CALIFORNIA ARCHITECTS BOARD

ARCHITECTURAL EDUCATORS AND PRACTITIONERS WORKSHOP

FEBRUARY 2, 2006

SUMMARY REPORT

INTRODUCTION

On February 2, 2006, the California Architects Board (CAB) gathered architectural educators and practitioners for a workshop entitled "Preparing Candidates for Successful Internships." Approximately 40 people participated in the meeting including architectural educators, practitioners, and students. All nine accredited schools of architecture were represented. Daniel Iacofano, of Moore Iacofano Goltsman, Inc., (MIG), facilitated the workshop.

The primary purpose of this workshop was to solicit perspectives from educators and practitioners regarding how to best prepare candidates for successful internships and, ultimately, for careers in architecture.

This summary is organized according to the presentations and discussions that took place during the meeting:

    I. Trends and Overview
   II. Setting the Context
  III. Developing an Adequate Supply of Qualified Architects
  IV. Specific Ideas, Proposals and Recommendations
   V. Appendix: Meeting Agenda and List of Attendees

I. TRENDS AND OVERVIEW

A. Welcome and Introduction

CAB Board President Jeffrey Heller welcomed the group and introduced the workshop goals. He identified the following key issues:

- There is an insufficient supply of qualified architects in California
- Not enough people are entering the profession
- Architecture students and graduates are not taking the exam and becoming licensed

He additionally raised four key questions to be addressed during the session:
1. What are the roles of schools?
2. Is there an adequate number of student spaces or slots available in California schools of architecture?
3. What can schools do to encourage students to take the licensure exam?
4. How do we strengthen the link between schools and the profession?

B. Practice Trends

The American Institute of Architects (AIA) First Vice President RK Stewart listed current and ongoing trends in architectural education:

- There is a need for better, more reliable data on trends
- The supply of candidates is decreasing. The number dropped from 10,000 in 1989 to 6,000 in 2003
- The time needed for completion of licensure is increasing
- The diversity of society does not carry over into the profession

Marvin Malecha, Dean of North Carolina State University, College of Design further described the following trends in the field of architectural education:

- The world has changed; the practice needs to keep pace
- Architectural firms should be viewed as "learning organizations"
- Firms should be encouraged to create professional development plans for individuals to learn new technical areas
  - This will turn offices into learning organizations
  - This will develop more capabilities in the offices
  - This will generate more critical thinkers in the profession
- Many states' practice areas include descriptions of architectural education requirements
- IDP nationwide is not effective
  - A multi-year model needs to be developed
  - We have a system that is not encouraging licensing
  - There must be more partnerships between schools and firms

- Professional offices need to become learning organizations
  - Develop case studies
  - Make the commitment

C. California's Comprehensive Intern Development Program Overview

Doug McCauley, CAB Executive Officer, reviewed the current internship programs and noted the following:
- The Comprehensive Intern Development Program/Intern Development Program (CIDP/IDP) was implemented January 1, 2005.
- The initial goal of CIDP/IDP is to create a true competency based system, moving beyond logging hours to an evidence based approach, and to create a program that ties all the parts together.
- Architectural education has value; practitioners should embrace the diversity of graduates.
- CIDP is an important step in the evolution of internship. IDP should continue to change.

II. SETTING THE CONTEXT

A. Defining the Competent Architect

Participants defined the competent architect as having the following characteristics:
- Able to take a concept to reality
- Possessing a range of skill sets: design arts, design technology, problem solving and critical thinking, among others
- Taking personal satisfaction in their work

B. Identifying What Part of an Architectural Education Happens Where

The group made the following comments regarding the individual components of an architectural education program:
- Understanding that students have different needs, segment students as follows:
  - Undergraduate students
  - Graduate students with no experience
  - Graduate students with experience
- Consider an honors program approach (multi-tracking)
- Firm offices are urged to take on increased responsibility and increase partnerships with academia
- Examine what content is taught and where
- Make the shift in firms from service providers to learning organizations
- Collect more tracking data to examine if CIDP/IDP motivates or demotivates students
- Encourage practitioners with broad experience to teach in schools of architecture
- Expand the role of community colleges
- Address needs in rural areas
- Recognize the value of studio courses, with emphasis on systematic design intelligence
- Recognize the role of consensus building in the architect's skill set

III. DEVELOPING AN ADEQUATE SUPPLY OF QUALIFIED ARCHITECTS

Tom Jones, Dean of the College of Architecture and Environmental Design at California Polytechnic State University, San Luis Obispo gave the keynote speech during the working lunch. He identified key issues and strategies in the field.

A. Key Issues

Describing what he labeled "the Constructability Crisis," Dean Jones made the following observations on the current context of the field:

1. The profession is changing, driven by social, economic and environmental imperatives
2. Academia is changing
3. Students are changing; loyalty has become less important and values more important
4. Construction documents are low quality
5. We are lacking skilled, committed mid-level professionals
6. Technology does not always produce better results
7. Costs are on the rise
8. Professional roles are changing
9. Demands for our services continue to increase
10. Building failures continue
11. We must produce strategic thinkers

The following barriers to people entering the profession were identified:
- Cost
- Work load
- Professional pressures
- Demographics
- Lack of diversity
- Professional transition
- Lack of capacity in schools
- Low pay

B. Strategies

Dean Jones suggested the following strategic actions to address the above issues:
- Build excitement about practice
- Build problem solving as a core competence
- Foster empirical-based approaches to complement intuitive ways
- Integrate the discipline of art and science
- Understand the complexities of the development process
- Engage in real world projects
- Immerse in professional practice

- Accept computers as tools
- Support interdisciplinary approaches
- Produce leaders

IV. SPECIFIC IDEAS, PROPOSALS AND RECOMMENDATIONS

Workshop participants identified the following strategies for improving architectural education programs, CIDP, and professional development:

A. Strategies for Educational Programs
- Continue to have CAB meetings at schools
- Meet on a more regular basis (similar to how the California Council on Architectural Education (CCAE) used to function) to discuss the following potential topics:
  - Technology
  - Building practices
  - Internships
  - Firms as learning organizations
- AIACC should reconstitute CCAE
- Catalog practice academy offerings (AIACC)
- Emphasize program and curriculum development
- Create more paths to licensure for architectural graduates
- Explore the relationship of CAB, community colleges, and firms
- Investigate methods of pedagogy
- Encourage collaborative communications
- Dialog about "experiments," pilot courses, etc.
- Use the Boyer Report and the Studio Culture Report as a basis for discussion
- Convene nine schools plus representatives from firms to discuss approaches to AutoDesk CAD monopoly; as an alternate discussion topic, discuss building delivery models

B. Strategies for CIDP
- Monitor CIDP/IDP to see if positive results are obtained
- Explore how to improve communications between schools and firms
- Write letter documenting/requesting IDP changes (Kate Simonen)
- Identify students interested in licensure and assign them to a separate "track" within schools

C. Strategies for Professional Development
- View firms as learning organizations:
  - Conduct a seminar: Attracting Talent (AIA Los Angeles/University of Southern California)
  - Promote idea sharing and exchanges
  - Ask CAB PQ to investigate and discuss these ideas
- Emphasize the following technical skills:
  - Knowing how to put a building together
  - Ability to put a solid set of plans together
  - Information meeting modeling
  - Hardcore building codes, systems, etc.

- Use October 2006 Western Region Association of Collegiate Schools of Architecture Meeting to continue this dialog