Northwest University

University Architecture Students and Community Partnerships:

Recommendations and Tools for Improved Mutually Beneficial Collaborations

H. Manisha Moore

Dr. Forrest Inslee

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Introduction

If I were to describe my childhood in one word, it would be lucky. Lucky enough to never question my safety, lucky enough to never go hungry, and lucky enough to always have a roof over my head. I grew up in a home with two parents, three siblings, pets, cars, etc., but it was not always that way. When I was a baby, I was adopted from an orphanage in India. My first moments of life were in poverty, and while I do not remember it, I am aware of what could have been. Consequently, the experience of poverty has never left my soul. I find myself filled with the desire and passion to help those who were not as lucky as I because every family deserves a safe, loving home. This passion led me to major in Architecture and Community Design at the University of San Francisco. It was here that I first experienced how I could help communities in need effectively. Through my studies, I engaged in real design-related problems and collaborated with community partners on solutions, such as designing a community center for a Bedouin nomadic tribe in Israel. It was an eye-opening, and rewarding experience that helped shaped the way I see the world today. It is because of that experience that I strongly believe we should be implementing more partnerships between university students, and community-based organizations. The partnerships not only provides students with real-life experience, and nonprofits with the support they require, but communities in need are receiving the thoughtful attention required for sustainable solutions. Therefore, when university architecture students and community-based organizations work together, their collaboration creates the opportunity and ability to engage in socially responsible, and mutually beneficial design-related projects to promote social good.

However, just partnering together on design projects for communities in need is not enough to create positive, and effective change. The results of these collaborations have the

potential to change the world and the lives of communities for the better. It takes hard work to make them happen. In order to have mutually beneficial results, the community partner and student partnerships must see each other as equals. While there have been numerous successful project collaborations between community partners and students, there is still room for improvement to the overall structure and communication. This thesis project will approach improving these partnerships through initially studying the benefits these projects and partnerships bring, as well as their initial conception. From there, we will look at the challenges that interfere with a project's success, because, before projects can succeed, they need to be aware of any potential weaknesses. Next, looking at how other agencies approach these challenges as "stepping stones to progress" will inform potential recommendations to these challenges (Whitten 70). The Collaborative Project Toolkit, located in the appendix takes the recommendations, and creates a toolkit that universities and community partners can utilize to support their goals of promoting social good and helping communities in need.

Research Methods

Inspiration for this thesis project originated from my undergraduate experience at the University of San Francisco. My professor and (current) program director there, Seth Wachtel facilitates opportunities to engage in hands-on projects with community partners, which teaches students professional skills and inspires their hearts and minds to help communities in need (Wachtel). As a result, I conducted the majority of my research centered on the university, specifically with the architecture course engaging with community partners. I partnered with the nonprofit ViviendasLeón, who regularly collaborates on projects with the university students, to not only gain better insights of nonprofit's responsibilities, but understand the community

partner perspective of the partnerships. Having been a student, I could refer to that perspective. As part of my work with the nonprofit, I acted as a liaison between the students and nonprofit, communicating and reviewing information for the current collaborative project. I observed the students in the classroom working on the projects, as well as the staff in the nonprofit's office, and recorded notes. Utilizing qualitative research methods, I reached out to past and current students, community partners, and instructors for interviews centering on the same questions of what works and what does not in regards to the collaborative partnerships. These interviews were transcribed and analyzed for commonalities and solutions. Finally, I further complemented this research with course text and external scholarly articles. Out of all the research methods I used, I found the interviews to be the most insightful in informing the challenges and recommendations proposed in this thesis project.

Project Limitations

It should be noted that this thesis project stems from the experiences surrounding the University of San Francisco and other Bay Area universities. The challenges addressed are synthesized from local interviews; the perspectives of the students, instructors, and community partners; and personal experience as a student and community partner. Additional research frames out these experiences. There are limitations due to the numerous factors that influence university curriculums and community partnerships. It is also important to note that this is a study of the perceived challenges and does not intend to reflect negatively on the amazing projects that have been completed due to the great efforts of these collaborations. The intent is to provide support to all projects so they can succeed just as well as the earlier successful ones. The proposed recommendations and tools are based solely on the research and experiences gathered

for this study and, therefore, are limited in their scope. A more comprehensive study including a larger pool of architecture programs along with a larger sampling of nonprofits could lead to additional insights. However, any insights described within this could be adapted as needed to fit future settings as appropriate. For this thesis, the use of the term "student" will refer to a university architecture student. Additionally, the use of the term "community partner" will refer to a partner from a nonprofit, business, or other organization that has the intent to help communities in need.

The Benefits of Collaborations

Collaborative partnerships between community partners and architecture students are a critical investment to the future of design and communities throughout the world. Students are the future agents of change, and therefore, exposing them to the design challenges of community-based organizations during their education helps shape their future perspectives. Community-based organizations' missions center on improving lives in some manner, and by utilizing students as a resource, they will be able to continue their work for social good. Above all, communities throughout the world will benefit from more thoughtful design approaches, which students and community partners learn working together. Within this section, I focus on the benefits these partnerships bring to university students and community-based organizations. This section will close with examples of past successful architecture and community partner collaborative projects as a reminder of the immeasurable value they bring connecting students to the real world and organizations in need. All of these benefits connect with each other, proving how important these partnerships are to design projects.

Benefits to University Students

According to the article, "The Keys to University-Community Engagement Sustainability," there is a "growing movement and pressure on universities and colleges to rethink the purpose of institutions of higher learning and focus on the well-being of society" (Clifford and Petrescu 78). When a university creates new academic programs that engage with communities and nonprofits, they need to focus on how the programs will address personal, internal, and external dimensions and give attention to the relationships with careful planning. Personal dimensions are "formed by the psychology, identity, and internal conflicts of the individual faculty members engaged with the community," while external dimensions relate more to the actual managing of the partnership (83). The internal dimension focuses on the balancing of partnerships and engagement (83). Using these dimensions as a guide, the authors indicate that one of the keys to university-community engagement is creating a neutral ground where everyone feels equal. For university students, learning how to engage with partners and form relationships is key to any future work, no matter the profession. Understanding a neutral ground, such as a group meeting, exposes students to positive working relationships with community partners. Students also learn the importance of knowing their roles and the roles of others, in a collaborative project, which creates a more sustainable partnership because of the equality it promotes (85).

Students also benefit from these collaborative partnerships because it allows them to embrace and grow their creativity in a real environment. Creativity is in us all, and we all encompass the power to exercise it. Young minds are not yet completely influenced by the rest of the world; therefore, they are able to bring more innovation and sense of possibility to projects**.** David and Tom Kelley, authors of *Creative Confidence,* remind us that we must always

believe in our creative capacity because only then will we have the courage to take action and make real changes (146). Students also have the time to be more explorative in their creative process, whereas nonprofits are typically tight on resources. Projects that will be resilient and appropriately fit in with the culture they are infiltrating need to have the time to go through cycles of change and evolution. This process requires creativity, and that will be a trait that students will always need in the world, whether they continue with architecture or not. It is important to nurture creativity because it will help inspire the future workforce and remind the older generations to reclaim their own creativity. With reference to collaborative partnerships, creativity is a critical skill for students to engage with when working on projects. It helps develop a more resilient approach and is important to teach not just current members of the workforce, but the future participants as well.

Benefits to Community-based Organizations

Students are an underutilized resource for community partners like nonprofits. In many cases, nonprofits lack the resources and time to handle the level of attention many of these design challenges require. For example, in León, Nicaragua, a poor community that receives support from the nonprofit ViviendasLeón was in need of a community center. The University of San Francisco students worked with the nonprofit to design and develop a structure that fit the needs of the community, successfully building it in spring 2012. While I was not a participant on this project, I recognized that without the partnership of the students, the nonprofit would not have been able to do all the necessary research, design, development, and construction for the center in a manner that would be as culturally and socially appropriate as what transpired. Community development is more than just constructing buildings. It encompasses creating

realities that fit with the built environment and community, and by partnering with students, community organizations have more opportunities and support to accomplish that.

