BEYOND BUILDINGS, PROGRESSIVE PLANNING: IMPROVING COLLABORATION AMONG DESIGN AND COMMUNITY DEVELOPMENT PROFESSIONALS

A Thesis
Submitted to the Graduate Faculty
of the
North Dakota State University
of Agriculture and Applied Science

By

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In Partial Fulfillment
for the Degree of
MASTER OF SCIENCE

Major Program:
Community Development

March 2014

Fargo, North Dakota

North Dakota State University
Graduate School

Title

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The Supervisory Committee certifies that this ***disquisition*** complies with North Dakota State University's regulations and meets the accepted standards for the degree of

MASTER OF SCIENCE

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ABSTRACT

This research presents a basic understanding of the relationships among design and community development professionals. If their collaboration progresses, there might be a rise in vibrant and sustainable communities. Research participants included 22 professionals comprised of architects, engineers, planners, housing specialists, community/economic developers, and educators. Research questions focused on methods of community building, roles and levels of involvement, and ways to build and strengthen relationships critical to community development. The prevalent themes found in the interviews were related to roles and responsibilities, first impressions, trust, challenges, and moving forward. Conclusions are that all participants think collaboration among each other is extremely important, roles and responsibilities should be clearly defined and adopted prior to starting projects, and a lack in trust might suggest trust-building efforts. Implications of this research include increased and improved collaboration among design and community development professionals, vibrant and sustainable communities, and increase research in this topic.

DEDICATION

This work is dedicated to community members, the audience looking to create vitality and sustainability within their communities and professions, and family, friends, colleagues, and professors who have provided encouragement, education, and rejuvenating departures. In countless ways, you have all contributed to this research and for that I am grateful.

PREFACE

"If we rely on good design alone to create walkable, livable places, to create community, or to advance smart growth, we cannot fully achieve our visions. Likewise, if we rely only on understanding the community without adding good design, we will also fail to fully reach our goals. With good design, knowledge of the community, and full participation of the people, we will succeed." –Parris N. Glendening (2014, p.xvii)

My undergraduate degree is a Bachelor of Architecture; I have completed all the necessary work to take the Architectural Registration Exams. Candidates passing these exams earn a license to practice while upholding a code to protect the public's health, safety, and welfare. Since my 2006 graduation, I have seen an increase in focus on environmentally and socially sustainable design. If architects lack a strong sense of environmental and social responsibility and are not committed to a sensitive and sensible approach when responding to community needs, they will fall short of their code. An education in Community Development presented me with a greater opportunity to impact communities with positive and lasting change. If all design and community development professionals were required to learn the teachings of community development, surely the professions would advance and we would all be thoughtful leaders developing better communities. Seeing we are not, the force behind this research was a thought that design and community development could be improved for the overall well-being of communities. That improvement would be a boost in professional collaboration and citizen participation. Knowing that community development professionals have a deep understanding of communities and design professionals have the compulsory skills and creativity needed to move a project forward, the concept of increased and improved collaboration seemed logical.

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INTRODUCTION

The initial question behind this research asked how communities could become more vibrant and sustainable through architecture and community development. The major motivators were inadequate citizen participation found in the design profession and deficient collaboration among design and community development professionals. The concept seemed like a simple equation; design professionals are creative and have the compulsory skills to move a project forward and community development professionals understand communities, when combined the outcome would be increased citizen participation and improved community development or communities that better serve their people. It is important to note that the intent of this research is based on improvements that promote the best possible outcomes, not utopia or perfection. Community development projects are not solutions to social problems, but they do have an effect on people; for that reason, positive and meaningful impacts are important.

What is a Vibrant and Sustainable Community?

A vibrant and sustainable community is a healthy community that is living and growing (Flora et al., n.d). Strengths and assets within the community are equally weighted and developed to serve as tools for capacity building, smart growth, and transforming or minimizing weaknesses. Collaboration is diverse and strong, both within and outside of the community. Planning is flexible and mission driven; decisions are given careful thought and consider the past, present, and future. Social interaction is rich and citizens feel a sense of place, pride, and ownership regarding their community. Vibrant and sustainable communities are model communities that have invested in the well-being of their citizens.

Research Statement

Although research participants were limited to design and community development professionals, this research is ultimately about people and their communities. The simple intention of the research is to improve collaboration among design and community development professionals. The major intention is more complex, which is to increase the development of vibrant and sustainable communities through thoughtful collaboration. Design and community development professionals play a significant role in community building so effective collaboration is important. Community development professionals work with people on a wide range of issues and often have a deeper understanding of them within a given community; they may be a vital link connecting people and design professionals. Thus a strong relationship between design and community development professionals seems critical in order to improve today's design and community development practices. This research will attempt to understand relationships and identify ways to improve collaboration, ultimately leading to a rise in vibrant and sustainable communities.

Research Problem

A significant disconnect often exists between design professionals and the communities in which they design; citizen participation suffers as a result (Figure 1). For many designers, there is an initial phase of the design process specifically meant for making that connection, but its implementation is often limited, inadequate, or altogether eliminated. A similar disconnect exists between design and community development professionals. Consequentially, the problem is twofold and the issues are interrelated; oftentimes dependent on each other. If certain components of the design and development processes are improved and implemented as a

combined effort among design and community development professionals, communities should benefit from improved design and community development that better serves its people.

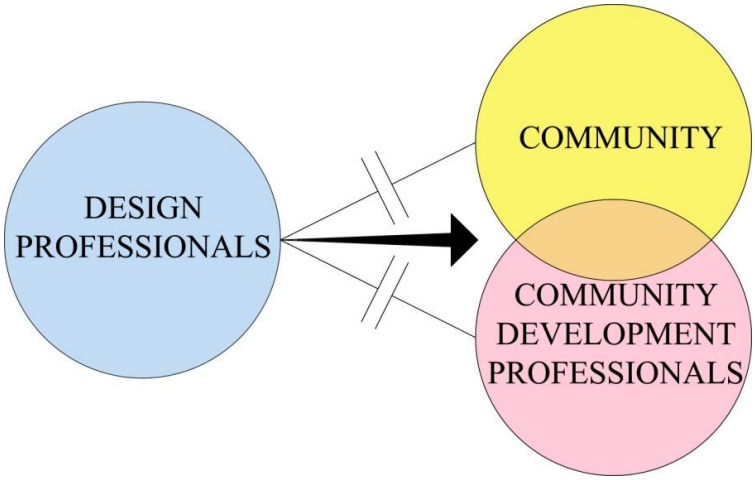

Figure 1. Disconnect: Moving design professionals toward the community and community development professionals would create an overlap or opportunity for collaboration**.**

Examples: How Poor Planning and Design Influence Society

A partial reason that communities can fail citizens is because design and development phases meant for citizen participation are often ignored or minimally performed. There is a possibility that design professionals misunderstand people and would benefit from the guidance of other professionals. Even the best design and planning attempts can produce unwanted outcomes, some of which worsen societal matters. Consider low income or affordable housing projects that brew social stigmas, violence, and crime. Many of these projects defined boundaries, which translated into territories or turfs and in many cases became havens for crime and violence. Maybe the first reality is that designers cannot fix societal issues through design, although they may have the ability to influence it in one direction or another. Low income projects of the past certainly promoted some of the problems they continue to experience based on design and planning. For example, concentrating low income families to a single area rather

than designing mixed income/mixed use neighborhoods. Many federally funded projects of the fifties concentrated single races to one area and contributed to racial segregation. Design disregarded decent lighting which created dark pockets and several corners were created as a result of dense, multi-building layouts. Even landscaping promoted unsafe areas (e.g., hiding areas). At one time, some elevators were designed to skip floors, stopping only at every three floors. As a result, people were attacked or robbed in the stairwells between floors (Pruitt Igoe Now, 2014). Also, building materials could be described as cold, harsh, inexpensive, or inefficient. Based on past failures, it is clear that there should be better attempts at understanding other components before planning begins, especially regarding social structure.

Research Objectives

The research objectives were designed to improve the community building process by focusing on opportunities that may arise from project collaboration among design and community development professionals. Initiated through community goals and shared visions, their collaboration would improve the overall process, leading to better design and planning and ultimately more vibrant and sustainable communities.

1. Status: To better understand the current methods and their applications for building communities with a primary focus on design and development professions.
2. Roles: To better understand people's roles in building and development with primary focus on design and community development professionals. In order to improve the overall development process, the goal is to identify how these relationships can be built through collaboration.
3. Collaboration: To identify ways in which design and community development professionals can collaborate to build more sustainable and vibrant communities.

4. Application: To develop and provide new guidelines for use by anyone involved in a community development project.

Research Questions

Research questions were designed to learn more about collaborative efforts among design and community development professionals by focusing on community building methods, various roles and levels of involvement, ways to build and strengthen relationships, and overall improvements or suggestions related to community development. Detailed interview questions were asked to address the research questions; prevalent themes related to roles and responsibilities, first impressions, trust, challenges, and moving forward.

1. From design and community development perspectives, what are the current methods and their applications for building communities? Are they sufficient or adequate, and how can they be improved?
2. With a particular focus on design and community development professionals, what roles do community members have in building their communities, what is their level of involvement, and how can their roles be improved?
3. To build more sustainable and vibrant communities, how can the relationships among design and community development professionals be built and strengthened through collaboration?
4. What improvements or suggestions can be made to develop new guidelines for use by anyone involved in a community development project?

A Note to Readers

Throughout the process of this research, please take into account that planners took a unique position. Although this research categorizes planners under the community development profession group, some had design backgrounds and could speak from multiple perspectives. The literature supports this occurrence and mentions planners in both design and community development-related publications. This also occurs with some design professionals who were able to speak from multiple perspectives, including community development perspectives. All but three research participants work in the tri-state area (i.e., Minnesota, North Dakota, and South Dakota) and most are based in the Fargo, ND-Moorhead, MN community. Two educators live and work in Iowa, one architect lives and works in Florida, and one design professional lives in New York, but is working in Fargo.

LITERATURE REVIEW

Very little literature exists regarding collaboration between design and community development professionals; a majority of it is specific to each discipline. Much of the design and planning-related literature available supports the importance of citizen and community participation, yet also seems to contradict actual actions. Most of the literature available regarding both disciplines covers current or improved methods, usually based on past failures. Finally, a vast amount of literature is available on the human and sociological affects of community development and design; although related to this topic, it is outside of the research objectives. The objectives of this research are to better understand the current methods and roles of design and community development professionals, as well as identify ways to improve their collaboration. Existing literature directly related to these objectives is somewhat helpful in supporting collaboration and tried methods. By providing new information, this research can begin to fill the immense gaps found in the existing literature. Furthermore, the combination of the ever-increasing non-traditional roles played by design professionals, the multiple roles played by community development professionals, and lastly the growing number of overall professionals interested in sustaining and revitalizing their communities will likely cause a surge in both multidisciplinary and/or multidimensional projects and research. Without a doubt, this is just the beginning of filling the research gaps.

What is Community Development?

