

ACCREDITATION REVIEW FORUM 2019

National Architectural Accrediting Board

The Architecture Education Continuum

Final Report

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NAAB[®]

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Goals and Objectives of the Accreditation Review Forum 2019



The Accreditation Review Forum 2019 (ARForum19) brought together five collateral architecture organizations—the Association of Collegiate Schools of Architecture (ACSA), the American Institute of Architects (AIA), the American Institute of Architecture Students (AIAS), the National Architectural Accrediting Board (NAAB), and the National Council of Architectural Registration Boards (NCARB)—to review the NAAB *Conditions* and *Procedures for Accreditation*.

The full boards of directors of these organizations, along with additional guests, attended ARForum19 from July 24 to 26, 2019, in Chicago. The list of participants can be found at the end of this report.

The overall goal of ARForum19 was to engage attendees in substantive discussions leading to consensus on

- The values of the profession and how these inspire and inform architecture education.
- The general direction of revisions to the *Conditions* and *Procedures*.
- A shared vision for the architecture education continuum.

While decision-making on revising the *Conditions for Accreditation* and *Procedures for Accreditation* is the purview of the NAAB, the forum was designed to obtain feedback on initial drafts (“Draft 0”) of the two documents. The format was highly interactive and allowed for a good dialogue among participants.

In preparation for ARForum19, key documents were distributed to participants before the meeting:

- [Accreditation Review Forum 2019 Briefing Book](#)
- [2020 Procedures for Accreditation, Pre-Forum Review – “Draft 0”](#)
- [2020 Conditions for Accreditation, Pre-Forum Review – “Draft 0”](#)

I: Opening Session

Welcome and Opening Remarks

Keynote Presentation

Welcome and Opening Remarks



NAAB President and Steering Committee Chair Kevin Flynn, FAIA, NCARB, and NAAB Interim Executive Director Helene Combs Dreiling, FAIA, welcomed participants to the forum.

Opening remarks were also provided by:

- ACSA President Rashida Ng
- AIA President William Bates, FAIA
- AIAS President Sarah Curry, Assoc. AIA, AIAS
- NCARB President Terry Allers, FAIA, NCARB
- National Organization of Minority Architects (NOMA) President Kimberly Dowdell, AIA, NOMA

The presidents expressed the following:

ARForum19 presents an opportunity for all collaterals to shape the long-term vision for the profession. Inclusion and accessibility are central to the role architects play in building more resilient cities. Architects work on multiple scales and have a tremendous opportunity to innovate and address problems of broad public concern. In a country where an increasing number of people live in cities and the population is becoming more diverse, we have a responsibility to ensure that the architecture profession reflects these changing demographics.

The foundation of accredited education in architecture must lie in a commitment to upholding the importance of health, safety, and welfare and architects' regulatory responsibility to the public. Education must prepare the next generation of architects to step into evolving roles and to provide leadership at all levels of society. The profession also needs to consider what it can do to prepare students for careers and how to create a diverse and healthy studio culture.

The forum presents an opportunity for architecture students, educators, and practitioners to establish the ground work for a healthy studio culture, prepare students for a future in architecture and design, shape the future of the profession, and create meaningful change.

Keynote Presentation



Bruce Mau serves as Chief Design Officer of [Freeman](#) and is the Co-Founder and Chief Executive Officer of [Massive Change Network](#) (MCN), a global design consultancy based in Chicago.

He presented an overview of seven design projects that led him to discover an equal number of key insights. His vision for the future is one in which design is front and center: *“Massive change is not about the world of design, it’s about the design of the world.”* Mau proposed that the interplay of design, nature, culture, and business needs to change, as highlighted in this illustration.

He offered the following takeaways:

- Synthesis is the operating system for the future. Architects are well positioned to play the role of synthesizer.
- The experience, not the content, is the educational product.
- “Purpose” is an educational accelerator.
- The environment is the story we are telling the next generation.
- New problems don’t fit the old disciplines.
- Things have to change in order to meet the growing needs of ten billion people.
- Put life, not humans, at the center.

II: Day Two

What is the Big Idea behind ARForum19?

The Unforeseen Future

Ideas that were Explored - Influences on ARForum19

Values for the Discipline of Architecture

The Way Forward on the *Procedures for Accreditation*

What is the Big Idea Behind ARForum19?



A panel of Steering Committee members representing each of the five collaterals (Michael Pride, Tania Salgado, Amy Rojas, Kristine A. Harding, and W. Kenneth Wiseman) discussed the insights gained from their collaboration and their experience of participating on the committee over the past year.

They shared initial reactions to being asked to serve on the Steering Committee, the research conducted and ideas explored, and their process for creating a plan to revise the *Conditions for Accreditation*. They noted that their subject-matter expertise, diversity of perspectives, and spirit of collaboration had all been valuable.

The Unforeseen Future

Stephanie Aranda and Rafael Armendariz introduced this segment. They painted a picture of a future in which architects reclaim responsibility in various areas (e.g., engineering, construction, civil service, etc.) in a world that respects the skill set of architects and their role in society, and where accredited architecture education enables students and professors to uphold the profession's responsibility to the public while maximizing learning and growing. They also envisioned a future in which architecture education is easily accessible to prospective students and a career in architecture is viewed as one in which it is possible to truly make a difference.

The “blue sky” discussion about issues the profession may be grappling with in 2070 provided a springboard for participants to consider how the *Conditions* and *Procedures* can “best respond to this indeterminate future.”