University students are the future workforce and agents of social change. They are on their way to becoming leaders, innovators, educators, nonprofit workers, etc., and shaping their identities. In the midst of becoming adults, students are learning the challenges in the world. At the universities, students are "exposed to different pathways at critical junctures in their lives" thus, it is the perfect time to marry education with practical experience and nonprofits can benefit from this (Bornstein and Davis 88). As an opportunity to instill a bit of everyday justice in their lives, the practical application of hands-on projects encourages a more restorative approach to solving design problems (Clawson 22). Before students enter architecture and related professions like community-based organizations, they will be able to get a glimpse of reality through these community partnership projects. In conjunction, community partners will be able to influence and educate students in manners that will actually "provide meaningful experiences that bridge the classroom to the workplace" and appropriate approaches to working with community organizations (Addams et al. 284).

Benefits to Communities in the World

The world is constantly growing and evolving. In order to create sustainable design for communities throughout the world, we must stay aware of these changes and understand how to best adapt. Technology provides the resources to learn and communicate with each other on a regular basis from almost anywhere in the world. As a result, we have the opportunity to address sustainable solutions at the student level. Educating students in the framework of sustainable solutions is beneficial to the future health of the earth and societies. It is important to provide this sustainable mindset to emphasize how students' actions can make an impact. Because students

are not fully aware of the different environments and conditions that exist in the world, they are not completely able to grasp the realities of what many individuals are facing nor understand how to best help from an outsider's role. The value of sustainable change in terms of designing our environment and structures is crucial to the continual survival of communities. In order to impart environmentally conscious design, the idea that all things are connected must be emphasized (Iulo et al. 440). We need to work smarter and together because "the world's population is more rapidly urbanizing than at any time in human history, forming into highly concentrated urban and metropolitan areas" (Rodin 4). Highlighting this notion in architecture and related education will foster a more sustainable perspective and benefit the global world. Community partnerships and exposure to real projects help develop this global perspective.

The fact is, there have been amazing results from the collaborative partnerships between architecture students and community partners. Projects such as libraries in Haiti and Zambia, a tea processing facility in Nepal, a community center in Nicaragua, a learning garden in California, and an orphanage in Morocco, are just a sampling of built projects that the architecture and community design courses at the University of San Francisco have completed since the program's introduction in 2003 (Wachtel). Some projects continue to develop or adjusted after the students' initial conception by the community partners, demonstrating that the partnership led to a strong foundation for the completion of the project, which in turn, benefited the community it was designed for. Even projects on smaller scales like desks for a computer lab in Nicaragua make a difference, especially with detailed planning and coordination throughout the duration of the project (Baldizon). These projects were highly successful because of a solid partnership and dedication of the people involved. As a result, communities in need from all over the world, benefited from these partnerships and lives were changed for the better.

Project Formation

Key Players

Defining the partners involved is the first step to fully understanding the challenges community partner and university students' partnerships encounter. There are three primary roles in these partnerships: the instructor(s), the student(s), and the community partner(s). These key players continuously cycle through generating and refining ideas, collaborating, and communicating (Cennamo et al. 24). Because these roles depend on each other to progress, it is critical that these roles are defined and accepted by all parties. Instructors are typically the initiators of these projects. They are the primary contact and co-creator of the projects. As advocates, visionaries, mentors, and motivators, instructors are invaluable. Acting as liaisons between the students and community partners, instructors play a critical role in guiding and monitoring the collaborative projects. The university students are the learners and innovators. They research, ask questions, work together to design projects and more. Through these partnerships, students gain experience, learn networking skills, participate in collaborative efforts, and expand their mindsets. Finally, the community partners are both the clients and contributors. They bring not only the client perspective, but act as consultant to the students, providing the valuable details that inform the project design. Collaborative projects need the insights and feedback the community partners provide. Together, these roles can create positive experiences by supporting one another.

Conception

These collaborative projects form between students and community partners due to the dedicated efforts of the instructors. Amazingly, these instructors seek to go above and beyond by giving students exposure to real world situations. Instructors have to rely on networking, current

and past relationships, and word of mouth to create projects for the students. They must use their personal resources and often unpaid time to track down these opportunities for the students and nonprofits. Once an opportunity has been found, instructors have to spend time working and meeting with the potential community partner to create project information and scope. However, instructors do not always have the resources or time to fully flush out entire project plans with community partners, which can lead to communication mishaps or unfinished projects. Once the instructors and community partner have agreed upon a project, the instructor writes up an introduction to the project and presents it to the students on the first day. If possible, the community partner will come to one of the first classes to introduce themselves. Students typically begin by selecting the project(s) they want to work on from a selection provided by the instructor and doing brief research on the subject before diving into full project mode. As more information becomes available over duration of the semester, projects tend to grow and become more defined. After projects are formed however, there are other challenges that appear.

Current Challenges

The goal of this thesis project is to reframe how these collaborative projects are executed, in the hopes of creating more beneficial outcomes for everyone involved, and introduce this concept to more architecture programs. To correctly approach this, I must first examine the current challenges because, despite numerous partnerships and projects that are successful, there still are difficulties. During my research, I noticed that the two biggest challenges that appeared were due to communication and structure issues. These issues inform the rest of the project and partnerships challenges that arise. Additionally, the constraints of the semesters, students' work loads, and communication of information, resources, motivation, support to the instructors, and

the availability of the community partners are all factors that contribute to a project's ability to accomplish its goals.

Communication

Communication affects a project from conception to completion. It needs to be clear and readily available, but at the same time censored. There also may be information that the community partner does not want to provide or the instructor does not want the students to know because it may discourage them, such as the fact that a project might lose funding (Eck). However, despite these risks, communication needs to be thoughtful. Communication will be the reason a project is successful or not, so making sure it is effective and timely is important.

In order to see a communication effort in reality, I observed a class an architecture course at the University of San Francisco that was currently involved in a project with a community partner. During this particular class, students who were researching construction types for a housing project were video conferencing with a community partner who was onsite at the project's location. The purpose of the talk was to discuss the viability of the student's latest progress. I assumed that the students would be excited to see those who would be impacted directly and get feedback on their ideas. However, to my surprise many of the students were distracted by their personal laptops and phones. They were sitting around a makeshift conference table with a projector screen at one end. The call was projected on the screen, allowing the students to see the community partner, however, the laptop implementing the call was facing the instructor. This meant the community partner could not see the students. Due to the one-sided nature of the meeting format, the call was not as productive as it could have been. A more ideal scenario would include all the students participating and the webcam facing the students to allow for a mutually engaged discussion. Another example noted by a student working on a

collaborative project was where the only directive was to plan a development on a Haitian island. Combined with a lack of communication with the community partner, the project fell behind (Wilson). The lack of scope and understanding between all partners made this project difficult to succeed in, which also lead to discouragement. It is clear that communication practices need to be strengthened in order to allow for improved project flow.

An article titled "Developing Student Communication Skills while Assisting Nonprofit Organization" explores how communication can be better utilized with nonprofit clients. By evaluating the effectiveness of the communication, authenticity, transition, response, and exposure, partnerships can be better understood (Addams et al. 283). The critical point that the article reveals is the importance of establishing and identifying expectations prior to the start of a partnership (284). Most miscommunications develop due to different understandings of a project. Thus, if the students, instructors, and community partners are adamant about objectives and scope, communication will improve and provide a "transition between school and workplace standards" for students (284).