In an effort to illustrate society's general perception on the subject, a 2014 internet web search of the term *community development* was performed and the top results suggest it is "a way of strengthening civil society by prioritising the actions of communities, and their perspectives in the development of social, economic and environmental policy" (Scottish Community

Development Center, 2014), "a profession that integrates knowledge from many disciplines with theory, research, teaching, and practice as important and interdependent functions that are vital in the public and private sectors" (Community Development Society, 2014), and "a flexible program that provides communities with resources to address a wide range of unique community development needs" in describing the Community Development Block Grant (CDBG) program (HUD, 2014). A Community Development Challenge Report produced by the Community Development Foundation for Communities and Local Government provided the following definition (2006):

> A set of values and practices which plays a special role in overcoming poverty and disadvantage, knitting society together at the grass roots and deepening democracy. There is a CD profession, defined by national occupational standards and a body of theory and experience going back the best part of a century. There are active citizens who use CD techniques on a voluntary basis, and there are also other professions and agencies which use a CD approach or some aspects of it. (p.13)

Emphasizing the assortment of community development definitions, the Community Development Foundation for Communities and Local Government also says, "Community development is a field which can suffer from a loss of focus and from fuzzy definitions precisely because it is wide-ranging" (2006, p. 1). The Community Development Challenge Report intends to provide clarity on the profession.

From a community development professional's perspective, some of these definitions or results may align with their thinking and others may be unrecognizable or inaccurate, particularly those using the words *civic activists, involved citizens, and community organizers* for example. Although some may be true and born from the practice of community development, alone they

could support some negative misconceptions. Wilkinson's (1991) definition could be summarized as a local community building process affected by the relationship of various factors including ecological, cultural, psychological, and chance factors. Wilkinson was a Pennsylvania State University professor of Rural Sociology and worked on interactional theory of community and community development (PSU, 2014). Adding to Wilkinson's definition, Robinson, a Distinguished Professor of Rural Sociology and Green, a Professor of Community & Environmental Sociology include the social component of citizen participation, which is when citizens are involved in community development efforts aimed at improving their lives (Robinson & Green, 2011; Delta State University [Robinson], 2007; University of Wisconsin [Green], 2014). Community development has grown to include a variety of issues related to education, poverty, affordable housing, economic development, job training, business, healthcare, anthropology, geography, sociology, social work, social services, and so forth (Robinson & Green, 2011). It continues to grow and is starting to include other dynamics, such as design and the built environment. Unsurprisingly, the community development profession is a field employing many disciplines.

What is Design?

Employing the same web search technique for the term *design*, the top results suggest design is "1. A plan or drawing produced to show the look and function or working of a building, garment, or other object before it is built or made, 2. Purpose, planning, or intention that exists or is thought to exist behind an action, fact, or material object" (Google, 2014), "design is everywhere - and that's why looking for a definition may not help you grasp what it is" (Design Council, n.d.), and a Merriam Webster dictionary definition, "to plan and make decisions about (something that is being built or created)" (Merriam-Webster, 2014). In general, these

definitions are accurate, but design is a social act requiring collaborative efforts between designers, other professionals, and users. In 2001, landscape architects Kenneth Hall and Gerald Porterfield provided a definition for *community design* as, "the art of making sustainable living places that both thrive and adapt to people's need for shelter, livelihood, commerce, recreation, and social order" (p. 3). Author and Distinguished Consultant-in-Residence at Xavier University, Peter Block adds to that definition the importance of having a sense of belonging and interconnectedness; because there is an "intimate nature of community" (p.10), knowing how we will interact and connect with each other is just as important as the design process (Peter Block, Inc., 2014; Block, 2009). A sense of belonging and a sense of place are complimentary.

Planning

As mentioned in the Introduction, planning is unique in the sense that planners can often be involved in both design and community development professions. Urban designers also have a unique place in planning due to the nature of their work and the group efforts required by urban design. In this research, planners are categorized under the community development group, but because they sometimes have design backgrounds, the literature refers to planners in both design and community development-related publications. Designers also surface in planning literature. Planning principles are highlighted in this section; all other mentions of planners will occur in the design or community development sections.

Planning Principles

Several planning principles have been set forth and adopted by the American Planning Association (APA), whose mission is to provide "leadership in the development of vital communities by advocating excellence in planning, promoting education and citizen empowerment, and providing the tools and support necessary to meet the challenges of growth

and change" (2014a). Nearly all of the APA's planning principles support public participation and collaboration. See Appendix A for a list of the APA's planning principles. In addition to the APA planning principles, Copenhagen Professor of Urban Design, architect Jan Gehl wrote five planning principles in his book, Cities for People. They are as follows:

1. Carefully locate the city's functions to ensure shorter distances between them and a critical mass of people and events.
2. Integrate various functions in cities to ensure versatility, wealth of experience, social sustainability and a feeling of security in individual city districts.
3. Design city space so it is inviting and safe for pedestrian and bicycling traffic.
4. Open up the edges between the city and buildings so that life inside buildings and outside city spaces can work together.
5. Work to strengthen the invitations to invite longer stays in city space because a few people spending much time in a place provide the same sense of lively space as many people spending only a short time. Of all the principles and methods available for reinforcing life in cities, inviting people to spend more time is the simplest and most effective. (2011, p.232)

Design and Architecture

"Although our social relationships and interests are no longer limited to local communities, the power of place remains." –Robinson, Jr. and Green (2011, p.2)

Prior to the 1930s, people were unaware of the influence that buildings had on social interaction or that a social connection between buildings and people existed at all (Gehl, 2011). Still, planners and designers were much better at designing for people than they would later become. The Industrial Era and post WWII and had significant impacts on the growth of cities

and communities. In an effort to escape the unpleasant sights and smells of factories, suburbs were born, thereafter increasing the demand for cars and developers. After the 1940s, both design and planning were inspired by the car and real estate developers rather than people and simple modes of transportation (Lennertz and Lutzenhiser, 2006; Lang and Lefurgy, 2007). As a result of the planning and design focus shifting from people to cars, good design suffered.

Though design professionals are primarily focused on built capital, they may not fully understand or think about their ability to strengthen other capitals (i.e., natural, political, human, social, financial, and cultural capital). In Gehl's book (2011), *Life Between Buildings: Using Public Space*, he shares that there are three types of activities that occur outdoors, those activities are necessary, optional, and social with the need for low intensity to high intensity contact. Designing for each of these types of activities has the potential to stimulate, provide pleasant experiences, and build social capital (Gehl, 2011). An example of a necessary activity includes walking to work or shopping for groceries, tasks that are required. Optional is going for a walk or sitting on a bench, this is low-intensity contact. Social activities are places people desire to go for high-intensity contact, such as parks, plazas, and the beach. Designing places that incite opportunities for human activity and stimulation, such as hearing and seeing other people is extremely important to build social capital (Gehl, 2011).

"To be a good architect you have to love people, because architecture is an applied art and deals with the frameworks for people's lives." –Ralph Erskine[1] (2010, p.229)

[1] Architect Ralph Erskine cited in Gehl, 2010. Erskine was also one of the leaders of change regarding the importance of trust and connectivity within neighborhoods that architects design. In one neighborhood, he set up his work space in an old funeral parlor and it became the community center. People were in and out daily for a variety of things unrelated to the design work taking place for the neighborhood, which can be seen in a sign in book he kept. It turned out to be a place for building trust rather than a detailed design plan. (Walters, 2007)

Design professionals and planners should give greater thought to building types and their location within a master plan, at its greatest detail. The types of social interactions that occur between buildings significantly depends on the building types. Add to that land use types (e.g., green spaces, parks, skate parks, parking lots, etc.). When a person steps outside of the office for a moment, their experience would likely be most pleasurable if there were a school, shops, or cafe. The sounds and sights of children playing while aromatic coffee and fresh bread fill the air or the ability to pick up a quick gift for someone at a variety shop across the street might be a nice departure. In these types of settings, people are more likely to visit or interact with people than if the outdoor experience were a foul-smelling factory or a loading dock. In this case, people will probably opt for an indoor internet browsing break. Whether people choose to go in or out in the foul smelling factory case, fewer social interactions occur and these are the critical components for growing social capital. If design is done wrong, it "literally can stand in the way of desired activity patterns", particularly those that promote social capital (Gehl, 2011, p.54).

Programming and Pre-Research

Honorary member of the American Institute of Architects and former governor of Maryland, Parris Glendening reminds us of "the importance of clearly understanding a community before attempting to design its future," (p.xiv) and that "good design must involve the community on a continuing basis" (p.xvii) (Glendening, 2011; Smart Growth America, 2014). In architecture, the initial phase during the design process that is specifically meant for making the connection between design professionals, planners, the development team, building users, and owners is commonly referred to as programming or pre-research. Hershberger, professor and dean emeritus of the College of Architecture at the University of Arizona says, "Architectural programming is the thorough and systematic evaluation of the interrelated values,

goals, facts, and needs of a client's organization, facility users, and the surrounding community. A well-conceived program leads to high-quality design" (2001, p.1). Currently, this phase of design is lightly performed and routinely optional. In AIA Document B101-2007, the Standard Form of Agreement between Owner and Architect, it is written that it is an owner's responsibility to develop a program and the architect is required to review it (AIA, 2007). All other services are considered additional. See Appendix B for form excerpts regarding programming and owner/architect responsibilities.

The apparent question asks how a person not trained or experienced in design can develop a building program, which is often complex and technical; architects are trained to program spaces. An architect may guide a client through the process, but the interaction may be minimal and optimal performance is doubtful. Furthermore, programming is usually limited by time and cost; between time, cost, and quality, only two will come out ahead when employing today's practices. Programming also generally leaves out much of the surrounding neighborhood or community. If it is a private project, citizen participation is a dubious activity; usually private clients want to move forward as quickly as possible. However, citizen participation for some private projects may be unnecessary. Asking the citizens about their thoughts on values and goals for an office building may not be necessary, although it depends on the project and the community. Hershberger (2001, p.2) says that "discussing the benefits of programming during initial interviews sometimes broadens the vision of resistant clients and helps them understand why they need to contract for these services". Fortunately, citizen participation is a requirement for government funded projects and most public projects have an element of government funding. In a way, an opportunity to program is automatically provided

on government funded projects; development teams are encouraged to carry out citizen participation through the process of programming or charretting.

The Charrette

A great tool that can be used for programming and pre-research is the design charrette. A design charrette is an effectively managed, consecutive four to seven day collaborative process that is open to all interested parties including a variety of disciplines; feedback is given regularly in short intervals to test ideas and encourage public participation (Lennertz and Lutzenhiser, 2006; Walters, 2007). Goals can vary for the different types of charrettes as well, where the smaller, less intensive charrette may only be seeking some schematic design plans and the more intensive, several day workshop is seeking a feasible plan with broad support and multiple phases of collaboration (Lennertz and Lutzenhiser, 2006).

Tools found at a design charrette include large sheets of paper, markers, pens, pencils, erasers, rulers or scales, background information, the ability to display a digital presentation, walls with corkboard, cameras, books, maps, music, food, building owners and/or committees, architects, planners, examples or case studies, and so on. Typically, many ideas come from the energetic gathering and they need to be pulled together to create a plan that works for as many people as possible. The outcomes may be voted on either at the charrette or in a public domain later. The design professionals may also pull together everyone's ideas and develop a plan based on them, which may later be reviewed and criticized. Overall, the design charrette is another great tool that encourages citizen participation in the design and development process. Like pre-research or programming, it should be implemented more often, particularly on public projects. Ideally, people would be involved in design from beginning to end and updated on project decisions or ideas regularly, creating project ownership and natural advocates for the project.