Discussion questions:

1. How should architecture education and the profession prepare for an uncertain future dominated by technology, globalization, and rapid change?
2. How do we remove barriers that prevent architects from being recognized leaders in the development of the built environment?
3. What are the shared versus individual roles of the collaterals for the future of architecture education and accreditation?

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Feedback

How architecture education can prepare for an uncertain future:

- Critical thinking, synthesis, and problem-solving skills will be key to the future practice of architecture. Architecture must be viewed as a problem-solving process, and students must be taught to question the problem being posed. Practice is more about synthesis and critical design thinking, and less about technical knowledge.
- Adaptability will be fundamental to the future. We must emphasize an education where graduates feel comfortable navigating through change and uncertainty, one that favors self-directed learning over content or knowledge, and that focuses on substance and breadth of education rather than a narrower set of skills.
- A curriculum should be agile, so it can adjust and adapt to change more quickly.
- Strengthening collaboration across disciplines and fostering interdisciplinary relationships and partnerships are important.
- Education should strengthen the linkages with practice through, for example, collaboration and cross-mentorship between students, firms, and licensed architects.
- Education needs to develop architects who are leaders.
- Communication and collaboration skills will be instrumental to the future and need to be developed throughout education.



Removing barriers:

- Architects take on different roles and should be viewed as collaborators throughout the process.
- Education should expose students to other disciplines and incentivize collaboration.
- Education should stress such issues as data, research, and financial literacy, as well as develop such skills as empathy, listening, facilitation, and communicating effectively.
- The profession needs to embrace lifelong learning and promote alternative paths into the profession and alternative career paths. There is a need to increase the number of architects, to open up the profession, and broaden the definition of architecture.
- Mentorship and learning need to be fostered among students, firms, licensed architects.
- Education needs to be more accessible. Suggestions include: provide the ability to go to community colleges or gain credit in high school; promote the profession to K-12 students (i.e., an investment in K-12 would be valuable).

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- Practice needs to evolve; we need to modernize the profession and ensure architects are important players, including in leadership, public service, and political roles.
- The unique skill set architects bring to the table needs to be promoted and recognized. The notion that architecture is relatively limited in scale is a barrier. Buildings are situated in larger sites and contexts; this needs to be taught, and collaterals need to work together to ensure architecture's contribution is recognized and valued.



The collaterals can play the following role:

- Make architecture education more accessible; diversify and expand the profession. Support the experience of architecture education.
- Prepare students for lifelong learning and support that continuum after graduation.
- Through collaboration with each other, the collaterals can begin to address issues. For example, the alignment of strategic planning cycles could be useful.
- Collaterals have a shared role in advocating and being a voice for the profession. We need to promote the value of architects and the profession.
- Recognize that collateral organizations have complementary roles and are interdependent.

Ideas that were Explored—Influences on the Forum

Kevin Flynn presented an overview of how 16 thought-provoking ideas were explored, set aside, or studied by NAAB task forces, and how many of them influenced the 2020 documents.

The group determined that the following Ideas would be moved forward and be reflected in the 2020 “Draft 0” documents:

- Reduce the number of Student Performance Criteria (SPC): *the number of SPC has been reduced.*
- Create new guidelines for international schools: *the NAAB International Committee is working on this.*
- Limit the scope of accreditation to health, safety, and welfare: *this idea is partly reflected in “Draft 0” of the Conditions.*
- Student voice advocacy requirement: *reflected in “Draft 0” Conditions.*

Ideas being discussed include the following:

- Build a digital platform to support the accreditation process: *the NAAB Information Interface Work Group is studying this issue.*
- Require student portfolios instead of course assignments as SPC evidence: *the forum’s Steering Committee and the NAAB A&E Committee have discussed this idea; further study is required.*
- Certify community college programs: *the NAAB Certification Task Force is studying this idea.*

Ideas for potential future discussion include:

- Permit the use of the title “Architect” upon graduation.
- Allow alternative paths to licensable degrees.
- Develop a mentoring program for candidacy schools.
- Certify firm-led apprenticeships as alternative licensure path.
- Establish a NAAB peer-review service.
- Consider accreditation of four-year degrees.

The Steering Committee did not see value in pursuing the following Ideas:

- Cease withdrawals of accreditation.
- Increase full term of continuing accreditation to 10 years.
- Offer financial support for accreditation to schools in need.

In response to participants’ questions, it was clarified that regarding HSW, the idea was to define the legal responsibility of the profession in this area and then, through a set of values, expand to other elements for architecture education. Thus, “Draft 0” is not “just about HSW.”

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Conditions and Procedures for Accreditation – Approach to the Review

Barbara Sestak provided an overview of how the review of the two documents would be carried out during the forum.

She indicated that the greatest changes proposed in “Draft 0” of the *2020 Conditions and Procedures for Accreditation* are associated with three topics: the values for the discipline of architecture, revised procedures for continuing accreditation, and new program and student criteria. The forum’s agenda was designed to focus on these three topics.

Values for the Discipline of Architecture



David Cronrath introduced this topic. Values are foundational. The Steering Committee approached developing the values as a design problem framed by values. They play a central role in the review, and they shaped the goals of accreditation and the options explored for the *Conditions*. Draft values went through two rounds of engagement and feedback from the collaterals, eventually leading to the proposed values for the discipline presented at the forum.