In an article entitled "Overcoming nonprofit sector challenges through improved communication," Richard Waters explores how scholars and practitioners can work in unison to advance our understanding of nonprofit communication to ensure the issues they are working on stay the main focal point (221-223). Technology, accountability, and establishing communication procedures are at the forefront of any collaborative project and key to its success. Understanding what causes the failures in communication is also important when forming initial projects. In "Recognizing Risk-of-Failure in Communication Design Projects," strategies utilized to improve communication in projects focus on what went wrong and work to improve the design before it is implemented. By anticipating the potential risks that may occur after projects

are completed, projects are able to stabilize any challenges that may arise (Yee et al. 228). All of these points and challenges regarding communication can be improved with honest, structured, and transparent communication.

Structure

Within these community partner and student partnerships, a unique balance has to occur. Both parties have to make room to fit each other in their respective schedules. Given the typical length of semesters, lack of structure can cause a project's productivity to decrease. For instance, there was a project at the University of San Francisco where students engaged with a local nonprofit focused on providing sustainable urban gardens. The instructor took the students to visit the project site which was a great experience for the students. The students were then tasked with creating garden design plans. However, according to the community partner the project objectives became lost somewhere in the process, connecting to the communication issue as well. The project developed into something that the nonprofit did not need. Consequently, while still providing great experience for the students hypothetically, it left the nonprofit with nothing they could ultimately use (Schneider). While it is not easy to coordinate the needs of all the partners, this event emphasized how important it is for clear project outcomes and structure to be established prior to a project's implementation. Making sure that this foundation of structure is in place will help keep projects on track throughout the duration.

Availability also ties into structure challenges. When the community partners or students are not on the same schedule or available to each other, the structure of the project can falter. Additionally, people instinctively pick up on others' body language and social cues. If the community partner does not make themselves available to check in on the project, students notice and it affects their interest in the project (Rizza). When there is equal involvement, there is

more energy and productivity in the project overall. If the structure does not incorporate addressing the availability for the partners to meet, it will affect the accomplishments of the projects.

Information Retrieval

Another element that factors into the structure and relates to communication is the circumstances relating to the retrieval of information. Oftentimes, community partners are also the liaison between the students and the community. Depending on the location of the project, it can sometimes be difficult for even the nonprofit to obtain the information required for a project to progress. For example, a project at the University of San Francisco required students to experiment with various building materials for a prototype house. They requested information regarding sourcing a material, and while the nonprofit tried to get the information in a timely manner, it proved difficult due to the fact that the individuals with the answer were only available certain days. In contrast, projects where the information was more readily available, students were able to make considerable progress. Factoring in the process and timing of sharing information will help projects stay on track.

Balance of Responsibilities

Another challenge that can arise with these partnerships is the work load students experience. It is important to remember that students are just that, students. They have multiple courses and responsibilities. Therefore, if they have too many projects, they could become overwhelmed, causing projects to suffer. Instructors prepare a certain number of projects so the work load is adequate to fit the level of education as well as compensate for when some projects move slower. However, some students expressed difficulty focusing when they have four or more projects. One student noted that they found it difficult to stay on top of all their projects

because they were all moving at different paces (Hirujo). Another student gave an example of how he was working on a project in China and in Nepal, but as the project progressed he felt himself being drawn more towards the Nepal project because he had a personal connection. As a result, he put more effort into that project instead of the China project (Wilson). In contrast, another student worked more on the China project, which evened out the attention provided to both. While it worked out in this case, there is no guarantee it will always end up this way, which contributes to the risk of some projects being left behind.

One of the challenges faced when working with a community partner is that the partner may be low on resources and time. Therefore, it can sometimes be difficult for them to find adequate time for the partnership. Additionally, while they do want to work on projects with students and need the assistance, they might not have the ability to learn a new system or procedure. As a result, the key to engaging and retaining community partners is keeping the involvement of the partner as simple as possible (Eck). However, there must be a minimum amount of commitment; otherwise it is not worth the time of either party. Understanding and finding a solution to create clarity for the balance of responsibilities is critical to improving these partnerships.

Motivation

Motivation is also a factor that can help or hinder a project. A student reflected on recent community design group projects, noting that when the leader of the group was not motivated, that same attitude transpired across the group (Hirujo). This is a risk due to the nature of university students. However, students are typically juniors or seniors when they patriciate in a hands-on community design course, which assumes the students are more mature and desire to be the course. Architecture is an intense curriculum that requires dedication, passion, and

genuine interest. Therefore, when motivation lacks, something must not be working. It is also observed that when the involvement of the instructor or community partner is not at the same level as the student, the student will make the project less of a priority and the quality will suffer. By encouraging equal efforts by the community partner, instructor, and students, motivation is increased.

Support for Instructors

Without the hard work and dedication of the instructors, these partnerships and opportunities would be lost. As providers of the curriculum, projects, and guidance to the student designers and community partners, it requires a lot of personal time put in by the instructors. One instructor mentioned receiving the finalized list of projects for the students just a day prior to the commencement of the term (Eck). Another noted having to rely on "word of mouth" to compile new projects (Sitabkhan). As true nurturers of the partnership, instructors work hard to keep the relationship moving smoothly and encourage student designers to connect with those in need as well as build positive relationships with others such as nonprofits trying to change the world. As the bridge between the professional world and student life, they must aptly balance the duties and responsibilities of the projects. It is no small responsibility to find ways to help students "become more self-aware and other-aware in relation to the subject being studied" (Fink 162). We need instructors to be able to continue molding young minds because they are some of the last influences on students before they enter the real world and are surrounded by numerous influences. By taking into consideration the time and work instructors put into designing these project partnerships for students in the proposed framework of tools, I can hope to support their continued efforts.

Project tools

Project tools are the programs and systems students and community partners utilize during a project. This can be a challenge because if students are using different computer design programs such as Google Sketchup and Rhino, it can be difficult to combine and share information. Additionally, if the community partner is unable to access the software program containing the project work, the project becomes inaccessible to them. There are quite a few design software programs that students have the opportunity to work in and that are being used in the field by working professionals. This poses a complication because students should be learning and improving their skills on various programs because it is actually useful information for the future. Determining how to cohesively address the use of different design programs while also creating accessible project collaborative work and deliverables needs to be addressed at the start of the project for it to run smoothly.

The challenges these projects can encounter are not always present as there are successful projects in existence, such as a break shelter for sugarcane workers in Columbia (Wachtel). However, it is only because of these successful projects that there is need for future projects to manage these challenges in a more productive manner. Successful design projects lead to more chances for improved well-being for communities in need. Challenges are only challenges until solutions can be found and that takes time. Looking at how others approach them will help inform new tools to create improved partnership relationships.

Precedents

The relational dynamics between higher education institutions and nonprofit organizations also provide models of successful partnerships. Presently, there are only a few

university architecture programs that engage in real-world projects. It is useful to analyze how these programs are structured as well as how the programs are approaching these complex community partner collaborative relationships. Additionally, considering how nonprofits structure partnerships with other organizations and businesses will provide a more comprehensive understanding of what elements are successful and what elements are not. Through these other partnerships, some of the same challenges are found and can provide critical knowledge for this particular study.

Higher Education Studies

A study done by Chris M. Lucas et al. makes the argument for experience-based and real-world learning to complement traditional studies. The private university course, "Institutional Planning and Evaluation," reveals information regarding the impact of students to nonprofits. The article indicates that an in-depth meeting between the instructor and the nonprofit leader was required prior to the commencement of the course to plan the process strategically. The goal of this collaboration was to create a "mutually beneficial partnership so that students would have practical application of gained skills and knowledge" (Lucas et al. 241). The meeting applied Allison and Kaye's seven phases of nonprofit strategic planning: get ready; articulate mission, vision, and values; assess the situation; agree on priorities; write the strategic plan; implement the strategic plan; and finally, evaluate and monitor the plan (241). Going through this process ensured that all parties involved understood the goals and progression of the project.