Other Tools Used by Design Professionals

A majority of design professionals' time is spent in later phases of design. The common phases an architecture and engineering team will go through include site analysis, schematic design, design development, construction document development, bidding and specifications documents and procedures, construction administration, and sometimes quality control or assurance following a project. A majority of time is spent using the technical tools to streamline design, achieve building codes, and follow design guidelines or standards. The primary technical tool is the computer with computer software programs to assist.

Community Development

Building and strengthening communities is a great task shared by many people including professionals, community members, and leaders. Design professionals play a significant role in a community's built capital, which architect/urbanist/community planner Stephen Coyle (2011, p.1) says includes "physical structures and organization patterns of buildings, blocks, neighborhoods, villages, towns, cities, and regions". The work of community development professionals is usually intertwined throughout the community capitals framework, which includes social, financial, natural, human, cultural, political, and built capital. Ultimately, the goal of a community development professional is balancing the capitals within communities. That provides some sense as to why community development professionals play a variety of roles.

Asset-Based Community Development, Appreciative Inquiry, and SWOT Analysis

Asset-Based Community Development (ABCD) and Appreciative Inquiry (AI) are approaches that work well with the concept of the Community Capitals Framework (CCF), which is described in the next section. In the past, the common approach to community

development work was through needs-based assessments. Today, a more useful approach may be asset-based community development (ABCD), which takes into account the strengths of a community and builds upon them. One way to identify assets in a community is through appreciative inquiry. Rather than asking community members what is failing in their neighborhoods or what they need, the approach is to ask them what is working and how can it be built upon or used to achieve desired results. Another approach is SWOT analysis, which is simply looking for the Strengths, Weaknesses, Opportunities, and Threats within a community.

Community Capitals Framework

The Community Capitals Framework (CCF) was developed by Jan Flora and Cornelia Flora as a tool to be used in analyzing how communities work (ISU, 2012). Professor of Community and Rural Development, Emery and Distinguished Sociology professor, Flora describe the Community Capitals Framework (CCF) as follows (2006):

> The CCF offers a way to analyze community and economic development efforts from a systems perspective by identifying the assets in each capital (stock), the types of capital invested (flow), the interaction among the capitals, and the resulting impacts across capitals. (p.2)

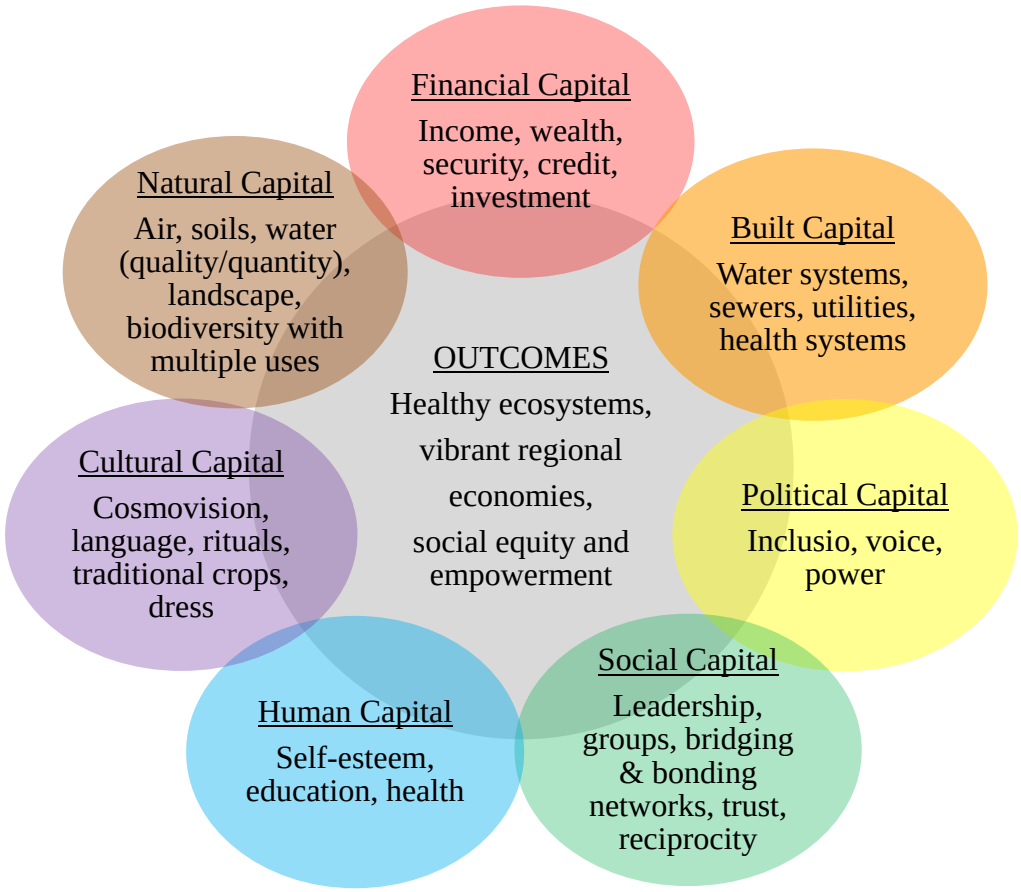

Figure 2. Community capitals framework: This community capitals framework (CCF) diagram was developed from original works by Flora and Fey (Flora, Emery, Fey, Bregendahl, 2014).

The CCF highlights seven capitals that would be balanced in an ideal model; those capitals are social, human, physical, cultural, environmental, financial, and political (Figure 2). Communities that work to balance these are known to demonstrate successful, vibrant, and sustainable communities that support economic development, social inclusion, and a healthy ecosystem (Flora, Emery, Fey, and Bregendahl, n.d.). Balancing community capitals helps to strengthen community fabric and is essential for communities to become vibrant and sustainable. As a form of asset based development, the CCF may be a more favorable approach to some

grantors or foundations. An example of each capital can be displayed for the Fargo-Moorhead community:

- Natural capital = Red River of the North.
- Cultural capital = People with Scandinavian heritage or the student body made up from the numerous colleges within the community.
- Human capital = Leaders trying to solve the flooding issues of the Red River, many people have looked outside the community for answers and knowledge and shared their solutions, including students at NDSU.
- Social capital = Many of the people who are involved in the Fargo-Moorhead community are involved in multiple events or organizations. Diversity of people, organizations, and issues is rich which helps to bridge and bond social capital. Not only is bridging and bonding of social capital occurring, but also the webbing or interconnectedness of all the capitals because the people include investors, financial advisors, foundations, students, politicians, government entities, minority populations, educators, builders and developers, community developers, design professionals, and so forth (Table 1).
- Political capital = For Fargo, North Dakota, politicians on all levels are relatively easy to contact due to the size of the state. For Moorhead, MN, the community is intelligent and seems socially charged.
- Financial capital = North Dakota has a surplus of money and might consider using it to build and develop its communities. Minnesota has a deficit, but there are several grant-making foundations and programs for its people.
- Built capital = the Fargo Moorhead community is growing at a fast rate. Single and multi-family home construction is steadily increasing. Sanford Health is building two

new facilities in the both Fargo and Moorhead, including a $494 million, 11 story hospital and a 49,000sf, $13 million clinic (Sanford Health, 2014).

Globalization and the internet make it more and more difficult to balance community capitals. Social, political, financial, human, and cultural capitals are strongly impacted. Community development professionals can dedicate their lifetimes to retaining people and growing money within a community.

Social capital. Social capital is an increasing area of overlap for communities as well as professions. For design and community development professionals, understanding where a community lies in terms of social capital is important. Flora and Flora say that, "Human interaction is the foundation of all communities" (2008, p.117). Brower (2011) explains that having a sense of community is what leads to building social capital; people are more inclined to be involved in their communities, help each other, cooperate and understand each other's differences, volunteer for, participate in, or operate community organizations or local social programs, prevent crime, and support public school taxes. When these types of activities occur, other capitals develop (i.e., human, financial, and political). Social capital is strengthened by community responsibility and accountability. Flora explains that social capital is a community's existing assets related to "trust, norms of reciprocity, network structure, group membership, cooperation, common vision and goals, leadership, depersonalization of politics, acceptance of alternative views, and diverse representation" and investments in these assets include the following:

- Risks taken to express difference of opinion
- Cooperation with local organizations
- Youth involvement

- Public and progressive participation
- Organizational link with non-local involvement
- Actions linking community to the outside
- Local and non-local organization involvement
- Organizational representative on CED board
- Diversity on CED board (Flora, C. et al, n.d., p.2)

These kinds of investments increase networks, communication, local and non-local cooperation, and trust; they are measurable by the number and types of new groups and leaders involved and the ability to form a local strategic plan (Flora, C. et al, n.d.). Increasing investments in capital, predominantly social capital, will grow other capitals and is tagged as "spiraling-up" by Flora and Emery (Figure 3). Some concepts of spiraling up include integrating youth into leadership roles and including them in development efforts to slow outward migration. If youth feel ownership of some of the development that does take place, they are less likely to leave a community. Also important is the content of grant proposals, or even more, proposal requests; factoring in more time to devote on projects, especially as a collaborative effort is suggested. In addition, incorporating as many resources necessary is also advised for grant proposals. The result will be a stronger, more effective outcome. Harvard professor of Public Policy, Robert Putnam (2000) suggests that without "adequate stocks" of social capital, other community capitals will be adversely affected; including education, economy prosperity, the safety and productivity of neighborhoods, democracy, and ultimately, the health and happiness of people. That is why social capital has a "critical role" in a community and in relation to all other capitals in the community capitals framework (Emery and Flora, C., 2006, p.19). This statement is true in the sense that without social capital, many of the other capitals or social

changes would not occur or have a reduced affects. Flora and Flora's (2008) table on bridging and bonding social capital helps to outline the concepts and pinpoint where a community might lie in terms of social capital (Table 1).