Discussion questions:

1. How well do these values fit with those of the collaterals? Is there anything that needs to be addressed, and if so, what would you propose?
2. Are there values missing? If so, which ones? Please consider the fact that a missing value may be subsumed in one already stated.
3. Are some of these values more important than others? Should we work toward a hierarchy of values? If so, what would you propose?

Feedback

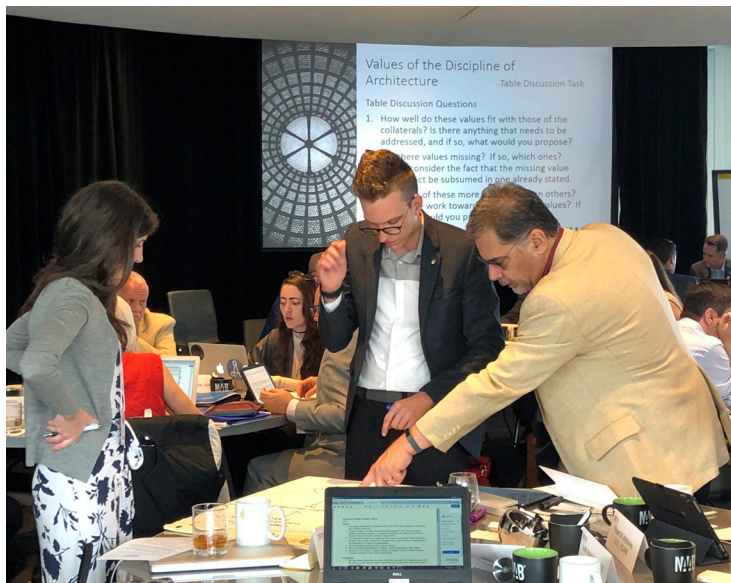
There is an overall fit between the proposed values and those of the collaterals:

- In general, the proposed values are a relatively good fit with the values of the collaterals.
- This could lead to one set of values for all collaterals to endorse, as values are foundational.
- These values are important to the profession as a whole.

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Potential changes to the values:

- Some items may not be values per se (e.g., lifelong learning and continuum).
- Some concepts could be added in the values: environmental stewardship; ecological environment; critical thinking; critical design thinking; lifelong learning; studio culture (which translates into the workplace); healthy learning culture; healthy learning and teaching culture; cultural competency; outreach; public service; protecting the public; diversity and inclusion; adaptability (to change); accountability (in addition to responsibility); broader definition of health, safety, and welfare; professional responsibility (i.e., preparing students for the practice of architecture); professionalism; mentorship; scholarship; building; built environment; leadership, collaboration and advocacy; architecture education creates economic opportunity; prosperity; legacy; passion; sense of purpose; elevation of the profession; relevance.



Feedback on the presentation and format:

- Values need to be streamlined; some could be more concise, and some could be combined.
- The language should be simplified to make the values more compelling and clearer.
- There is no hierarchy among values; they should be presented in a way that prevents the reader from thinking that some are more important than others (e.g., present visually instead, or list in alphabetical order). The first one, “architects use design,” can be viewed as the overarching theme that other values relate to.
- How values would be assessed or how they relate to the assessment would benefit from being clarified in the documents.

The Way Forward on the *Procedures for Accreditation*

Barbara Sestak presented an overview of the changes proposed to the *Procedures for Accreditation*. The goal was to transform the existing NAAB process into a system for accreditation in architecture education that retains what is successful, reforms what is inefficient and sets a pattern for consistency and fairness in processes that would also reduce effort and expense by programs, all without sacrificing rigor. The Task Force recommends two major changes to the *Procedures*:

- Change in the Terms of Accreditation.
- Change in the type of evidence provided for the program and student criteria.

Participants engaged in a discussion on the way forward in this area.

Discussion questions:

1. Does the Plan to Correct achieve a goal of reasonable but quick response by the schools in correcting deficiencies? If so, why; why not?
2. What are the advantage and disadvantages of using student portfolios as evidence instead of specific coursework?
3. Does shortening the visit by one day encourage more individuals to participate on teams? Should just the team chair do the exit interviews, and is the final school meeting necessary?



Feedback

Submission of a Plan to Correct:

- There was overall support for the concept of the Plan to Correct.
- The Plan to Correct achieves a goal of reasonable but quick response by the schools in correcting deficiencies. It allows schools to demonstrate seriousness of commitment and be proactive in taking ownership for improvement. It eliminates the probationary aspect and provides for inclusive two-way communication. It also eliminates duplication with regional reports.
- A number of questions emerged about the process: how long would schools have to develop the plan; how to ensure consistency in the review of the plan (e.g., who receives

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and assesses the plan); how to ensure that items for correction are not missed by reviewing submitted work and other documentation; how to address situations in which a program barely meets a particular condition, a situation formerly noted as a “cause for concern.”

- The engagement and collaboration during the visit are critical to ensure that the school and the accreditation team both understand the deficiencies and potential pathways to correct.
- Additional guidance or a template for preparing and evaluating plans and evidence of correction would be helpful.
- Need to ensure consistency between the team’s findings and the assessment of the Plan to Correct submitted afterward.



Advantages of using student portfolios as evidence instead of coursework:

- A portfolio demonstrates the effectiveness of coursework and a student’s progress, and provides evidence of institutional values; a cumulative portfolio provides a cohesive and comprehensive illustration of a student’s ability. It would be especially useful for integrative design.
- A portfolio can help prepare students for firm experience; as an educational tool, it may help students develop the ability to assemble a portfolio. Students can also benefit from having to compile all their work in one place.