This article also highlighted concerns that could develop regarding the partnership. One concern was time. Due to the semester constraints and need for students to be exposed to the project as well as develop a relationship as a team and with the community partner, timing could be difficult to manage. Unrealistic expectation of effort and reciprocity was also a concern

(Lucas et al. 242). However, these concerns can be easily avoided with clear and detailed program goals, objectives, and participant roles. Students were motivated by the practicality of the work and collaboration of the work and indicated the importance of the instructor as a mentor and guide throughout the process (243). This type of collaboration can be successful as long as there is a commitment from all parties involved. It is clear that the benefits are great; therefore, it is deemed worthwhile to continue developing similar courses.

University Architecture Programs

The University of San Francisco offers hands-on project experience through their upper level Architecture and Community Design courses such as "Community Design Outreach." As a course restricted to seniors, it invites students to engage in "real architecture design/build projects for non-profits, schools, and municipalities in the Bay Area and internationally" ("Community Design Outreach"). Students have the opportunity to select a few projects from a selection provided to work on for the duration of the semester as a team (Wachtel). Throughout the semester, they participate in site visits, design reviews, and meetings with community partners on their respective projects. The outcome of the semester is to encourage and introduce students to community building and design ("Community Design Outreach").

Rural Studio is an established design-build program at Auburn University. It is an off-campus program that provides architecture students with hands-on experience helping underserved populations ("Purpose-History"). Students live in pods (small dorm-like residences) and work on a multi-phase project that is complemented by seminar courses in the Third-Year program. Fifth-Year students engage in partnerships with local municipalities and advisory boards. Within the duration of their studio class, the students are educated and engaged in designing building programs, writing grants, making presentations, and physically building their

projects ("Programs"). Students are also exposed to the construction phase of the project in a hands-on manner. Additionally, they participate in a woodshop course and develop the skills they need to design and construct furniture ("Woodshop"). This program differs from standard university architecture coursework because the students are completely immersed in the program. They live onsite and only work on studies relating to the design-build program. Many universities do not have the structure or the curriculum in place to facilitate an off-campus intensive program such as Rural Studio. However, it is still a useful example when designing solutions for improved partnerships. One element that Rural Studio engages in is writing grants. This would be a great inclusion for future programs however, it would make more sense to have it as a separate course, not just architecture so any student who was interested in the process could participate.

B.Lab is another collaborative design program housed in the Architecture Department at Academy of Art University. One of the professors of the program, Sameena Sitabkhan explained the way the program was structured, noting that the goal of B.Lab is to "cultivate and foster a spirit of diversity, equity, and advocacy for future public practice among students" (Sitabkhan). Through practical applications, the students are shown how architecture can serve all and how those in the architecture profession can create change in the community. This fairly new program has already produced great results, such as partnering with the Tenderloin Museum on a project. The end goal of the lab is to "introduce the students to the art of collaboration and participatory design, and the challenges and rewards of working with community, and provide a finished product, whether theoretical or built that we return to the community" (Sitabkhan). With this program, it is more about getting the students excited about working with and for the community. However, it faced similar challenges in creating projects. Sitabkhan has to rely on connections and network,

though noted that when an opportunity comes up, they just take it because it has the potential to become a project. No one turns down free work (Sitabkhan). Overall, this program aligns with the goals of building bridges between students and communities. It helps support the purpose of these partnerships but is still in early stages of practice. The B.Lab informs us that creating projects for students to work on is not always easy; therefore, an attempt at supporting that phase of the program is a critical focus.

Nonprofit Partnerships

Construction for Change (CfC) is a construction nonprofit that provides architectural services for other nonprofits. Essentially, they are the infrastructure that supports nonprofits empowering communities through design and project management pro-bono efforts ("Construction for Change"). By creating these opportunities for community-focused nonprofits, CfC is building partnerships through every project in which they participate. Part of their project components requires CfC to work with for-profit design firms. Construction related projects, as with any architectural design work is a complicated process. Thus, it is important to have a stable foundation and structure in order to have timely and successful projects.

Director of Operations Tim Hickory explained how CfC accomplishes their partnerships with design firms. First, they start with a client who is one hundred percent committed. Funding is fully secured and the project is cleared by both the nonprofit and client to move forward to completion. By ensuring this first step is completed, no resources nor time is wasted. Second, they partner with the design firm and secure the relationship by preparing a Memorandum of Understanding (MOU). An MOU is less formal than a standard contract, yet still binds the members to the project. It is more of a relational contract (Hickory). This document contains project schedule, scope, objectives, and commitment for both parties. The design firms typically

have a project-lead on their end who facilitates and manages the schedule of the project as well as meetings between the nonprofit and firm. Because it is treated like a regular paying client project, the projects are added to the design firm's schedule and handled the same. As for communication, typically the firm has their own procedure in place for communication, and CfC follows their lead, which helps facilitate communication in a more fluid manner (Hickory). These partnerships are successful because of the hard work that goes into the preparation of the project prior to its commencing as well as the clear understanding of expectations.

Some of the methods CfC engages are useful in a partnership with students. For example, having a memorandum of understanding is perfect for this type of partnership because it will ensure there are clear objectives and commitments determined at the start of a project. Another effective element is the concept of having a project-lead. In the student-community partnership relationship, the students are the design firm. As such, having a project lead would create a level of ownership and responsibility for the team. The CfC partnership differs in that they have secured funding and clients are 100% committed. At the university level, there is not always funding determined yet and there is the risk that the project may be dropped (Eck). However, engaging some of the practices of the CfC on a university level will improve the realism of the project.

Another nonprofit precedent is ViviendasLeón (VL). This nonprofit focuses on eliminating rural poverty in León, Nicaragua by providing resources and tools that allow communities to become self-sufficient ("Mission"). The Executive Director of ViviendasLeón, Evan Markiewicz, believes that "partnering is the way that anyone or organization creates stability" (Markiewicz). With every partner, volunteer, intern etc., the non-profit strives for a common interest and a mutual exchange of experience and education. By progressing in this

way, a relationship is developed. When people make their resources available to those in need, it is the relationship that continues to grow that makes the difference (Nouwen 276). Markiewicz stated "every partner whether a donor, a foundation, a university, or a volunteer sees an opportunity with us, and we in turn see an opportunity in the partner." When they are structuring their partnerships, they begin by sharing the context of the communities that the proposed partnership will be affecting as well as what ways the partner can support these efforts (Juarez). Once that is established, they work in collaboration with the partner to develop the project, focusing on the needs and resources available. In order to define the details, they engage in a series of video conference calls (because the partner is in another state) and then establish a person to manage to the project. They have designated this person to be the Customer Relationship Manager, whose main role is to keep projects on track, similar to a project lead (Juarez).

The methods ViviendasLeón use with other partners are simple yet cohesive. During project development, the VL team and the partner examine the resources available. This method would be a beneficial addition to the architecture students' partnerships because it would help in the planning process. When resources are unknown, it can result in project delay or incomplete data. Utilizing tools like video conferencing when the nonprofit is not local is also a great way to improve relationship moral. By visually seeing each other, the partnership will be more successful because the individuals involved witness each other in action.

Business Partnerships

Partnerships in businesses have been present for decades. Businesses have thrived for many years based on various practices, such as how they situate themselves in the market. Considering how businesses address relationships with nonprofits provides an additional

perspective in understanding partnership relations. Furthermore, taking the time to nurture these relationships is critical in any partnership. Their success depends on how well built the relationships are and their potential strength (Joyaux loc. 6990). In order to survive and be successful, support is required.

"Small Business-Nonprofit Collaboration: Locally Owned Businesses Want to Take Their Relationships with Community Based NPOs to the Next Level" explores the reasons behind why some small businesses engage with nonprofit organizations. Olga Zarepilina-Monacell came to this conclusion after conducting a qualitative study centered on questions connecting the level or involvement of small businesses with the community. The results suggested that small businesses were less likely to go the financial sponsorship route, rather they engaged on a more community related level, which indicates that they wanted a more in-depth relationship (Zarepilina-Monacell 219). The type of relationship the businesses desired with nonprofit(s) encompassed a range of involvement such as donating money and reading the NPO's newsletter. One interesting insight gained from the study was that some businesses believe that NPOs do not express thanks to the businesses enough for their assistance and wish that there were more effort put into nurturing these partnerships (225). Thus, this article further supports the need for any partnership to spend considerable time developing its relationship.