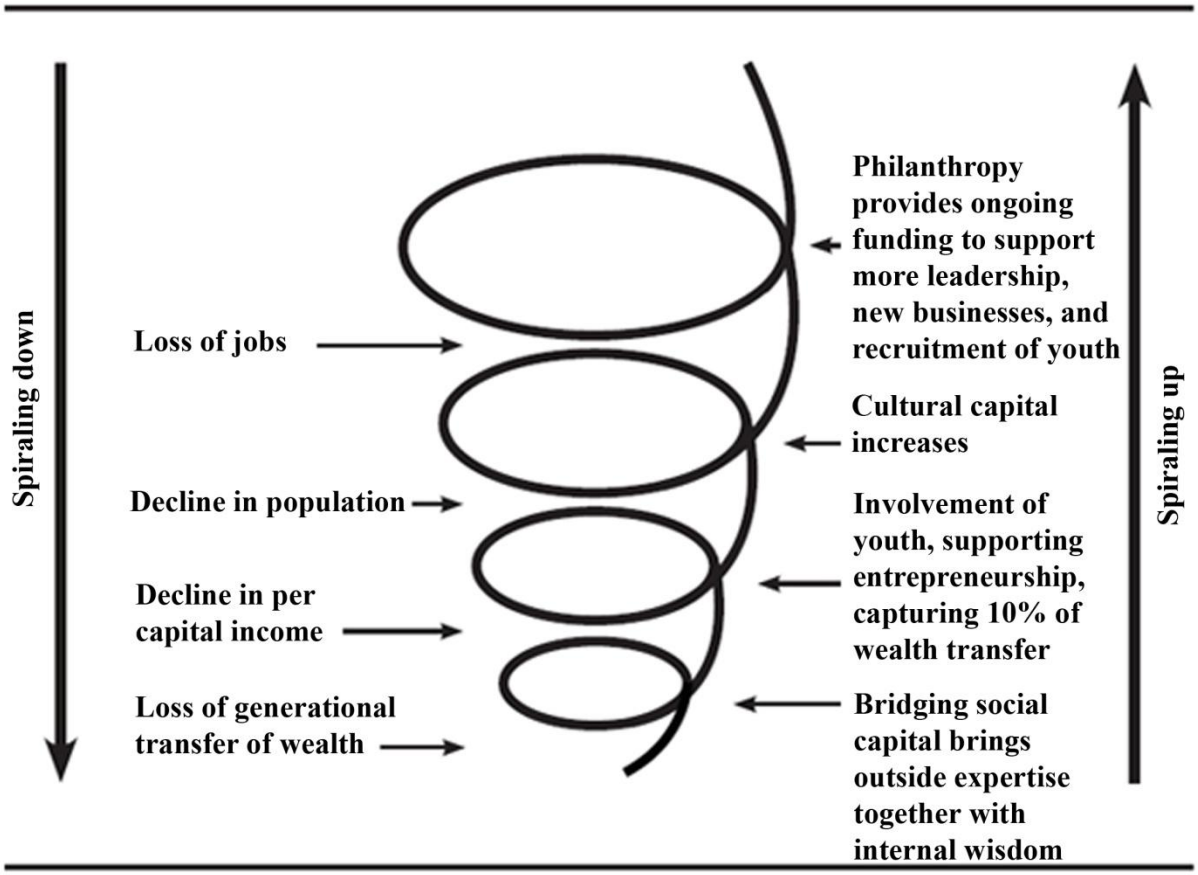

Figure 3. Spiraling-up: Emery and Flora's article, "Spiraling-Up: Mapping Community Transformation with Community Capitals Framework" views social capital and its investment as the "entry point for community change" (2006).

Table 1

Bridging and Bonding Social Capital (Flora and Flora, 2008)

Bridging & Bonding Social Capital	
- Outside control filters down through elites and professionals - Collective action tends to benefit only those on the outside - Vertical relationships exist - High dependency is high (eg. federal dollars) - Common in poor communities **Bonding (x) –**	**Bridging (y)** **Connecting different outside groups to inside** - Best-case scenario - Entrepreneurship and "progressive participation" occur - Horizontal relationships exist - Community is happy to give and receive - Sense of identity is strong - Diverse outside contact exists - Community serves a purpose - Change occurs for which community is prepared
Tying groups together with similar backgrounds - Worst-case scenario - Limited social capital - High self-interest, self-reliance, crime - Poor are getting poorer/rich are getting richer - Little change occurs - People are unhealthy (stress, mental health, anxiety, depression, etc.). - Flora and Flora describe it as "extreme individualism"	- "Strong boundaries" exist according to Flora and Flora - Community resists change - Newcomers not greatly welcomed - Special interest groups are self-interest groups - Change is for individuals rather than community - Groups do not trust each other - Lack of cooperation and internal conflict exist

Collaboration in the Sixties, Nineties, and Today

As mentioned at the beginning of this section, minimal literature exists regarding collaboration between design and community development professionals. A few pieces came close and represent history; the literature is from the sixties, nineties, and today. The authors include sociologists, the former governor of Maryland who was mentioned earlier, and a professor of urban studies and planning at the University of Maryland. The first article is written in 1963 by Peter Willmott and Edmund Cooney, sociologists with the Institute of Community Studies in London. For the purpose of this research, I would classify Willmott and Cooney as community development professionals because of their experience and working

directly with community studies. The article was published in the Journal of the American Institute of Planners and titled "Community Planning and Sociological Research: A Problem of Collaboration". Although there had been plenty of studies at the time on the how space could influence people, none were found about collaboration. This article highlights the perspective of planners and architects during that time period. Willmott and Cooney explain (1963):

> Some planners and architects so frequently and so loudly complain, they get little help from sociology. Many planners say that much of the research which is supposed to be concerned with planning and architectural questions somehow seems remote from the designer's point of view; it is often cast in rather abstract, or in aseptically statistical terms and seems to them of little practical value. (p.124)

Based on their experiences, they advocate for the necessity of sociologists on community planning projects and how that would result in mutual benefit. Thinking that architects and planners could learn a great deal from sociologists, they also promote the concept of collaboration at a university level. They thought architecture and planning students could learn more about existing research and how to formulate surveys when studying communities. Today, much of the classes that sociology majors are required to take are the same that architecture students must take; some architecture students graduate with sociology degrees by the time they complete their architectural curriculum. Although there has been an increase of community sociology in design studies, collaboration in practice is minimal yet. Willmott and Cooney's comment in 1963 probably still holds true today (1963):

> When public authorities have architects and planners working on the design of housing estates or towns, they might appoint sociologists to the team. To a small extent, of

course, this has already been recognized, but it is still very much the exception rather than the rule. (p.125)

In 1991, Judith Blau of the University of North Carolina at Chapel Hill wrote an article, "The Context and Content of Collaboration" specific to architecture and sociology. This article focuses on how architects might not be comfortable working with sociologists into the future because of past experiences. It seems that architects may have had higher expectations regarding the results of cooperative efforts. Blau (1991) refers to the relationship as an "increasing estrangement" (p.36), she says, "I will argue that the initial foundations for developing a satisfactory collaborative relationship were not very secure in the first place." She blames different perspectives towards knowledge and lack of good explanation of those differences prior to moving forward. Remember Willmot and Cooney also noticed that architects and planners could not make sense of the sociologist's research results and found the information unusable. Like them, she uses the word "abstract" to describe their (sociologists') work. However, she does provide some reason, that being the complexity of social problems. There is no one answer without connections to something else, there is so much cause and effect. Also having a significant impact on collaboration is that architects are faced with "a unique source of tension in the contradiction between the ideals of art and humanistic architecture, and the practicalities of the commercial context in which architecture is primarily based," with most projects limited or driven by money (p. 36). Certainly, there might be some variation between private and public projects and any budget constraints and/or regulations.

Blau (1991) thinks that psychology would better serve architecture because it focuses on behaviors and psychologists can have conversations with architects about single buildings. Sociologists can talk about whole neighborhoods and will serve architects well in "time, space,

neighborhood, urban setting, social class, and political institutions" (p.40). Although she also concludes that architecture does not have a great impact on "social objectives" because it is "part of a market sector, and…controlled by profit", she does feel that collaboration between architects, social scientists, and planners on quality of life issues is important (p.39). Aside from sociologist clarifying what they are trying to tell architects and planners, she suggests that architecture school broaden its horizons to other courses. She also suggests that more firms become non-profit entities and partner with governments or universities because architects and planners would expose themselves more to working with other disciplines. Since this article was written, that has all happened to some extent. Architecture students are required to take classes such as sociology, psychology, anthropology, and other humanities courses. Students focus on real community or urban projects, giving students more hands on experience than 25 years ago.

Conclusion

The concept of this research started with the notion that good design and better outcomes are produced from citizen participation. When people have ownership of a project, they are likely to be more satisfied with the outcome than if they were minimally involved. Design professionals are very good at what they do; collaborating with a community development professional might make them better at what they do. By bringing the two professions together for collaboration, design professionals might have better access to people.

Finding literature that was relevant to the theory and questions explored by this research was difficult, which was indicative of the research gap in this area of study. When doing a community development and architecture search using the Avery Index, an architectural database, most of the articles found were related to affordable housing. Although housing is a significant area in need of collaboration between design and community professionals, it should

not be the only piece of literature that is generated in a search. In this literature review, the parameters needed some expansion to find articles. This was primarily done by searching for the words *architect* and *architecture* in community development and planning journals, *community development* in architecture and design journals, and *community architecture collaboration, community planning, design, urban planning* and *planning* in all journals. The search was limited to the United States, Canada, Australia, and the United Kingdom and excluded the work of architecture students.

What the literature review did show was that there are several areas that can overlap between design and community development professionals, yet the collaboration is missing. Areas focused on social issues including community identity, homelessness, hunger, affordable housing, violence, health and well-being, economic development, poverty, racial problems, environmental or eco community development and design, and building design that can affect morale of people, all of which could benefit from collaboration among design and community development professionals.

METHODOLOGY

This type of research was a combination of descriptive and interpretive studies, describing architecture, planning, and community development professions, as well as interpreting the result of their interaction and collaboration in community building. The form of the study is multi- and inter-disciplinary, as well as multi-dimensional. According to Mikkelsen's (2005) given characteristics of these two study types, the resulting data should be reliable, valid, precise, and generalizable, as well as total, mirrored, and capable of producing knowledge. Although this research did not delve greatly into a hypothesis, there was a cause and effect concept stating that improved and increased collaboration among design and community development professionals would eventually lead to vibrant and sustainable communities noteworthy of citizen participation.

Data is both qualitative and quantitative, collected through review of existing literature and semi-structured short, questionnaire-driven interviews (Appendix C). The questions were mostly open-ended and encouraged people to discuss their experiences in detail. Data was presented in figures, tables, and analysis, all of which are supported by narrative, and quotes. The primary target groups were design and community development professionals. Results may later be applied for data-base use and improvement of existing approaches to community building; thus the results are intended to be instrumental. Dominant perspectives were provided throughout by the existing literature and the research participants.

Target Populations

There are two target groups in the research:

- Group A: Architects/Engineers/Design Professionals
- Group B: Community Development Professionals/Planners

Design

Although this study was not limited to one region, only three of the 22 participants were worked outside of the Minnesota, North Dakota, and South Dakota region; a fourth participant lived outside of the region, but discussed her current project in Fargo, North Dakota. Though some work took place on South Dakota reservations, all but four participants lived outside of Minnesota and North Dakota. After IRB approval, data collection with research participants started. Participants were selected after a call for participants in the design and community development professions occurred via email (Appendix C). Interviewees were selected based on their willingness to participate; interviews continued until an equal number was reached in each group; the result was 11 each, a total of 22 research participants.

Informed consent emails and interview questions were emailed prior to scheduling interviews, although many participants did not take the time to read through the questions prior to interviews. Participants were asked to select one or two community development or building projects they had worked on and to be prepared to discuss for 25-60 minutes, some interviews went as long as 99 minutes. Participants were asked to share perspectives on their experiences working with a design or community development professional. Although participants were initially asked to speak about one or two community development projects they had done, some chose to answer questions based on their overall experiences. They spoke about buildings, landscapes, ecological art and water retention ponds, master plans, long-term use plans, flood buyouts related to the Red River, tribal projects, healthcare facilities, elderly housing, permanent supportive housing on reservations, casinos, rural development, schools, affordable housing, hard-scapes and street scapes, mixed use that includes retail, transportation-based projects, and sustainable agriculture.