Disadvantages of using student portfolios as evidence instead of specific coursework:

- Complex logistics involved in managing portfolios (e.g., processes, digital infrastructure, time and effort required), how to ensure compliance, the burden portfolios could place on schools, and the associated risk of making accreditation a more onerous process.
- Scope and content of the portfolio; who is responsible for preparing the portfolio (school or student); how to ensure the sample is representative (selection of high- and low-pass work); how newly accredited programs would account for the lack of portfolio work; the effect of curriculum changes on portfolio work produced before those changes.
- Potential of putting stress on students; disparity of software skills, access to technology, and time and effort students would need to invest to create a portfolio; challenges in obtaining student work.
- Coursework enables reviewers to see the breadth of student work. It places less burden on the student and provides the ability to see all work associated with a particular course.

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Overall, in relation to portfolios:

- There was confusion about what would constitute a portfolio.
- A template could be useful.
- There was consensus that the 2020 documents should not require student portfolios.

It was clarified that in “Draft 0” of the *Conditions for Accreditation*, only two criteria require student work as evidence. The portfolio is not expected to be the same type of portfolio one would compile to apply for an internship.

Shortening the visit by one day:

- Could make participation more attractive to potential team members; not arriving on a weekend would also help; could make it easier to assemble teams (i.e. increases availability; limits issues associated with teaching workload; encourages a wider variety of people, resulting in more diversity). However, shortening the visit implies more work ahead of time.
- It is difficult to imagine how the review would fit in a shorter visit, especially when evaluating more than one degree. The use of technology could help, but there is value in having an in-person visit.
- This may save some costs, although it is unlikely to make a big difference; all team members still have to travel, regardless of visit duration.
- There should be flexibility in this area. Shortening the visit could be an option at the request of the school.
- It is difficult for schools to accommodate visits scheduled on days when the school is closed (e.g., on Sunday, when there is no access to resources or information).
- It would be useful to see a mock-up schedule for a 2-day visit.

Exit interview:

- “Draft 0” proposed that the team chair would deliver the exit interviews along with just the observer. Some questioned the value of having other team members present, as only the chair speaks. An advantage is that other team members could leave early.
- After some discussion, most participants agreed that the team chair should not be the only voting representative present at the exit interview. Two ideas emerged: (1) maintain the existing structure of having the entire team present, and (2) require the team chair plus one team member to be present.
- Advantages of having more than just the chair present: support from the team, transparency, and training of team members who may one day become team chairs.

Final school meeting:

- Ensures transparency and allows students and faculty to hear about the results of the visit (e.g., deficiencies, etc.). The meeting is welcomed by schools, students, and administrators; it helps with community buy-in.
- May not be necessary if student meetings are held during the visit or if there are other means of reporting (e.g., a video). The report should be shared.
- The final meeting is not useful if it only consists of reading the report. The inability to interact is uncomfortable.

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The Way Forward on the *Conditions for Accreditation*

A Shared Vision on the Architecture Education Continuum

Next Steps

The Way Forward on the *Conditions for Accreditation*

To provide background for the next conversation, Kevin Flynn provided an overview of how the values map to the accreditation criteria.

David Cronrath explained that values are not assessed directly. Rather, schools are asked to describe how they address those values; the visiting team would look at how values are translated into learning objectives, which are then reflected in coursework.

Bruce Lindsey and David Hinson discussed how the Steering Committee and the Task Force developed the “Draft 0” *Conditions for Accreditation* and *Procedures for Accreditation*, working in parallel to inform each other’s work and taking into account how conditions would be assessed. The overarching goal of both groups was to “promote excellence and innovation in architecture education.” Accreditation criteria seek to advance programs in relationship to their unique institutional, regional, national, international, and professional contexts and encourage innovative approaches to architecture education. They described how the various criteria would be evaluated and what type of evidence schools would need to provide for each.

Kate Schwennsen provided a document that compared the Student Performance Criteria in the 2014 *Conditions* with the “Draft 0” accreditation criteria, as well as an overview of how historical data were considered in developing those criteria.

Proposed changes to the *Conditions for Accreditation* were presented and feedback from participants was sought for improvement and to build consensus.

Discussion questions:

Program Criteria (Section 4.1):

1. What do you like?
2. What are your suggestions for improvements?

Student Criteria (Section 4.2.1):

3. What do you like?
4. What are your suggestions for improvements?

Integrative Design (Section 4.2.2):

5. Option A: What do you like? Suggestions for improvements?
6. Option B: What do you like? Suggestions for improvements?
7. Option C: Is there a different model other than integrative design? What new idea would you propose?

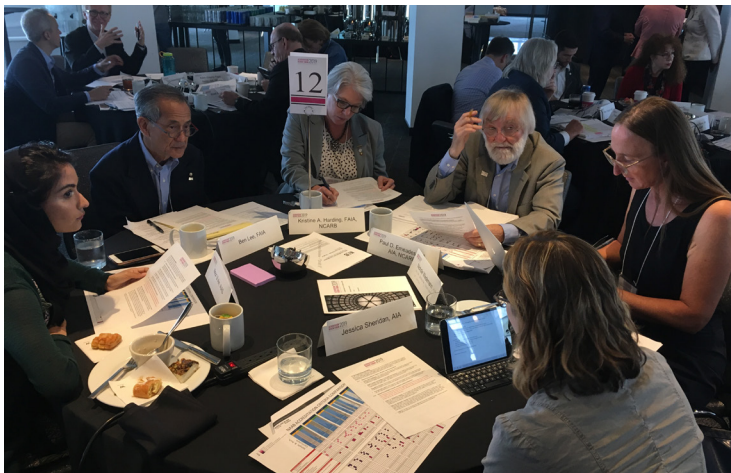
Feedback

The following changes were suggested:

- Create greater symbiosis between the academy and the profession and bring more issues of practice in studio and vice-versa. Infuse professional practice through all years of education.