The examples drawn from the higher education studies, university architecture programs, nonprofit partnerships, and businesses lay a foundation for possible recommendations and tools to improve the architecture student and community partner engagements. The precedents also reinforce the idea that practical application is important to the support of communities and the student's education. By integrating collaborative, hands-on design projects, students are able to learn that "the right to a means of livelihood is therefore the most basic of all human rights"

(Lechner and Boli 590). It is important to help nurture that growth by creating opportunities to instill the desire to be global citizens in young architecture students. With this understanding of the challenges and precedents that exist with these partnerships, recommendations and proposed tools can follow.

Recommendations

Community partners and university-level architecture students' partnerships must be understood as fluid and evolving. Unlike architecture firms, these partnerships are not a full-time job. Similar to architecture firms, the projects grow as time progresses. Therefore, instead of designing a specific protocol for these partnerships to utilize, one must be created that allows for adaptability. As we know, the world has come a long way in terms of partnerships. Due to the growth of technology, students have more access to information and each other than ever before. As each new generation enters the world, their experiences will differ due to the constant change and innovation that circles the design world as well as the underserved communities. Daniel G. Groody writes that a "community thrives when it gathers together generous people," supporting the idea that these collaborative partnerships nurture a more inclusive mindset and helps communities become successful (Groody loc. 6379). However, by focusing on integrating adaptable systems to support their engagement with community projects both locally and abroad, the students will be able to handle future projects with more ease.

Previously, I outlined the main current challenges regarding what elements can cause a nonprofit and university architecture students' partnerships to be unsuccessful. As a reminder, they are as follows: communication, structure, availability issues, information retrieval, and balance of responsibilities, motivation, support, and project tools. Thus, the proposed tools

outlined below, as well as the attached project toolkit in the appendix, aim to address these challenges. While they might not work for every condition, the hope is that they can act as a foundation to ensure more successful projects and mutually beneficial outcomes arise from the partnerships. These adaptable tools have the potential to encourage more partnerships and create more awareness and exposure for both students and community partners.

Memorandum of Understanding (MOU)

The first proposed solution to creating better-defined mutually beneficial partnerships between university architecture students and nonprofit community partners is to put more thought and focus on the initial agreement. It is important to take the time to do the groundwork and communicate expectations. Engaging in this process ensures the project avoids adopting a mindset of "my work" vs "their work." Rather it is considered "our work" and as a result, creates an element of equality and common goals (Korum 104). The purpose of a Memorandum of Understanding (MOU) is to ensure that both the students and community partners understand the objectives. Sometimes the project is simple and does not require such a document; however, having one creates a sense of professionalism and obligation to the project. There will be cases where the project scope is predetermined before the semester begins due to it being a part of a prior course or a previous agreement. No matter the reason, within the first week of the course it is critical to the project's success that the students review the agreement. Starting everyone off with the same knowledge will allow for a more fluid partnership. Additionally, it provides an opportunity for any clarity needed as well as ensure information is current. The work completed by the students and community partners have the potential to develop the knowledge and skills to make effective designs and sustainable solutions. However, this is only fruitful if goals are agreed upon and the outcomes are clearly defined (Wood et al. 627).

Students and nonprofits are each other's constituents. This means that they both seek something valuable from each other as well as are associated with one another because they want to be there (Joyaux loc. 7025). The MOU addresses the issue of accountability between both the community partner and students. It also provides a place to address other challenges that may arise such as how often the community partner will meet with the students, as well as what format will be most efficient to communicate. Determining these components from the start will create equal expectations and create less risk for future issues. Another factor that makes MOUs appealing is that it takes away some of the project unknown factors and as a result, lowers the pressures on instructors. MOUs are also similar to the process students who continue into the field of architecture will be engaged in when they form contracts with clients. Teaching students the front-end process to typical partnerships will nurture a well-rounded education and create informed future workers.

Project Phases Tool

The next proposed tool aims to create a more defined structure to the partnership in terms of the project scope. By breaking up the overall project into phases, the community partner is encouraged to think about the objectives and results they wish to see. In addition, the instructor will be able to use it as a guide to structure their semester and determine schedule. The project phases will mirror that of professional working architecture firms, which creates the opportunity for students to learn the real-world process. The project phases are conceptual design, schematic design, design development, construction documents, pricing, presentation, and deliverables.

The appendix contains the more in-depth description of each phase in the project phase tool; however, I will briefly describe the phases here. The first phase, "conceptual design" is where initial project research and scope will be determined. If a project stretches more than one

semester, repeating this phase at some scale helps bring everyone up to date on the specifics of the current scope. The second phase, "schematic design" will engage the students in preliminary designs based on the project scope and derived from the project research. Following this phase is "design development" in which students will take those initial concepts and after narrowing them down, switch their focus to refining and developing them. From there, the students will work to produce precise, detailed drawings and models as well as check any code requirements in anticipation of getting pricing or providing the community partner with finalized elements. This occurs in the "construction document" phase and can be adapted to fit the project type. Following is the optional phase of "pricing" in which students will work to obtain the costs of the overall project. This phase, while educational to the students is optional because the nonprofit may or may not already have resources in place to handle the project after design completion. The final phase, "presentations and deliverables" must occur in every project at the end of the phase or semester. It is important for the students and community partner to have clean deliverables and project information in order to continue to proceed with the project. Overall, the Project Phases tool will allow instructors and community partners to break down the scope of their ideas and desired outcomes into feasible sections. By completing each phase prior to moving on to the next, communication and accountability is prioritized and projects will be more likely to stay on track. All the phases provide a foundation from which the project can grow, as well as provides opportunity for the project to be adapted to fit the current needs.

Project Team Roles

Behind every great, successful, smoothly executed project is a great team, no matter the type of organization. The reason for this is the team; every person wants to be there, excels in their position and feels it is honestly the right fit. The feeling can be described "as if our spirits

react to this discovery with a resounding 'Yes! This is the way it is supposed to be- this is who I was created to be'" (Clifton et al. 10-11). While students may not always be the most motivated, for this project, we will hope that they are taking the course by choice and have a strong interest and desire to do well. There will always be those who are not as committed, as students are still young adults. One suggestion to avoid lack of commitment is to give each student a specific role in the project. This will help to create ownership as well as accountability. While each project will differ in scope and size, the suggested roles provide a solid framework. There will be times where there will be more students than roles or vice versa; thus, as long as a student has at least one role in one project, a balance of responsibilities will occur.

The project team roles will be as follows: mentor, client, project lead, research lead, design lead, drafting lead, and visual lead. Each role leads an area of the project and is defined in Appendix I. However, in order to encourage this process of assigning roles and their success, there must also be a follow-up check to evaluate whether or not the role of each student is working (Wachtel). If a student is having trouble in a role, needs help, or perhaps it is just not the best fit, the evaluation that takes place roughly one month in or halfway through the semester will help clear up any uncertainties.

Project Calendar & Agenda

Utilizing a semester calendar and weekly agenda will create structure, deadlines, accountability, and the ability to plan ahead. While there may be set backs, having an initial schedule to guide the project's progress will help the collaborative project progress in a timely manner. The calendar also provides a visual for students and community partners to be aware of and plan other responsibilities around. The semester calendar, which can be broken up into months, can be used to schedule community partner meetings, instructor feedback reviews, and

overall project milestones. The weekly agenda can be used to focus on more detailed goals, providing structure to the class. It can be as simple as a list of items to complete or complex as a detailed outline. Whatever it may be, having it in writing allows for the students and instructor to be on the same page with expectations of where the project should be. It also provides a point of reference for project progression. One of the reasons projects fail is the lack of communication in due dates and schedule. This simple yet important step will increase the probability that projects will reach a point of completion prior to the end of the term. Sample calendar and weekly agenda can be found in Appendix I.