To prompt and guide discussions, a questionnaire-style interview was used. Twelve interviews took place in person, ten were over the phone. An audio recording was permitted for every interview and transcribed for analysis; all of which will be destroyed upon completion of the research. This data collection process occurred over a three month period. Data was analyzed by identifying emerging themes throughout the questions, also known as grounded theory (Mikkelsen, 2005). Color coding and the use of a spreadsheet matrix allowed for easy identification and organization of the themes and subthemes. Themes and other findings were tied back to the literature review. Data collected has been presented through figures, tables, and analysis, all of which are supported by narrative and quotations. Results will be later applied to data-base use and improvement to existing approaches regarding community building. Results will also be available for research participants at their request.

Methodology to Address Research Questions

Question 1: From design and community development perspectives, what are the current methods, tools, and their applications for building communities (e.g., community capitals framework, pre-research/programming, appreciative inquiry, asset-based community development, etc.). Are they sufficient or adequate? How can they be improved? The primary method used to answer this question was interviewing, a secondary method was reviewing existing literature. Building on the most effective methods would be a great demonstration of asset-based development and appreciative inquiry into the professions.

Question 2: What roles do community members have in building their communities, with a particular focus on architects, planners, community development professionals, and people in general? What is their level of involvement? How can these roles be increased in the community building process? This question would best be answered by interviewing people

from both target groups. Asking them about their methods and observing whether or not they include a citizen participation component will provide insight.

Question 3: To build more sustainable and vibrant communities, how can the previously mentioned relationships be built and strengthened through collaboration? Interview analysis will best answer this question. Asking interviewees how collaboration can be improved will provide the best answers to these questions. Listening to their methods and processes will also support this question.

Question 4: What improvements or suggestions can be made to develop and provide improved or new development guidelines for use by all parties involved (eg., architects, engineers, city planners, community development professionals, developers, community members, building committees, etc.)? A majority of the information needed to answer this question will come from analysis of all collected data. Learning about their key methods and process will respond best to this question. Listening to participant's frustrations also helps answer this question. By answering the research questions, meeting or addressing the research objectives is possible.

Research Objectives

Status: To better understand the current methods and their applications for building communities, with a primary focus on design and development professions.

Roles: To better understand a community's role in building and development with primary focus on architects, planners, community development professionals, building committees, building users, and community members. The goal is to identify how these relationships can be built through collaboration to improve the overall development process.

Collaboration: To identify ways in which architects, planners, and community development professionals can collaborate to build more sustainable and vibrant communities.

Application: To develop and provide improved development guidelines for use by all parties involved (e.g., architects, engineers, city planners, community development professionals, developers, community members, building committees, etc.)

Ultimately, the research objectives strive to improve the community building process by focusing on the opportunities that may arise from project collaboration between design and community development professionals. This can be initiated through community goals or shared visions. This type of collaboration would improve the overall community building process, leading to better design and planning, and ultimately more vibrant and sustainable communities. In these types of communities, many people are weaving the community fabric rather than a few.

Potential Ethical Issues

If the research is approached in any other way than attempting to improve and build on existing assets in all the professions involved, the intent may be mistaken. The researcher must remain objective throughout. If any professional perceives the information wrongly (and in some cases they did), they may be offended, defensive, or argumentative. The purpose of the research is to improve collaboration among design and community development professionals and serve as a starting point for new and improved suggestions, guidelines, and tools for design and community development. Taking a primarily asset-based approach to accomplish this reduces any potential ethical issues. See Appendix C for the Institutional Review Board (IRB) approval form.

Initial Timeline

Data collection was scheduled to occur for a span of four to six weeks. Analyzing the data was also scheduled for four to six weeks following data collection. Writing the findings was scheduled for eight to ten weeks. Writing the discussion and conclusion was scheduled for four to six weeks. The overall timeline spanned a ten month period.

Challenges to Chosen Methods

Besides the obvious challenge of interviews being interpreted differently, one of the next great challenges regarding the interviewing method was soliciting participants. Some of those who were called to participate did not know what a community development project or professional was upon initial contact. A few of the people that did participate initially thought they had never worked on a community development project or worked with a community development professional. Upon talking to them, they realized that they were an eligible participant and chose to meet with me. If the call for participants had been designed slightly different, perhaps there would have been interested participants. For example, one section of the call for participants reads, "The purpose of this research project is to identify ways in which community development and architecture can be improved through collaboration. The primary focus of this research will be on public projects." If I had replaced the word *architecture* with the words *design and planning* and perhaps provided a list of examples for public projects, maybe more people would have been interested. Another challenge related to the interview process was that the call for participants went out in an email. People receive numerous emails on a daily basis and may choose to ignore unrecognizable emails. Although it was sent out three times over the course of the interviewing process, no additional participants were solicited after

the initial email. No one responded to the second and third emails. Better options may have included a mailing, hand delivery, flyer, or phone call.

FINDINGS

This research studies two separate groups, design professionals and community development professionals. Throughout the research, design and community development professionals were asked to provide responses about each other. There were 22 total participants, 11 in each group. The 11 design professionals consisted of six licensed architects, two architectural associates[2], two engineers, and one general design professional. The community development professionals consisted of three general community developers, two economic developers, two tribal planners, two municipal planners, and two community development educators (Figure 4).

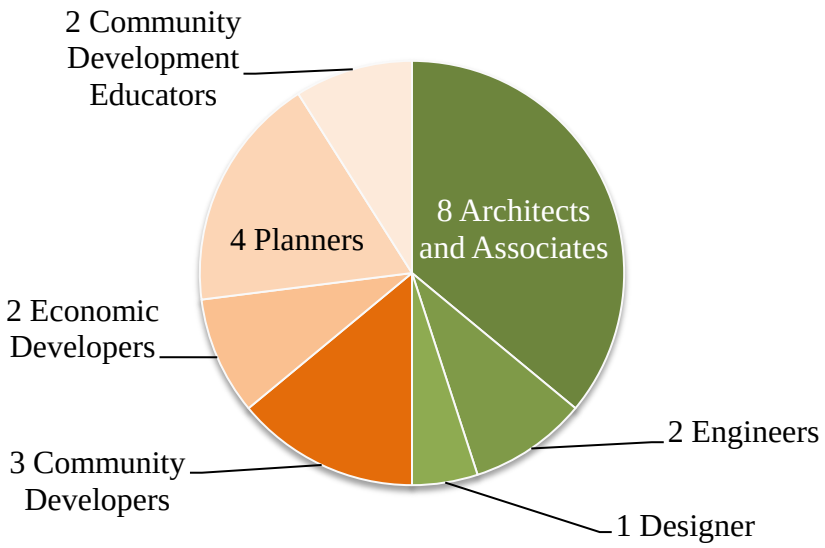

Figure 4. Participants: This chart illustrates the breakdown of research participants.

Within the findings, four significant themes were highlighted by the participants: roles and responsibilities, first impressions and trust, challenges, and collaboration moving forward.

[2] An architectural associate is a person educated in architecture and on the path to licensure. The two associates interviewed had 8 and 19 years of experience, respectively. At the time of the interview, one was scheduled to take his last exam to become a licensed architect.

Roles and Responsibilities

Several questions were asked of the participants regarding roles and responsibilities. One of the first questions asked them to identify their occupations. The initial intention of the question was simply to have them self-categorize into a group, but the responses proved to be more complex than expected. They were asked what role the other played, their understanding of those roles and responsibilities prior to and after working together, and whether or not those roles evolved. They were also asked to share the expectations they held prior to working together. Finally, they were asked to provide their educational background for a better delineation of their roles.

Defining Occupations

One of the research findings was the difference in each group's ability to respond to the question, "What best describes your current occupation?" which was followed by a list of potential occupations to spur discussion. Although three design professionals were considered to have morphed occupations or be multi-disciplined, they were generally able to identify as an architect or engineer for example, most likely because they earned professional licenses for those titles. In contrast, the responses made by community development professionals varied throughout, particularly in their job titles.

Like the design professionals, three community development participants also had morphed occupations or were multi-disciplined. When one community development professional with 30 years of experience was asked to describe his occupation he said:

> It is going to have to be for your study purposes to determine what you want to classify me as. When you put a label on it you have to define it. So, if you want to define community planning for me, I will tell you yes or no. (personal communication, 2013)

He later considered himself a planner. Perhaps the existence of morphed occupations and multi-disciplined community development professionals helps to answer another question, "Why do design professionals feel that the roles and responsibilities of community development professionals are not clearly spelled out at the beginning of projects?" If community development professionals struggle with describing their own occupation, they might also have a difficult time clarifying or explaining their roles and responsibilities to the project team.

Identifying and Understanding Roles

Participants were asked to identify the roles played by each other, as well as their expectations prior to starting work. They were further asked to share their understanding of each other's roles and responsibilities before and after working together and finally whether or not they thought those roles evolved throughout projects.

Identifying roles. When participants were asked to define the role of either the design professional or the community development professional in their projects, including their official title, there was a clear line between the two professions. Just like design professionals were easily able to identify as an architect or engineer for example, community development professionals were also able to quickly identify the design professional's role in their project. Most of the professionals had one word responses and it often seemed as though the question was senseless. When design professionals were asked the same question, many struggled through it and usually started by listing off a variety of duties performed by the community

development professionals. To demonstrate the difficulty participants had in defining a community development professional's role in their projects, two of the architects' responses to the question were as follows (the purpose of the quotations is to demonstrate difficulty experienced by participants, parenthesized segments are provided to offer clarity and readability if needed):

> Boy, that's a good question, what is his official title? Okay, he ultimately was (sort of) the owner's representative on the project, so all sorts of final decisions went through him. He came to the construction meetings as well and (kind of) signed off on things. (personal communication, 2013)

Another architect said:

> Oh dear, the official title (it would have been the uh, uh, I'm sorry, I'm losing my mind here, he was), he worked at the City, he was a City employee. I'd say it was (like uh, not a City planner per say, but) an Office City Manager perhaps. Perhaps more of a City Manager and really the role was the facilitator. There was, I don't know if I want to call it a design committee, but the facilitator of this committee of community members. (personal communication, 2013)

Long term projects. Typically, work on community projects begins long before a full team is brought together. Some projects have teams that never work together over the same period due to the length of time; some projects span over 20 years. As a result, team members come and go throughout the project duration and may never know what one another is doing or contributing to the project. This seems to result in confusion about each other's roles, as well as inefficiencies in continually having to bring someone up to speed.

Expectations. Expectations were distinguishable by two main categories, those related to skills and knowledge and those related to personality, behaviors, and/or sometimes processes. Some of the expectations related to personality, behaviors, and processes include having a clear goal in mind, professionalism, flexibility, responsiveness to community vision or preference, preparedness to solve problems, having good rapport with clients, timeliness, focus, and accountability. Expectations related to skills and knowledge included advancing education and technological awareness and to understand costs or develop budgets. There were some participants that had no expectations for various reasons. For some, not having expectations was part of their method or process. For others, it was because they were working with people they have worked for years and they knew what to expect. One was unsure of how projects might unfold and another was simply discussing her first and only community projects had experienced.