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- Provide students with the ability to explore other interests and put more focus on cross-disciplines. Clarify “depth of study” to ensure it does not prevent students from taking electives.
- Focus on developing leadership and collaboration skills and consider how design thinking fits into practice and relevance to society. Add communication skills, technology, and research.
- Strengthen the sections on ethics, equity, and inclusion and how they are to be treated (i.e., not just a checkmark).
- Expand the HSW section, so the concept is broader.
- Find ways to obtain evidence on how teaching and learning culture policy is enforced (e.g., possibly through an annual survey). As an example, one participant noted that some regional accreditation processes require the submission of any complaints from students and how they were resolved.
- Add or highlight such terms as prosperity; rewarding career; profile of the profession; business; business practices; entrepreneurship; environmental stewardship; ecological responsibility; sustainability and resilience; financial literacy; making a difference; innovation; cultural literacy; equity, diversity and inclusion; leadership; collaboration; outreach and engagement; service to society; culture of positive environment for students/healthy learning environment.
- Suggestions for wording, such as: “teaching and learning excellence” instead of “teaching and learning culture”; “professional responsibility” instead of “societal responsibility”.



Integrative design:

- Integrative design should be integrated throughout the entire curriculum, not just in studio classes); integrative design could be demonstrated across several projects.
- Environmental stewardship and ethics are also part of integrative design and should be mentioned.
- Integrative design could be renamed “design synthesis,” which falls under social responsibility. (Note: “building design,” “system designs,” and “synthesis and integration” were also mentioned.)
- Suggestions:
 - Combine options A and B.
 - Combine options A and B and add text from the Canadian Architectural

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Certification Board (CACB), which provides good explanatory text (e.g., site, regulatory context, etc.); add public protection.

- Combine A and B and add bullets that speak to encouraging risk, creativity, innovation, experimenting with technology, entrepreneurship, and design process.
- Combine option A with the last sentence of option B.
- Add elements regarding research and integrative decision making to option B, as well as a reference to enhancing the ecological and human condition in the urban context.

Suggestions to clarify the requirements as well as the assessment:

- Provide greater clarity to ensure schools (professors, administrators) understand what is expected of them and to ensure consistency regarding how accreditation teams conduct their assessment (more details and specificity).
- Clarify the distinction between values and criteria and how they are handled.
- Review the met/unmet distinction; could a grading system be used instead?
- Develop and provide guidance (manual, handbook, rubric) to ensure understanding and consistency (e.g., what evidence is required, how to conduct a self-assessment, how to sample student work, rationale for what is required, etc.).
- Provide training for the new *Conditions* and *Procedures*, so that educators and visiting teams are fully prepared for the changes.



Suggestions regarding the overall structure and format of the document:

- Simplify the overall structure of the document and make it more visual.
- Review terminology for consistency and clarity (e.g., if a term is used as a heading and is mentioned elsewhere in the text, ensure consistency of use or meaning). Include a glossary of definitions.

A Shared Vision on the Architecture Education Continuum

Elizabeth Chu Richter framed the next conversation. Labor statistics predict growth in labor participation of age groups 55+ and 75+. Scholars also predict that over time, an important proportion of current jobs or tasks will be eliminated by technology. In this context, it is valuable to build on elements of an architect's work that are less likely to be vulnerable to automation. It's important to consider how education ensures graduates will be lifelong learners, how policies can create incentives for people to work, and how to remove barriers to making career changes so that those people can be brought into the profession. More specifically, what can the five collateral organizations do to create mechanisms and platforms that will enable them to shape education and to respond rapidly to changes?

Participants discussed elements of a shared vision for the architecture education continuum and the respective roles and accountabilities of the collateral organizations, as well as the potential responsibilities of the collaterals collectively and individually moving forward.

Discussion questions:

Exploration of the continuum of architecture education:

1. How can we collectively provide a lifetime education platform for professionals?
2. How do we address the rapid increase of knowledge and integrate it into the education continuum?
3. How do we maintain ongoing discussions between our respective collaterals instead of intense periods of dialogue every four to eight years? Or is the status quo acceptable?

A vision for the continuum of architecture education:

4. Drawing on the discussions around the first set of questions, formulate some initial thoughts on a shared vision for an architecture education continuum.
5. What are the roles of each collateral in that vision?

Feedback

Cultivate a sense of community, broaden the profession, and adapt to change:

- Cultivate a sense of community between architects and the public, leveraging the strengths of all collaterals to support learning that benefits the profession and society.
- Develop a shared vision of what an architect is, what architects do, and why it is important.
- Expand the definition of design and be more inclusive of everyone who has experienced architecture education, connecting across other disciplines and the profession. The continuum is more than the path to licensure.
- Change and adapt to respond, anticipate, and shape the future—a future that will be shaped by innovation and disruption.
- Together, the collaterals have a responsibility and obligation to the public to shepherd the profession through these changes.