Project Acquisition Team

Each semester, one of the course projects will be project acquisitions. A team of students will work together to network and reach out to local and international potential nonprofit community partners. The objective of the team is to initiate relationships for interest and work with a community partner and work to develop a project scope and objectives. With the guidance of the instructor, students experience exposure to the project formation and relationship building, which are critical elements in community development work. Cultivating these projects and working out the details prior to the project commencing in a class will help it move smoothly as well. Instructors are able to structure this team how they see fit, whether it be with a list of preapproved initial nonprofits to reach out to or simply determining specific project categories such as education. This team also helps alleviate some of the pressure off the instructors, who are using their own time and resources to source these projects. Additionally, introducing this process as a project facilitates an opportunity for students to link theory and practice by allowing them to develop skills and strategies they can utilize once they have completed school (Feiman-Nemser 1021).

There is a possibility that the students may not achieve any new partnerships within the course of a semester, while not ideal, is acceptable. The students are learning through this process of client relations and this will increase their appreciation of the efforts that go into establishing partnerships. Similar to the practices of social enterprise, these types of collaborative partnerships between university students and community partners require the two parties to co-create with one another. This ultimately allows for improved relationships and equally desired outcomes (Lynch and Walls 107). Students have to work collectively to co-create future projects, providing education on compromise, adaptability, accountability and communication practices.

Conclusion

Integrating participation of the students and community partners on projects builds confidence, awareness, and experience for both to use in their future work. It has the power to encourage individuals to take steps towards fixing problems that exist and creates the opportunity for students to learn and become better neighbors to the rest of the world (Moe-Lobeda 2). There will always be challenges students and community partners will face, but improving the working relationship between them will help to create mutually beneficial results as well as allow for the focus to be on the projects and not the relationship.

Successful collaborations rely on effective communication and timing. Student and community partnerships with an architecture and community design project focus are no exception. There must be considerations made to the local environment and responsibilities of all parties involved. As a reminder, the goal of this thesis project is to find a way to actively engage the students and community partners in an equally beneficial manner through the design of a

systematic, yet adaptable project tools that will help both parties produce useful material. Hopefully, these tools can be utilized to engage other architecture programs in the partnership with nonprofits, cultivate minds to help communities in need, and provide much-needed support to various nonprofits and instructors. As Simon Sinek explains, by creating an environment in which others can thrive, great ideas can not only form, but prosper (99).

These collaborative partnerships have the ability to produce amazing results. Architecture students who engage in real projects with community partners are not only exposed to the experience of working on actual projects but develop an important awareness of the realities of the world. In addition, "research indicates that student learning is often accelerated when students are motivated to have a reason to learn" therefore, these collaborations are effectively increasing the level of education students receive (Roggow 28). Community partners who engage with the students are helping the future of nonprofit organizations by shaping the future workforce. By helping these projects improve their structure and process, the mutual benefits for students, instructors, and community partners will be increased. Through the proposed recommendations and tools, I only wish to help improve an already existing wonderful partnership endeavor and create the opportunity for more architecture programs and community partners to engage.

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APPENDIX I: Collaborative Project Toolkit

COLLABORATIVE PROJECT TOOLKIT

FOR

UNIVERSITY ARCHITECTURE STUDENTS

+ INSTRUCTORS

+ COMMUNITY PARTNERS

2018

TOOLKIT GUIDE

The purpose of this toolkit is to provide resources and tools for architecture students, instructors and community partners to utilize throughout all phases of a collaborative project, with the goal of improving communication and project methods. A project is only as good as the team supporting it and it is the hope that the tools provided can assist or inspire teams and improve project flow.

HOW TO USE THIS TOOLKIT

Each tool will have a description of how it can be utilized within a collaborative project and support the parties involved. Instructors, students, and community partners have the option of using all or part of each tool to reinforce the communication and structure of their projects.

CONTENTS

TOOL # 1

MEMORANDUM OF UNDERSTANDING

DESCRIPTION

The purpose of the Memorandum of Understanding (MOU) is to ensure that project and collaborations start off on the same page. By simply outlining a few key items, team members can progress through the project more efficiently and therefore be mutually beneficial for the students, instructors and community partners. The MOU creates ownership for the project between the students and community partner and identifies important details. It outlines partnership objectives, scope, schedule, review, information retrieval process, team roles, deliverables, and contact information. Having this information documented allows both parties to refer back to it at any time and allow the communication process to flow more smoothly. While it may seem like more effort to set up from the start, it is a good process to engage in to ensure that no one's time or expectations are wasted and mutual benefits are obtained. (Note: all fields are expandable as needed).

Memorandum of Understanding

Between

University Course Students

And

Community Partner

For

Project Name

This Memorandum of Understanding establishes expectations and objectives of proposed partnership and holds the parties above to a level of accountability for proposed project.

1. Partnership Objectives
Community partner and instructor (& students if appropriate) define and list in this section 3-5 agreed upon objectives and goals for the project. Expand box as necessary.

2. Scope
Description of proposed project scope that has been confirmed by both the community partner and instructor. Include Project Phase(s) to be worked on. (See Tool #2).

3. Schedule
Brief outline of project schedule with major milestones listed that are agreed upon and determined by both parties.

4. Review Meetings
Community partner agrees to meet with students a minimum of _____ times during the semester on the dates listed below (can be general if needed).

5. Information Retrieval
Describe below: the method, format, and timing of the exchange of information. (Example: students will send questions to community partner every Tuesday. community partner will reply by Friday).

6. Team Roles
List below the members of the team and their roles, including the instructor and community partner.

7. Deliverables
Describe the desired deliverables to be completed at the end of the term and format in which the project will be given to the community partner.

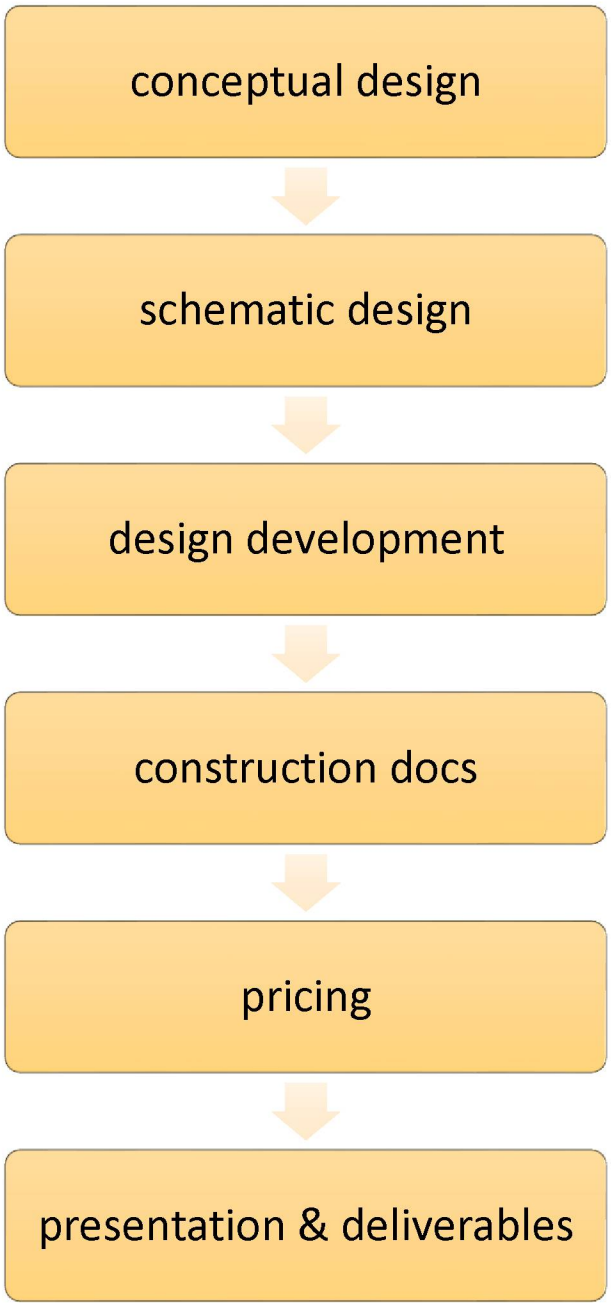
Team & Contact Info
Community Partner: Instructor: Student Team:

