so students better understand the

- program.
- d. faculty support for IDP be strengthened.

*Issue 5: Students must be taught the continuum of the registration process.*

*The task force recommends that:*

- a. member boards take more initiative in informing students of the registration process by directly interfacing with the schools.
- b. administration and faculty be well-informed about the education, training, registration and certification processes so they in turn can accurately inform their students.
- c. registration boards write each student a personal letter at the beginning of the sophomore and senior years explaining that state's requirements for registration.
- d. a faculty member be assigned to serve as a liaison to the registration board to disseminate current information.

*Issue 6: The teaching environment must be more humane, fair and conducive to learning.*

The task force recommends that:

- a. the architecture studio professor should become a learner along with the students.
- b. schools publish a written policy and implementation strategy regarding the proper, respectful and civil treatment of students.

*Issue 7: Architecture programs are often disconnected from the rest of campus.*

The task force recommends that:

- a. schools facilitate better integration of liberal education in their curricula.
- b. students be given the opportunity to pursue independent interests.
- c. students be encouraged to participate in activities outside of the architecture school.

## **Training Issues**

The following three Training Issues are equal in priority.

*Issue 1: There is a need for a seamless connection from education through training and practice.*

The task force recommends that:

- a. the IDP Coordinating Committee establish procedures to strengthen IDP ties to all architecture schools.
- b. the national, state and local organizational structures of IDP be re-evaluated to ensure the direct connectivity between training, education and practice.

*Issue 2: The training environment must be more fair, humane and conducive to learning.*

The task force recommends that:

- a. the IDP Coordinating Committee develop national guidelines for the appropriate treatment of interns.
- b. principals be responsible for a written policy and implementation strategy regarding the proper, respectful and civil treatment of interns.
- c. training environments foster effective, clear and open communication.

*Issue 3: There is a need for more emphasis on architecturally-related community service.*

The task force recommends that:

- a. the IDP training units for community service be appropriately increased.
- b. training units for community service be allowed before an intern's IDP entry point.

## **Practice Issues**

The following four Practice Issues are equal in priority.

*Issue 1: Practitioners need to be more aware of their responsibility toward public welfare.*

The task force recommends that:

- a. Goal 1 of the Boyer Study be adopted by NCARB as the definition of welfare. This goal includes the promotion of the value of beauty in society, the connection of buildings to human needs and happiness and the creation of healthier, more environmentally sustainable architecture that respects precious resources.
- a. NCARB make a concerted effort to create more awareness on the part of practitioners of their broader responsibility to the public.
- b. guidelines be developed that enable practitioners to fulfill their responsibility to the public.
- c.

*Issue 2: The Intern Development Program must become a strong component of*

*continuing architectural education.*

The task force recommends that:

- a. NCARB continue to promote the "teaching office."
- b. practitioners provide opportunities for practical experience for students.
- c. registered architects have a continuing professional development requirement for license maintenance as required by AIA and resolved by NCARB.
- d. practitioners recognize the value of the IDP, and develop and promote opportunities for IDP within their practices.

*Issue 3: There is only a tenuous relationship between practice and the academy.*

The task force recommends that:

- a. practitioners offer more employment opportunities to students.
- b. practitioners seek occasional teaching opportunities within formal architecture programs.
- c. practitioners occasionally offer educators the opportunity to gain practical experience.
- d. practitioners encourage visits and participation by educators into their practice environment.

*Issue 4: There must be greater and consistent expectations for service to the community by practitioners.*

The task force recommends that:

- a. practitioners be expected to participate in community service.
- b. NCARB explore and define appropriate community-service activities for interns and practitioners.
- c. activities are identified for the purpose of making professionals aware of their responsibility to provide community service.

### **Future Directions**

The task force foresees continuation of its work in the form of determining implementation strategies for the recommendations made. The task force also supports the formation of an Inter-Collateral Task Force charged with collecting, assembling and distributing responses of the five collaterals.

### **Task Force Members**

Pamela J. Hill, Chair, Montana  
Jack Gartner, Kentucky  
Billy Herrin, Alabama

Chris Liddle, Vermont  
Janet White, Missouri  
Richard Quinn, Board Liaison  
Michiel Bourdrez, Staff

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