Promote lifelong learning:

- Create incentives for people to keep learning and recognize that graduation is just the

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beginning. In that context, schools need to commit to lifelong learning.

- Tap into underutilized resources, such as adult learning specialists at universities. Leverage existing resources (e.g., the AIA has 150,000 archived courses online); some firms do a great job of teaching emerging professionals and conveying passion for the profession; open university courses to the public.
- Recognize that in a competency-based world, there will be a need to revisit how the structure of courses, credits, and time frames is understood.
- Establish mentorship in both directions. Mentorship and learning from each other is key to doing things differently in the future.



Undertake joint planning and increase collaboration among the five collaterals:

- Develop a shared vision and a joint strategic plan, with each collateral's plan aligned with the broader plan; collaborate in areas where there are joint issues or overlaps and linkages. Collaterals share the agenda of shaping and defining education together.
- Use the 5 Presidents meetings for oversight and implementation of common goals.
- Increase collaboration among collaterals (e.g., committees and boards). Increase the frequency of meetings and collaborate with faculty and practitioners.
- Convene groups to focus on challenging issues (e.g., reconstitute the Education Coordination Council to work on various questions between ARForum19 meetings; commission a new "Boyer report").

Expand the continuum to include K-12, community colleges, and advanced degrees:

- Encourage stronger K-12 outreach to expose students to architecture thinking and visual literacy; additionally, students would develop an appreciation for what architects do.
- Expand the continuum to pick-up K-12 and community colleges and offer architecture programs at community colleges.
- Offer advanced degrees in emerging areas.

Other suggestions:

- Build and strengthen a strong research culture made for the future (i.e. specialization alone will not save us).
- Speak with one voice on policy issues, business, etc.
- Reduce barriers to sharing information (e.g., research occurring in various areas).

Next Steps

Post-forum activities and the timeline for release/use of the 2020 documents are outlined in more detail in the last section of the Briefing Book.

The following represent immediate next steps and overall timeline for publication:

- A team composed of a subset of Steering Committee and Task Force members will write “Draft 1” of the *Conditions for Accreditation* and *Procedures for Accreditation* for NAAB Board approval.
- The 2020 *Conditions* and *Procedures* will be released on September 9, 2019, for a 75-day public comment and review period.
- Final editions of both documents will be published by February 10, 2020.

In closing, the five presidents outlined their commitments to moving forward on key items emerging from the Forum.

All five organizations have committed to:

- Dedicating a portion of the 5 Ps meeting in October to planning how to address some of the ideas discussed at the forum.
- Holding this type of event more often.
- Forming a standing group to demystify architects’ work and to increase collaboration.
- Sharing the outcomes of this event with a broader audience.
- Including traditionally underrepresented groups and voices in the profession.

In addition, specific commitments were made, as follows:

Rashida Ng, ACSA:

- ACSA is working with the AIA to expand the joint portion of conferences and symposia.
- ACSA will continue to disseminate research via the journal *Technology: Architecture + Design*.
- ACSA is working on pedagogical practices that are inclusive, that enable a positive learning culture and support health.
- ACSA has a sustained commitment to inclusion. It is working to increase access, promote equity, and ensure its committees reflect a more inclusive membership.

William Bates, AIA:

- The AIA has set aside seed funding for next year (though additional financial support from the collaterals will also be needed) to support more in-depth research on future of education and lifelong learning for the profession (i.e., the next Boyer report).
- The AIA will seek closer collaboration with groups that may not have had visibility or voice in the past, making them more visible and ensuring they are heard.

III: Day Three

Sarah Curry, AIAS:

- AIAS will undertake research, writing, and proposing a universal learning and teaching culture for both the academy and practice, for support and endorsement by other collaterals.
- As students are the future of the profession, AIAS is also committed to holding everyone accountable.

Terry Allers, NCARB:

- NCARB will undertake to revise and expand the definition of HSW.