Overall, most of the expectations were related to qualifications, abilities, and skills that were likely written out in the projects' requests for proposals (RFPs) (e.g., a community development professional expects that an architect will be able to provide design work, cost estimates, and code compliance as outlined in the RFP). Even though the design professional did not always know the role of the community development professional in their projects as previously discussed, most of them had expectations of the community development professional. Some of those expectations included sharing a clear goal, developing a good plan, being skillful and resourceful, and working back and forth, continuously collaborating on work. On the other hand, community development professionals specifically expected design professionals to be responsive to community vision, be timely as it relates to cost, develop a

concept and budget, stay focused, be prepared to solve problems, and in some cases have good rapport with clients.

Understanding roles before and after a project. Based on the interviews, it would seem that community development professionals either have a slight misunderstanding of the roles that the design professionals played on their projects or they have higher expectations of them in general. However, they did know what their design professional's official title was and they had a grasp on their basic tasks. Design professionals thought that community development professionals went beyond their expectations or did not meet them altogether. A designer shares:

> That's a good question as far as expectations, my expectation is that these are people who are skilled and resourceful people. In reality, some of them are and some of them are not…It is a very great range in terms of quality of people or quality of the skills that people have. (personal communication, 2013)

Design professionals on community development professionals. Many of the design professionals thought that the roles of community development professionals included pre-research and preparation for the team once on board. Just as many thought that they knew what to expect because they had past experience with the community development professionals on their projects; they were accustomed to their work and had no misunderstanding of roles prior to projects beginning. One design professional thought that the community development professional on their project would have provided more in-depth community participation. Another response regarding the presumed roles of community development professionals was that they were civil servants with social and economic functions and mentors. One engineer did not realize the level of detail involved in a city planner's work. One architect thought that tribal

planners were much more professional than he had experienced, thinking that they had many skills and resources at hand, but yet he found his team helping them with unfamiliar tasks such as grant writing for example. Another architect who spoke of engineers and city planners thought that they were over-reliant on them throughout the process, which they did not anticipate or appreciate.

Some of the previous material covered may already explain a design professional's understanding of roles after a project is completed, either through their frustrations or expectations, or simply because they understood the roles the same throughout. Some of the other responses include an architect who did not realize how many duties were performed by small town or rural community developers (i.e., planner, designer, grant writer, researcher, fundraiser, council member or mayor, and so forth). Another architect did not realize the community development professional on her project was involved on a state level. Others wished that community development professionals did more or tried to be more resourceful, which includes improving their skills (e.g., tribal planner example previously mentioned). A few said they learned much from the community development professionals on their projects. One wanted to see more in depth community participation coordinated by the community development professional and one said their role was currently evolving.

Community development professionals on design professionals. Many of the community development professionals thought that the roles of the design professionals included design work, cost estimates, and code compliance. Others thought they should have an ability to visualize and solve problems. One thought they would or should stay focused and within the boundaries of their problem solving abilities. Another thought was that the design professional

would get to know the community and design a framework or model that could be replicated throughout the community.

In terms of the understanding of roles after working together, one person thought the architect on their project had much to learn in terms of a particular design type and another thought their architect did not listen to the community development team or the client. One was surprised to find that the design professionals they had worked with were more hands on than expected, as in working one on one with building users and community members. Others thought that design professionals were either problem solvers or not and the difference would be apparent in the early stage of a project. Finally, one person thought there were improvements in overall teamwork through their project and in the end, they better understood the way each other solved problems.

What is a Community Development Professional?

The inconsistencies among participant responses regarding roles and responsibilities of community development professionals led to the simple question, "What is a community development professional?" An attempt was made to reach participants a second time to ask them this question. Not all of the original participants responded to the request, but similarities were found in the responses provided. Although the responses were not as detailed or focused as desired, it is clear that participants generally understand the bigger goals of community development professionals. Overall, it seems like participants put several people under the umbrella of community development professionals. In general, the responses were intertwined with answers such as project managers, leaders, directors, coordinators, decision makers loyal to the community, someone who has applicable skills, understands community assets and needs, markets the community to draw new residents, and works to build strong, healthy, viable,

interconnected, and better functioning communities, typically through built and financial capitals. The most commonly used words were *builds, shapes, improves, creates*, and *connects*. Whereas most participants had a broad understanding of what community development professionals do, one participant believed that community development professionals were non-existent and there was no such viable occupation. However, this participant's initial understanding of a community development professional had a political premise and focused on community organizing rather than planning and development. Unfortunately, this participant's initial perception on community development professionals not only set up a negative undertone, but also a skewed the participant's concept of community development professionals moving forward through the interview. Responses to the question were similar. An economic developer said, "Anyone working toward community improvement and getting paid to do it" (personal communication, 2013). A designer said, "A (good) community development professional is someone who understands both the needs and strong points of a community and helps to create relationships and conditions that can lead to stronger, better functioning, and more interrelated communities" (personal communication, 2013), and an architect said:

> I think anyone that is involved in decision making that sets the path for development within the city could be classified as a community development professional. The key to me is that the "professional" feels an allegiance to the community and holds the good of the community above economics, expediency, etc. (personal communication, 2013)

Educational Backgrounds

For deeper analysis regarding occupations and roles, participants were contacted and asked to share their educational background. All architects have architecture degrees and all but two have their professional licenses. One architect was also a psychologist and urban planner.

The engineers have civil engineering degrees and their professional licenses. One of the general design professionals was trained in art history. The community development professionals have degrees in business and administration, community and regional planning, public administration, economics, natural resource management, and landscape architecture (Table 2) (Table 3). The two educators have degrees in sociology with education through the doctorate level. Not all of the original participants were able to respond.

Table 2

Years in Profession

	8-10	**11-20**	**21-30**	**31-40**	**41-50**
Design Professionals	**2**	**5**	**1**	**2**	**1**
Community Development Professionals	**0**	**2**	**6**	**1**	**2**

Table 3

Community Development Professionals: Educational Background

Profession	Education
Community Economic Developer	Masters in Public Affairs, University of Minnesota's Humphrey Institute and Harvard/MIT Bush Fellow (Macalester College, 2014)
Community Developer/Planner	BA/BS Political Science/Economics at UND, MS/MA Urban Planning/Public Policy Analysis at University of Wisconsin (LinkedIn, 2014)
Community Developer	Community and regional planning
Economic Developer	Business education/administration
Economic Developer/Economist	BS in Economics, Bemidji State University, PhD in Economics at Washington State University (LinkedIn, 2014)
Tribal Planner	BA Geography, University of Minnesota (LinkedIn, 2014)
Planner/Landscape Architect	Bachelor of Landscape Architecture (LinkedIn, 2014)
Planner	Masters in Public Administration
Community Development Educator	BA from the University of California at Berkeley with honors in Sociology, MS in Rural Sociology, PhD in Development Sociology from Cornell University
Community Development Educator	MS and PhD in Developmental Sociology at Cornell University (LinkedIn, 2014)

First Impressions and Trust

Responses on first impressions led to discussions on trust. Although a majority of community development professionals had a good first impression of design professionals, most of them said they did not trust the design professionals on their project. In contrast, design professionals who had mostly mixed thoughts regarding first impressions, trusted the community development professionals on their projects (Table 4).

First Impressions

Asking participants about their first impressions of each other resulted in several of thought-provoking responses. Ten participants had good first impressions of each other; four design professionals had good first impressions of community development professionals and six community development professionals had good first impressions of design professionals (Table 2). Five participants had bad first impressions of each other; three design professionals had bad first impressions of community development professionals, one design professional had a bad first impression of engineers. One community development professional had a bad first impression of an architect. Six participants skirted around the question or did not provide a clear response; two of those participants were design professionals. One community development professional said first impressions can vary from one design professional to the next. Responses varied between impressions based on the other person's skills, knowledge, personality, or behavior.

Design professionals on community development professionals. Responses based on skills and knowledge described community development professionals as knowledgeable about the process and the community, most likely through their relationships and networks. However, some also thought they had a lack of education regarding modern technology and methods and

that cross training might be helpful. One architect spoke of tribal planners as having an underdeveloped professional position that focused mostly on grant writing and relationship building. For design professionals, responses based more on personality and behavior described community development professionals as organized, professional, smart, open-minded, and flexible. However, some also thought that community development professionals were authoritative, ambiguous on code interpretation (speaking of city code inspectors –one participant's interpretation of a community development professional), and lacking in leadership. In one designer's case, frustration was experienced. She says:

> I think initially there was a lack of understanding of who was in charge of what…I don't think that it was spelled out initially from the get go, so there's a lot of time wasted initially, basically on meetings and hours. (personal communication, 2013)

Community development professionals on design professionals. Responses based on skills and knowledge described design professionals as subject matter experts, knowledgeable, having good connections and history working within a given community. However, some community development professionals also thought that engineers in particular had an inability to break down problems or look at them analytically and could only see the problem as a whole. Some also thought design professionals, particularly architects, were not realistic about costs and budgets. There also seemed to be a belief that architects are needed only for building code compliance. One community development professional believed that architects only made decisions related to codes and therefore would not be able to influence project costs. For community development professionals, responses based more on personality and behavior described design professionals as low key and confident, very helpful, trustworthy, respectable, committed, easy to work with, unique, and dynamic. Only one community development

professional had negative comments regarding personality and behavior of engineers in particular. The participant thought that engineers were narrow-minded and too quick to solve the problem. However, the same participant also thought that engineers took on a great deal of ownership and responsibility regarding community projects and that younger engineers were more willing to explain why something will not work as opposed to simply giving a yes or no answer. Two community development professionals, both of who were planners, said there were too many *know-it-alls* in the design profession. People from both groups also said that the pace is too fast and that not enough time was given to provide the best solutions. The message that participants were sharing was essentially to slow down and listen.

Table 4

First Impressions and Trust

	First Impression	Trust
Architect	👎	👎
Architect	👍	👍
Architect	👎	👍
Architect	👍	👍
Architect	👍	👍
Architect	?	Varies
Architect	👎	Have to
Architect **(of engineers)**	👎	👎
Engineer	?	👍
Engineer **(of design professionals)**	?	👍
Ecological Artist	👍	Have to
Community Developer	👍	Varies
Community Developer	👍	👎
Community Developer	👍	👎
Economic Developer	Varies	?
Economic Developer	👍	Somewhat
Planner	👍	Somewhat
Tribal Planner	👍	👍
Planner/Landscape Architect	👎	👎
Planner	👍	👍
CD Educator	n/a	n/a
CD Educator	n/a	n/a

Trust

Discussions on first impressions easily led into thoughts on trust. The same amount of participants who did not have good first impressions of either a design or community development professional also had zero trust in one or the other. However, in the case of trust, it was mostly community development professionals who did not trust design professionals. Only one architect said they did not trust the community development professional on their project (Table 4).