Approved by:

Community Partner: _____ _____ Date_____
Instructor: _____ Date_____

Tool # 2

PROJECT PHASES



DESCRIPTION

Utilizing project phases will allow projects to be fully developed before moving onto the next phase, although occasionally phases will overlap. Project phases create a natural order which allows the project to develop smoothly. The format of phases provides flexibility within the semester system of universities. Each phase can be easily adapted for the requirements and constraints of a partnership and project. Phases also provide the option for project continuation with new team members in more coherent and comprehensive ways. Additionally, the phases mirror that of real architecture firms, providing students and community partners (CP) with realistic exposure as well as the opportunity to bring in practicing professionals. During the semester, one or more phases could be utilized depending on the project scope. However, key to the success of the project is to ensure that each phase is completed fully prior to moving on to the next phase. Documentation as well as communication between the students, instructors and community partners, will ensure that each phase is on track and meeting its goals.

If there is ever a time where a phase is completed too close to the end of the term to begin another, then students should work to refine the deliverables and/or explore any additional ways they can improve the current phase. Ideally, phases should be started with an appropriate amount of time left in the semester for them to be completed in full. However, completion is not always possible. If that situation occurred, then it would be important to stop all new work a minimum of two weeks prior to the end of the term. This would ensure appropriate time to compile research, drawings, designs, files etc., in an organized package with description. That way, next term students will be able to engage in it easily or the community partner can take over from there. Providing structure in this form will help create completed work that can continue to be used. Additionally, at the start of each phase, the original agreement or MOU can be reviewed to allow for the students to be up to date on expectations, scope and objectives.

Phase I: Conceptual Design

This phase will always occur at the beginning of a semester for every project. Typically the instructor will have the scope and initial project information already determined. However, it important to review that with the students.

Objective: Research project and clearly define goals and expectations.

Activities:

- Confirm scope.
  - Review project goals, purpose, and expectations.
- Meet with community partner (either in person or video call).
  - Engaging in this meeting early on establishes a relationship and level of commitment that will link students to the project.
- Define the goals of the project.
  - Create a list of the goals of both the students and community partner.
- Define expectations of the community partner and student.
- Preliminary research and compilation of existing data & conditions.
- Formulate initial questions for community partner and set up an agreed upon system for communicating questions and answers.
- Plan out project schedule with team and determine roles.
- Decide on project presentation deliverables format.
  - It is good to have this in mind while working on the project through the phases. It will allow for Phase VI to be more seamless.
- Review and/or update project MOU.

Note: This phase should take 1-2 weeks typically. These activities will be completed for each project being worked on. All the information created in this phase needs to be placed in an easily accessible location for everyone on the team to refer back to as a guide and reminder of the purpose of the project. The instructor will sign off on the phase and a copy will be provided to the community partner after details have been finalized. Students are welcome to utilize a system they are familiar with, such as a shared Google Doc or calendar to organize their project goals. **Recommendation**: Create a project schedule for each project on a 24x36 piece of paper and hang it in the classroom as a weekly reminder of project progress.

Phase II: Schematic Design

While in Phase I, students and instructor will determine the timeline for this phase.

Objective: Prepare and narrow down design concepts. At the end of this phase, students will have a rough set of drawings and models, but design direction will be mostly determined.

Activities:

- Review project objectives and use that information to guide initial sketches.
- Individual quick design charrettes based on scope and research.
    - Minimum 5 per student – this exercises encourages students to explore their creativity regarding any type of project. Coming up with more than one design at this stage allows for in-depth review and thoughtful consideration of options.
    - Fun variation – put a time limit on some of the design charrettes and use big markers. Opens students up for bigger picture thinking and makes it less about the little details.
- Peer and instructor review.
    - A review will help students flush out what works and what doesn't. It is important that students don't see designs as fails or bad, rather they see how the elements are not supporting the objectives.
- Meet with community partner (if possible).
    - Once students have narrowed down concepts with the instructor and team members, (ideally as scheduled), have a meeting with the community partner or compile designs and send to the CP for feedback.
- Start drafting and modeling basic plans and elevations. Focus on big-picture items such as rooms, circulation, location onsite and other initial items depending on the scope. If the project is not a structure, start drawings and modeling the project in a format determined with the instructor.
- Regular team meetings to make sure project schedule is on track.

Note: There are cases where projects will slow down due to information or waiting feedback. If that is the case, students should focus on refining their work.

Phase III: Design Development

While in Phase I, students and instructor will determine the timeline for this phase.

Objective: Take finalized and agreed upon schematic designs and/or direction and refine and develop them into a format that can inform the next phase(s).

Activities:

- If it is a new group of students, spend 2-4 classes reviewing project MOU, scope, objectives, current materials, and designs for the project.
- Determine (with CP) when community partner meetings are at the beginning of class. This will ensure community partner is free as well as give students a deadline and motivation to reach a certain point.
- If applicable, review any building codes and permit conditions to ensure the design will conform to requirements.
- Develop 3D models to a level of presentation quality.
    - This is the phase when the project becomes the most visual in design. It will help community partners understand the project better if the models are presentation quality as well as consistent in their looks.
- Develop CAD drawings of the project (or the equivalent) with more detail.
    - Elevations, site plans, floor plans, roof plans, ceiling plans, details (to be decided by the scope of the project with the guidance of instructor).
- Students start to think about materials and details.
- Regular feedback from the instructor.
- Regular team meetings to make sure project schedule is on track and adjust as necessary.

Most important: Schedule regular meetings and feedback to make sure the project keeps moving. Use the project schedule regularly and check off tasks when completed. Set goals for each week. **Note:** There are cases where projects will slow down due to information or waiting feedback. If that is the case, students should focus on refining their work or exploring alternative options. While the community partner may want to move one direction, it is useful to explore other options and why they may or may not work to grow student's knowledge.

Phase IV: Construction Docs

Before the start of this phase, Phase III must be completed. This phase is also optional depending on the scope of the project. Not all projects will require this level of detail.

Objective: Prepare Computer Aided Drawings (CAD) drawings and models to the point of being ready for construction and pricing. Review any permit requirements (if applicable) and confirm the design will meet regulations.

Activities:

- If it is a new group of students, spend 2-4 classes reviewing project MOU, scope, objectives, current materials, drawings, and models for the project. Familiarity with project is key. While students might not be participating in the first phases, they will gain experience in how to structure construction documents.
- Determine (with CP) when community partner meetings are at the beginning of class. This will ensure community partner is free as well as give students a deadline and motivation to reach a certain point.
- Work with the team and instructor to determine a list of what drawings are needed, what format, scale, program and assign to each person.
    - Example: student 1 will draft and note the plans, student 2 will draft and note the elevations. Since these drawings need to be consistent with each other, the students need to actively work together to make sure the files match up.
- Regular feedback from instructor and team.
    - Tip: Print out drawings to mark up. This will make it easier to track changes throughout the project.
- Regular team meetings to make sure project schedule is on track and adjust as necessary.

Most important: Regular meetings and feedback to make sure the project keeps moving. Use the project schedule regularly and check off tasks when completed. Set goals for each week. **Note**: At this phase, the design is completed. Therefore project lag is less likely because students will be working to create a complete set of drawings and models.

Phase V: Pricing

Before the start of this phase, Phase IV must be completed. This phase is also optional depending on scope of project and direction of the community partner.

Objective: Determine project costs and obtain an understanding of how bidding works. Learn how to source materials and project fees.