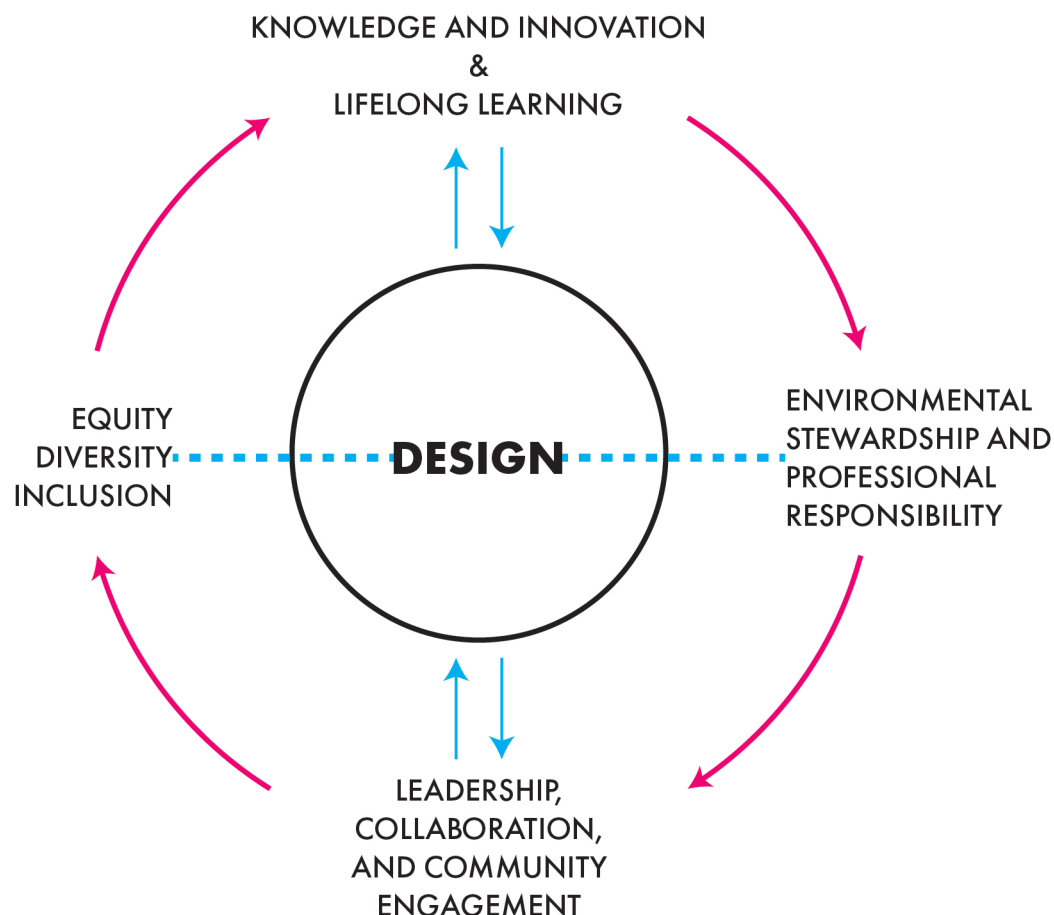
In closing, Kevin Flynn expressed deep appreciation to members of the Steering Committee and the Task Force for their work. He thanked the boards of directors for their contribution to ARForum19, members of the Steering Committee who framed the discussions on key topics, those who helped with the logistics throughout the event as well as the facilitation team. He also thanked NAAB staff and the executive director for their outstanding work and thanked all participants for providing their input throughout the event and engaging in the conversations that will shape the future of the profession and will benefit the next generation of architects.

IV: Forum Diagrams

Interpreting the Shared Values for the Discipline of
Architecture

Mapping the Shared Values to Program and Student
Criteria

Interpreting the Shared Values for the Discipline of Architecture



The core of what Architects do—**Design**—is at the center.

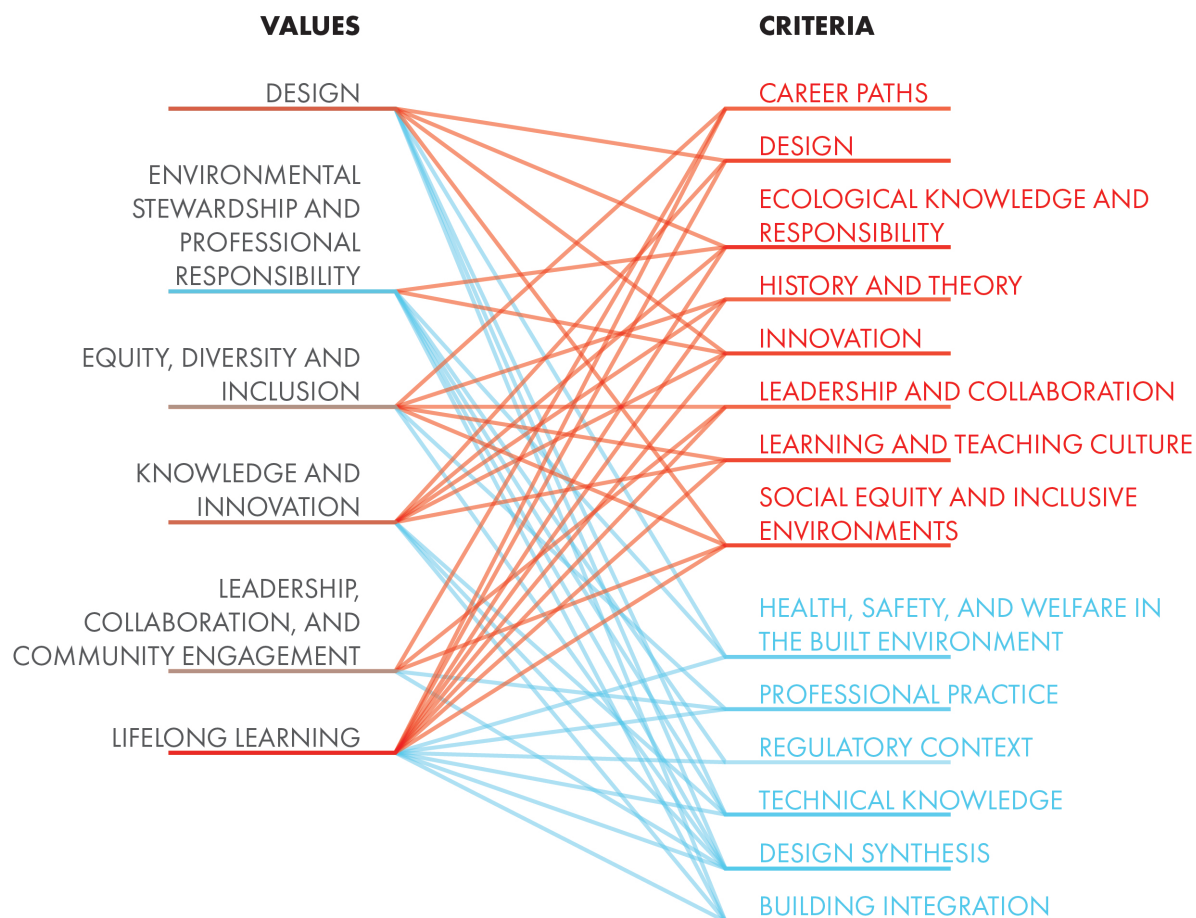
To the left and right are the central values related to HSW. The dotted line between left and right underscores the non-hierarchical relationship between **Equity, Diversity, and Inclusion**; **Environmental Stewardship**; and **Professional Responsibility**. These core responsibilities must be employed throughout one's career.