Design professionals on community development professionals. Many of the design professionals explained that they trusted the community development professional on their project because they shared a common vision, had a good relationship and worked well together, had good communication, and simply knew the community development professional had a long term interest in the community. Only one design professional did not trust the community development professional on some of his projects because he thought they had a self-interest or gain in the outcome. An architect who spoke of engineers did not trust them because the participant thought they were not thoughtful designers and only wanted to solve the problem; they disregard context and site and only see a "road" for example. Other responses thought that trust either varied on the person and their experience or that they simply had to trust them because they were the voice of the community.

Community development professionals on design professionals. Many of the community development professionals did not trust the design professionals. They thought that design professionals had a lack of understanding of cost, inability to listen or agree on anything, and that (engineers) they disregard both context and the end user and have only yes or no parameters. For those who do trust design professionals, one planner thought it was because he

already had a good team in place and a trusted team member could always step in for another in their absence, which easily allowed for trust. Another thought that the design professional had a great deal of integrity, but would not trust them to make decisions in their absence; the designer did not have the same kinds of important community relationships as the planner. One community development professional trusted the design professional on his project in one area, but not the other in terms of design experience; the architect did not know a great deal about retail design, but did about housing; that made him trustable in one area and not the other.

Although some said it varies on the other person's experience, it can be said that design professionals generally put their trust in their community development professional and community development professionals generally do not trust their design professionals.

Challenges

Challenges faced by these two groups throughout collaboration were found to be analogous. Most of the responses could be categorized and many of the challenges were not surprising. In reality, most of them are related to habitual choices found to be a commonplace in practice and overcoming them is ultimately a matter of making changes. Some challenges are cost-related and that is usually out of the professional's total control. Oftentimes a community project has limited funds and a small budget. As a result, design and development options are also limited. In that case, challenges are not easily overcome by merely making changes.

What are the Challenges?

The most common challenges that participants mentioned were related to the following: 1) lack of education or knowledge, including budget misunderstandings, 2) lack of communication, and 3) difference in opinions, vision, direction, and expectations.

In reference to developers, one architect said, "One of the huge challenges is frankly, educating, you know, helping to broaden the outlook of some of these folks." Education was by far the most common response that participants shared, education in terms of familiarity with what each team member does, methods, or modern technology, such as in building materials. Two architects and one community development professional had similar responses on roles or titles versus actual ability to either do the work or have the authority to make the much needed decisions. One of the architects discussing this challenge said:

> …some of the communities, when you're working with people who just have that role or that title, but they just don't have the education or the skills or the resources to be effective and it has really hurt our ability to be able to move projects forward. (personal communication, 2013)

Moving Forward

Collaboration

Is collaboration between design and community development professionals important? Though the importance of collaboration depends on the project (e.g. infrastructure probably does not need a community development professional), all of participants thought that collaboration was extremely important. There are many ways to promote and improve collaboration between design and community development professionals. Collaboration methods were revealed through multiple interview questions, but one was designed specifically for collaboration. Participants were asked about similarities and comparisons in work or shared tasks in order to identify any existing collaboration.

Similarities and Comparisons: Shared Tasks

A majority of participants did not think their work overlapped in any way, but there were some responses that underlined shared work. Some of that shared work included working on building programs together. A building program is a written plan or outline for building space highlighting spatial relationships and their corresponding square footage. Typically, work on community projects begins long before a full team is brought together. Some projects have teams that never work together over the same period, so team members come and go throughout the duration of those projects, particularly those that span over several years. As a result, some team members never know what another is doing or contributing to the project.

Overcoming Challenges

Overcoming challenges may be the most effective way to improve collaboration between design and community development professionals. Participants provided several ways to overcome challenges and improve collaboration between each other. One of the top at the list was getting to know each other or getting together more often whether it is at seminars or outside of work. Another common response was continuing education or cross training, becoming more familiar with each other's fields and staying on top of new methods and technology.

One of the questions asked participants what they would do differently the next time they worked with a design or community development professional. Most of the architects said they would collaborate sooner in the project timeline or improve communication in one way or another. One of the architectural associates would like to see a communications manager on larger projects, regardless of their background and said, "It's remarkable how much time they would save if this one person did that or was in charge of doing that" (personal communications, 2013).

Practice: Key Methods and Processes

Many of the interview responses on process were similar to each other, although there were some unique responses. Some of the common responses were to get as much information as possible at the beginning of the project, engage the community, listening, and setting up a basic internal checklist. The checklist will likely include things like scheduling, research, various design phases, and other universal, sort of mechanical tasks that are necessary to move the project forward. Some of the unique responses included living in the environment being designed, celebrating the finished product, and maintaining connections. Only two people mentioned the last two as a part of their methods or key processes.

Charrettes. Many design professionals would utilize design charrettes more often if they had more time and money. In general, a design charrette is a gathering of stakeholders and community members who will be affected by the project. Usually the architect and the project developer will lead the charrette, providing background and guidance to those participating, participants are separated into smaller groups to get their ideas on paper using a variety of tasks and later presenting it to the whole group. The project architects will take notes and do their best to incorporate as many of those ideas as possible into the end product. Ideally, there will be multiple presentations throughout the project so citizens can continue to offer input throughout the project timeline. Doing so gives people ownership of the project, which is very important, particularly on controversial projects like homeless shelters in residential neighborhoods.

Community Capitals Framework

The community capitals framework model ties into the findings as a tool that design and community development professionals can use moving forward. There was no evidence of it being used by the participants other than the educators that founded its concept. Professionals in

both groups focused on certain components of the model, such as social, built, financial, and human capital for example, so there is potential for its immediate use. However, education is necessary to define the basic concepts. Aside from that, transitioning into the community capitals framework model as a main tool for community building could be a smooth transition.

Other Professionals

Many other professionals besides design and community development professionals play a role in the development of a community project. Participants were asked to list some of the other professionals involved in the process and many of them had the same answers. A different study might investigate the collaboration between other team players to discover new ways of improving the relationships in general. Additionally, learning how the design and development team maintains relationships with other important team members could play a significant role in developing and improving the relationship among design and community development professionals. How is the important relationship between an economic developer and an investor maintained and can that relationship be mimicked between design and community development professionals?

Conclusion

The four themes that research participants touched on were roles and responsibilities, first impressions and trust, challenges, and moving forward. The interview questions were designed to learn more about these topics, learning about the various professionals' perspectives and thoughts on each is a great contribution to this subject. As mentioned in the literature review, this subject has not been fully studied. It has not specifically been studied at all. The findings outlined in this section are a great starting point for future research on this subject. Until then, the findings in this research will be good for design and community development professionals

to hear and understand. The intent is that they will utilize the information and possibly implement some changes or new guidelines and methods.

DISCUSSION

Ultimately, the purpose of this research is to influence and promote the development of vibrant, sustainable communities through the thoughtful collaboration of design and community development professionals. As design and community development professionals play a significant role in building communities, their ability to collaborate is essential. Community development professionals understand people and communities on a deeper level than most design professionals. Their focus encompasses all of the community capitals: social, cultural, financial, political, natural, human, and built capital. In turn, design professionals have the compulsory and creative skills that are necessary to move a community development project forward, whether those skills are related code, structure, materials, heating and cooling knowledge, or the ability to package functions together in a creative and inviting way. Thus the relationship between design and community development professionals seems crucial for good community development and design. It also appears that the connection between design professionals and the community could be strengthened through collaboration with community development professionals (Figure 5). This research attempted to identify factors that support the importance of this relationship, as well as understand the status of existing relationships between design and community development professionals, and how those relationships might be improved.

Research Objectives

The research objectives were designed to improve the community building process by focusing on opportunities that may arise from project collaboration among design and community development professionals. Initiated through community goals and shared visions,

their collaboration could improve the overall process, leading to better design and planning and ultimately more vibrant and sustainable communities.

1. Status: To better understand the current methods and their applications for building communities with a primary focus on design and development professions.
2. Roles: To better understand people's roles in building and development with primary focus on design and community development professionals. In order to improve the overall development process, the goal is to identify how these relationships can be built through collaboration.
3. Collaboration: To identify ways in which design and community development professionals can collaborate to build more sustainable and vibrant communities.
4. Application: To develop and provide new guidelines for use by anyone involved in a community development project.

Research Questions

Research questions were designed to learn more about collaborative efforts among design and community development professionals by focusing on community building methods, various roles and levels of involvement, ways to build and strengthen relationships, and overall improvements or suggestions related to community development. Prevalent themes were related to roles and responsibilities, first impressions, trust, challenges, and moving forward.

1. From design and community development perspectives, what are the current methods and their applications for building communities? Are they sufficient or adequate, and how can they be improved?

2. With a particular focus on design and community development professionals, what roles do community members have in building their communities, what is their level of involvement, and how can their roles be improved?
3. To build more sustainable and vibrant communities, how can the relationships among design and community development professionals be built and strengthened through collaboration?
4. What improvements or suggestions can be made to develop new guidelines for use by anyone involved in a community development project?

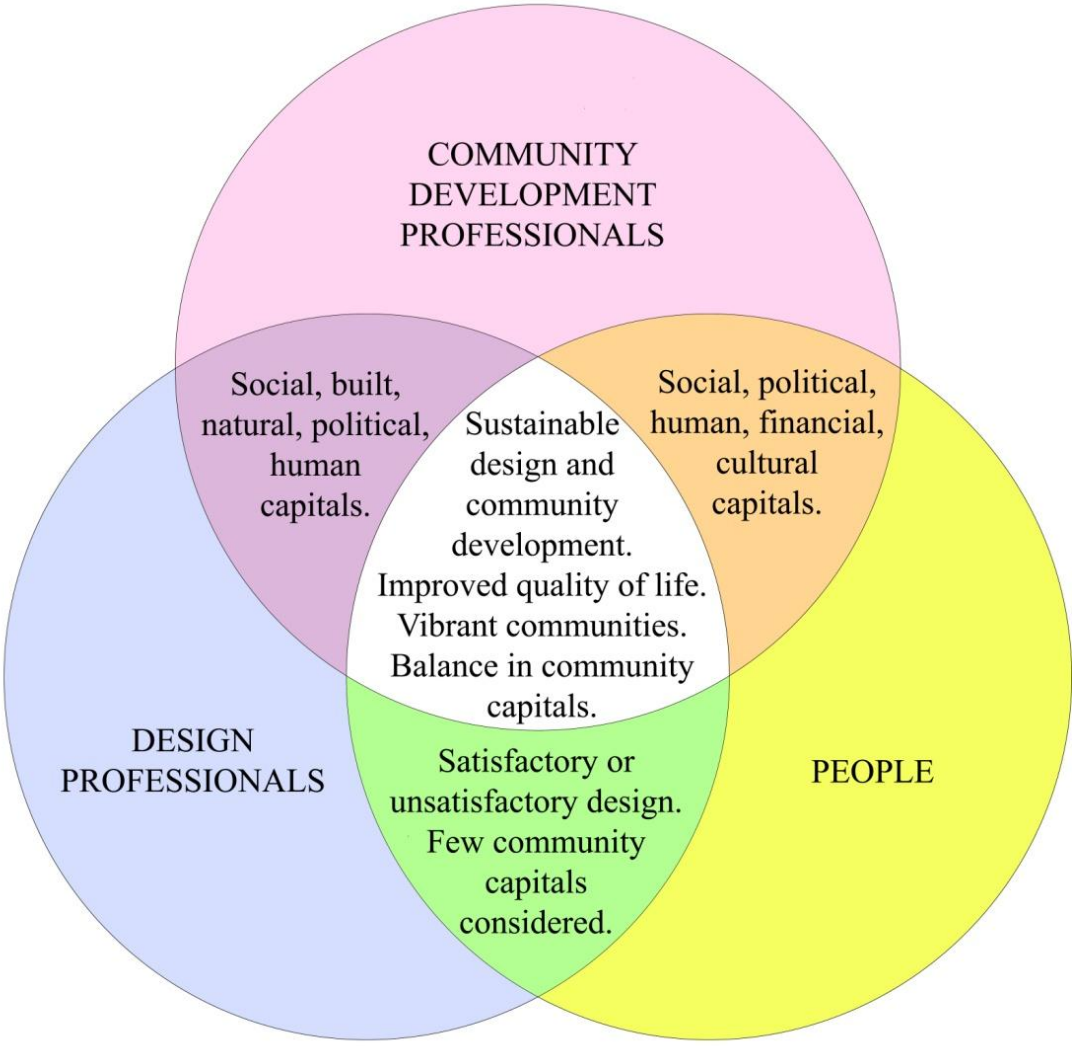

Figure 5. Community capitals and collaboration: Collaboration among community development professionals, design professionals, and people promotes the balance of community capitals and results in overall community benefit.