Activities:

- If it is a new group of students, spend 2-4 classes reviewing project MOU, scope, objectives, current materials, drawings, and models for the project. Familiarity with project is key. While students might not be participating in the previous phases, they will gain experience in how to price a project.
- In collaboration with community partners, determine the meeting schedule at the beginning of the class. This will ensure community partner is free as well as give students a deadline and motivation to reach a certain point.
- Work with the team and instructor to determine and create a pricing document.
- If the project is being constructed elsewhere or isn't a structure, such as a community garden design, creating a document that breaks out all the associated costs will help the community partner understand what is needed and how to move forward.
- Research project bidding and the process for bid and negotiation.
    - All projects go through this phase, so exposure to it gives students a foundation to start on.
- Regular feedback from instructor and team.
- Regular team meetings to make sure project schedule is on track and adjust as necessary.

Most important: Schedule regular meetings and feedback to make sure the project keeps moving. Use the project schedule regularly and check off tasks when completed. Set goals for each week. **Note**: If a community partner does this on their own or has their own system for this, students could do a hypothetical pricing exercise.

Phase VI: Presentation & Deliverables

This phase is crucial to engage in after every phase or at the end of every semester.

Objective: Create clean files, models, presentation images etc. as well as package it in a completed format so that future work can be done seamlessly.

Activities:

- Determine with instructor and/or community partner what type of deliverables are required.
- Clean up all drawing files and convert to one drafting program type or one layout.
- Clean up all model files, with layers and views.
- Organize all images into a usable format accurately labeled.
- Create final presentations as required by instructor.
- Ensure everyone on the team, instructor and community partner has all the same files and correct documentation.
- Meet with community partner to review final materials (if possible).
- Regular feedback between instructor and team.
- Regular team meetings to make sure project presentation and deliverables are on track and adjust as necessary.

Most important: This phase is critical because it takes all the hard work that the students, instructor and community partner have done and puts it in a usable format. Students may be working on different programs, so there is a need to translate all related files into a format that is usable. Ensuring the files are organized and clean will make it easier for work to continue.

Tool # 3

PROJECT TEAM ROLES

DESCRIPTION

Assigning and defining team roles in a collaborative project is key to making the roles function well and project progress smoothly. The roles may be simple, but as long as they are defined and clear, everyone will know their part. When everyone knows their responsibilities and expectations, it is easier to understand each person's accountability and ownership in the project. Instructors have the option of making these roles as simple or as complex as they feel is necessary, as long as there is transparency. The next page will provide a sample of roles and descriptions that can be used as is or adjusted as required. All student team members will work on designs and ideas as the project requires. The student roles within a project help to provide structure within a project. Additionally, the project will benefit from the structure the roles bring to the project and process. However, it is also important to evaluate how students are doing in their given roles about a month into the project. This allows for support and clarity to be provided if needed. Also, if students feel like they aren't functioning well in their role, it provides a natural transition for them to switch or take on a different responsibility.

Role	General Responsibilities
Mentor (instructor)	• Creates & agrees on project objectives • Defines overall due dates and expectations to students • Communicates with client • Supports & guides students in project • Weekly reviews & check ins with students • Answers questions • Provides feedback
Client (community partner)	• Creates & agrees on project objectives • Meets with students multiple times throughout the semester • Provides pertinent information regarding project • Answers questions that arise during project • Evaluates design and provides feedback
Project Lead	• Manages the schedule created by the team • Keeps track of project progress based on the goals set by team • Coordinates team members assigned duties • Communicates with instructor and client project progress
Research Lead	• Manages all research acquired for the project and during the project • Updates research information and ensures all members have access to the same information. • Works with instructor and client to obtain information
Design Lead	• Manages overall design concepts • Documents feedback and assists team members in integrating reviews
Drafting Lead	• Manages project documentation and format • Works with the team members to create a system of drawing standards • Reviews drawings to ensure clean files, consistency and that the information included is logical
Visual Lead	• Manages the presentation and visuals • Works with the team to create the materials needed for reviews and final project deliverables

Tool # 4

PROJECT CALENDAR & AGENDA

DESCRIPTION

Semester Calendar: At the start of the semester for each project, the instructor and students, with the input of the community partner, plan out project milestones and important dates for the semester, such as "research completed by *date"* and "meeting with community partner on *date.*" Include the agreed upon feedback meetings (as possible) with community partner. Having milestones on the calendar will help everyone stay on the same page as the project progresses.

Weekly Agenda: Each week, instructors and students should check in with the overall calendar and make a weekly agenda. Additionally, they should review the previous week's agenda and evaluate their completion. If any items did not get addressed, then it should be added to the next week's agenda. Instructors and students can format their agendas to work best for them, however it is important that every team member is able to access the agenda at any time, whether it be through a shared document or located in a shared space.

Semester Calendar Example

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Complete Classroom Design Research	3	4	5	6
7	8	9	10	11 2pm Mtg with CP	12	13
14	15	16	17	18	19	20
21	22	23 Team Mtg	24	25	26	27
28	29	30				

Sample Weekly Agenda

Project Name: School Building Design

Week of: April 8th

Goals of the Week

1. Research classroom needs for age group
2. Compile questions for community partner
3. Finalize 3 schematic plan options
4. Model 3 options in 3D
5. Meet with instructor

Tool # 5

PROJECT ACQUISITIONS TEAM

DESCRIPTION

The purpose of the Project Acquisitions Team is to provide additional support to instructors as well as create exposure to the process of building relationships and clients. Students will research potential partners and send out initial inquiry emails. Once a partner has been identified, the students, with the guidance of the instructor, can work with the new community partner and/or project idea to assemble the details and goals of the project. Instructors have the option of structuring this partnership how they see fit. They may already have a few potential partners lined up that need further developing the students can work on, or even just provide categories and rough parameters in which the students can research potential partners from. Utilizing the Memorandum of Understanding and Phase Tool, the projects will have the opportunity to be more detailed and therefore able to progress more smoothly once introduced into a semester. Supporting the instructors in this part of the collaborative project process will help project partnerships improve overall.

Project Outcomes

- To source, prepare and research potential projects with community partners.
- Develop skills in forming partnerships with clients/community partners.
- Determine project scope and details, utilizing the Memorandum of Understanding as areas of focus.
- Provide support to instructors.
- Improve understanding of project process.
- Uncover any potential risks the project may have.
- Build up a database of future projects, contacts, and community partners.

Sample Format

The first two weeks of the semester, students will research 2-3 potential community partners. Instructors will provide students with a list of general requirements for the projects, such as example scopes and course objectives to provide initial direction for the student's outreach. The students will draft initial interest inquiries with final review by the instructor. Additionally, a collaborative document will contain a list of contacted community partners/nonprofits and what their potential follow up action should be. Students will update this document as they uncover new partners or do any follow ups. This will help students and instructors to avoid contacting potential community partners more than once, as well as follow-up with those who may want to be involved in the future. After a successful contact, students will go on to work with a liaison from the potential partner and instructor to develop potential future projects for the architecture courses. It is important that the instructor oversees and signs off on the projects to make sure they align to the university coursework.

Sample Letter of Inquiry

Hello [Potential Partner],

I am a student of [Architecture Program] at [University] and we are looking for potential organizations to partner with for collaborative projects. We believe that real world practice is important to our education and offer ourselves as a resource. [Fill in program mission or partnership objectives]

Do you have any potential projects that require assistance or would you be open to discussing a few ideas for future projects?

Sincerely,

[Student]

[University Contact Information]

Sample Collaborative Partnership Database

Organization	Contact	Project (s)	Action
Asian Neighborhood Design	Suzuki ss_info@andnet.org	Community Garden in Haight	Planning Stage
ViviendasLeón	Evan M em@viviendasleon.org	Community Center	In progress Spring Semester 2018
Construction for Change	Tim H tim@cforchange.org	TBD	To be contacted