The curved arrows define the connections and cadence between the values, and include a key connection to a more expanded definition of Professional responsibility. Through **Design** you achieve **Knowledge and Innovation**, promote **Lifelong Learning**, and practice **Leadership, Collaboration, and Community Engagement**. **Design** supports them; they support and inform **Design**.

We are advocating that this diagram help visualize the connections between values and reminds schools that you cannot address them in isolation. Each value informs the others and all should be integrated throughout a program.

Diagram created by Ryan Gann, Assoc. AIA, Robert McKinney, Ed.D., NCARB, Victor Rubin, Sarah Wahlgren, AIA, and Judith Wegner, JD at the Accreditation Review Forum 2019.

Mapping the Shared Values to Program and Student Criteria



V: ARForum19 Attendees

V: ARForum19 Attendees

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Marilys Nepomechie, FAIA, NCARB, DPACSA | *Director*
Rhea Steele, CAE | *Public Director*
Judith Welch Wegner, JD | *Public Director*
Helene Combs Dreiling, FAIA | *Interim ED*

Special and Invited Guests

Simon Di Vincenzo, MRAIC | *President, Canadian Architectural Certification Board (CACB)*
Mourad Mohand-Said, Hon. MRAIC | *Executive Director, Canadian Architectural Certification Board (CACB)*
Kimberly Dowdell, AIA | *President, National Organization of Minority Architects (NOMA)*
Randy A. Steiner, AIA | *Founder and President, Coalition of Community College Architecture Programs (CCCAP)*
Ned Cramer | *Editor-in-Chief, ARCHITECT magazine*
Francisco Rodriguez-Suarez, FAIA | *ACSA At-large Representative*
Michael Waldinger, Hon. AIA | *AIA At-large Representative*
Mike Chiappa, AIAS | *AIAS At-large Representative*
Gregory L. Erny, FAIA, NCARB | *NCARB At-large Representative*

V: ARForum19 Attendees

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Kevin J. Flynn, FAIA | *Chair*
Barbara A. Sestak, FAIA | *Observer*
Bruce Lindsey | *ACSA Representative*
Rebecca O'Neal Dagg | *ACSA Representative*
Micheale Pride, AIA | *ACSA Representative*
Elizabeth Chu Richter, FAIA | *AIA Representative*
Tania Salgado, FAIA | *AIA Representative*
Sarah Wahlgren, Assoc. AIA | *AIA Representative*
Stephanie Aranda | *AIAS Representative*
Rafael Armendariz | *AIAS Representative*
Amy Rojas | *AIAS Representative*
David Cronrath, FAIA | *NCARB Representative*
Kristine A. Harding, FAIA | *NCARB Representative*
Alastair Stokes, AIA | *NCARB Representative*
Robert Easter, AIA | *NAAB Representative*
Kate Schwennsen, FAIA | *NAAB Representative*
Ken Wiseman, AIA | *NAAB Representative*
Helene Combs Dreiling, FAIA | *Staff Liaison*
Ellen S. Cathey, AIA | *Staff Liaison*
Nour Alhussaini, Assoc. AIA | *Staff Liaison*
Alain Rabeau, M.P.A., CPF. | *Facilitation Team*
Lise Hebabi, Ph.D., CPF. | *Facilitation Team*
Julie Fillion, M.P.A., CPF. | *Facilitation Team*

ARForum19 Task Force

Barbara A. Sestak, FAIA | *Chair*
John Cays, AIA | *NAAB Director*
Rocco J. Ceo, AIA | *NAAB Director*
Ryan Cusack, Assoc. AIA | *NAAB Director*
Tom Fisher, Assoc. AIA | *Public Member*
Kevin J. Flynn, FAIA | *Observer*
Denis Henmi, FAIA | *Public Member*
David W. Hinson, FAIA | *NAAB Director*
Jeanne Jackson, FAIA | *NAAB Director*
Ben Lee, FAIA | *NAAB Director*
Dan Taylor | *Public Member (unable to attend forum)*
David Golden, Assoc. AIA | *Staff Liaison*
Janet Rumbarger | *Staff Liaison*

Staff Support Team

Nour Alhussaini, Assoc. AIA | *Manager, Special Projects, NAAB*
Ellen S. Cathey, AIA | *Associate Director, NAAB*
David Golden, Assoc. AIA | *Manager, Strategy and Communications, NAAB*
Janet Rumbarger | *Director, International Services, NAAB*
Kendall A. Nicholson, EdD, Assoc. AIA | *Director of Research and Information, ACSA*
Pamela L. Day, Hon. AIA | *Corporate Secretary and Managing Director of Governance Administration, AIA*
Harry M. Falconer, FAIA, NCARB | *Vice President, Experience + Education, NCARB*