On Findings

Within the findings, four significant themes were highlighted by the participants: roles and responsibilities, first impressions and trust, challenges, and moving forward. One of the main findings within roles and responsibilities included the difficulty both groups had in defining the community development professional's occupation or role. Some participants from both

groups also had morphed or multi-disciplined occupations, which might contribute to the difficulty in defining occupation.

Participants were also asked about their expectations of each other prior to working together. It would seem that because the community development professional's occupation or role was difficult to define, that design professionals would be limited in their expectations if they had any at all. Uncertainty about a professional's role can limit a person's expectations; how can there be expectations if you are unsure of their duties? Surprisingly, most participants had expectations of each other. Some of the expectations that design professionals had of community development professionals included having a shared and clear goal, the ability to develop a good plan, that they were skilled and resourceful, and that they would work back and forth, continuously collaborating on work. Community development professionals expected design professionals to be responsive to community vision, be timely as it relates to cost, develop a concept and budget, stay focused, be prepared to solve problems, and in some cases have good rapport with clients.

Finally, participants were asked about their understanding of roles and responsibilities prior to and after working together on a project. There were a variety of responses, most of which were unrelated to each other. Responses from design professionals varied from thinking that community development professionals performed a great deal of preparatory work for the prospective team to being over-reliant on the design professional. Responses from community development professionals varied from thinking that design professionals were responsible only for code requirements and basic design skills to finding they were more hands on than they had originally thought. For both groups, a majority of the responses illustrate their understanding of

roles remained the same throughout their projects, usually because they were working with professionals they had past experience with and knew what to expect.

In an attempt to get a clearer picture of roles and responsibilities within the design and community development communities, participants were asked, "What is a community development professional?" Although a majority of the definitions given were similar, they were still ambiguous; almost anyone could fit into the definitions provided. In asking that question, it became apparent that the community development profession is not very well understood, so participants were asked to at least provide their educational background (Table 3, p.45). With the exception of one person, the design professionals either had education in architecture or engineering.

Another one of the main findings was people's first impressions of each other and their levels of trust. Participants were asked about their first impressions of each other on either a single project or multiple projects, which easily led into discussions on trust. Although many of the participants have worked together at some point in their careers, several of them spoke about professionals who were not participants of this research. Overall, design professionals had a variety of responses regarding first impressions, but some avoided the question altogether. Regarding trust, a majority of design professionals seemed to have a certain level of trust for community development professionals. Community development professionals had positive first impressions about design professionals, though most thought they were not to be trusted.

This finding raises another question, why does the design professional's experience improve over the course of a project and the community development professional's worsen? Perhaps trust and first impressions should be discussed separately because some responses speak

about personality characteristics rather than skills, ability, and work. It could be that community development professionals have higher expectations for design professionals based on their first impressions, but when the design professional begins to fall short of those expectations, their trustworthiness and reliability declines. Do design professionals have minimal expectations because some go into projects without a full understanding of the community development professional's role? Do community development professionals easily exceed the expectations of design professionals, allowing for the transition from bad first impression to trust? If that is the case, an increased understanding of community development professionals should raise the expectations held by design professionals. Additionally, design professionals should understand the expectations held by community development professionals at the beginning of the project to strengthen their trustworthiness and reliability. Ultimately, increasing expectations and understanding should have the potential to improve performance and project outcomes.

Another main finding was the challenges that design and community development professionals not only face when collaborating, but also within their own professions. Most of the challenges found throughout the participants' responses were found to be analogous. It seems that both groups struggled with many similar issues. The most common challenges were related to the lack of continued education, knowledge, communication, and a difference in opinions, perceptions, vision, direction, expectations, and so forth. Of these responses, education was the most common. Participants spent much of time talking about their counterparts falling behind in technology or methods, or simply being unaware of what each did; cross-training within the fields was mentioned by a handful of participants. Regarding knowledge, participants from both groups thought that there were more job "titles" versus actual ability to do the work. One participant explained that her experience over time has afforded her the ability to quickly

identify the real problem solvers and those who will actually match their job titles. In summary, most of the challenges are related to choices rather than inabilities or real roadblocks. It is true that some challenges are related to cost, but those variables are often controlled by others. In general, it seems that participants have a clear understanding of their challenges and what needs to occur in order to overcome those challenges.

Lastly, and most important, is the findings on moving forward together. A simple point in moving forward is improving and increasing collaboration between design and community development professionals. Participants were asked if they thought collaboration between each other was important and 100% of them thought it was extremely important. This response was surprising considering their responses on first impressions, trust, and challenges. If every participant feels that collaboration is extremely important on community building projects, logic would point to successful collaboration efforts. However, if it were so easy, successful collaboration would be a commonplace. Fortunately, this research identified ways in which to improve collaboration. Getting caught up in the compulsory tasks of design and development makes it easy to forget or set aside some of these other important things identified in this research, a checklist can be a useful reminder.

Some of the common responses on how collaboration might be improved were to collaborate sooner in the project timeline, more continuing education opportunities and cross training, and becoming more familiar with each other's fields and staying up to date on new technologies. The most common and probably the least obvious response, although it should be the most obvious is getting to know each other. Whether getting to know each other in a work setting or outside, perhaps at a seminar or conference, simply getting together and talking about things other than the project at hand is important for developing the relationship.

Understanding each other's processes and key methods is also a way to learn about new ways of collaboration. Participants were asked to share their key methods and processes and many were found to be similar. Some of the common themes were to get as much information as possible early on in the project, engage the community, listen, and set up a basic internal checklist. A few uncommon responses could be considered when moving forward. Those included celebrating the finished product, maintaining connections, and living in the environment being designed. Living and designing in the same community can have some pitfalls while being great at the same time. Being disconnected from the community helps with objectivity and seeing things in a new light. However, being disconnected can also diminish that deeper understanding of a community that a resident will have at hand. Anyone who thinks that living in the community is extremely important for successful design and development should also carry out remote projects. During those projects, they should develop a set of reference notes based on what they perceive and how they make decisions; it could potentially improve their skills locally. The same suggestion could be made for those who only work on remote projects; they should carry out projects locally when they get the chance and take reference notes.

How do the Findings Fill the Research Gap?

Tying the findings of this research to the existing literature is difficult because the gap is so large and the existing literature does not specifically cover this subject. Existing literature is primarily written within each field and seldom combined in regards to collaboration; this research is a contribution to the existing literature. Until recently, the community development profession has been masked by other professions, which could be a small reason why we do not see much literature on the subject. As previously discussed and highlighted in the findings,

community development professionals come from fields of work related to sociology, planning, economic development, public housing, natural resource management, nonprofit management, and perhaps grant writers for example. Although literature is limited on the subject of collaboration between design and community development professionals, a large amount does exist regarding human and sociological effects of design and the built environment. Though related to this research, it is a broader subject than covered by the research objectives.

Existing literature and the findings of this research suggest that design and development have changed drastically over the years, especially with the invention of the car, the abundances of profit-driven developers, and the great recession. With design professionals being laid off across the country, there was a driving force leading them into less traditional roles. Although their training is somewhat versatile, many went back to school. Many design professionals furthered their education, expanded their skills in order to diversify their resumes, or changed their careers. Although most of the design professionals interviewed for this research are in traditional roles, all of them understand that the profession is taking a turn and expanding its focus for various reasons. Aside from the recent economics, there are a couple of things happening to create this change including research on past failures that impacted society and a change in interest and passion. People seem more interested in impacting the world around them and want to make a difference. It is not uncommon to find both design and community development professionals in multi-disciplined and multi-dimensional roles.

The greatest contribution to the existing literature is what participants offered in terms of their experiences working with each other. Their perspectives and thoughts, particularly on trust and impressions of each other could be valuable moving forward; mainly because they are not currently offered through existing literature. Most of the literature leaves out the value of

collaborative efforts, especially between design and community development professionals. Participants were able to tell us that the community development profession is not very well understood, making it apparent that greater efforts to achieve awareness are needed. Certainly, increased collaboration between design and community development professionals, as well as other professionals and community members will help in bringing about its awareness. Collaborative efforts combined with some cross-training or awareness education may also be highly effective.

Through the literature review and interviews, this research has better defined the community development profession. It has not only achieved this for design professionals, but also for community development professionals, some of whom had difficulties defining or explaining their own roles and responsibilities. The literature review and interviews might also encourage community development professionals to help others better understand their roles. It could be that they think others already know what they do, but this research has proven otherwise. The various backgrounds and roles of community development professionals make it difficult to understand what they do without explanation. Should collaboration increase between design and community development professionals, community development professionals can certainly help design professionals to better understand the other community capitals (i.e., social, financial, human, cultural, natural, political). In return, the design professionals can provide community development professionals a better understanding of built capital. The platforms that design and community development professionals most likely find themselves on are built, financial, natural, and social capitals. They should be able to offer each other unique perspectives.

One of the concepts emphasized by an architect in the literature review was to grow social capital by thinking about building adjacencies, location of public spaces, and people's interactions with each other as a result. As this research has pointed out, community development professionals are experts at employing the community capitals framework or balancing and understanding capitals within a community. The concept presented in the literature was that if design professionals and planners gave more thought to the details of their master plans that they might design differently, influencing people's interactions with each other. The result would be building social capital from people's positive interactions with each other; the positive interactions would be a result of the design they are surrounded by daily. Although this sounds perfect, it is missing a key element, the community development professional unless they are considering the planners as community development professionals like this research does; they tend to fall in the middle. The architect talks about planners and architects creating this space and influencing people's interactions. Certainly, they want those interactions to be good, but this research begins to discuss the importance of including the community development professional. They will likely have a greater connection to the community or neighborhood and probably be a trusted source, just as the design professional participants of this research said of the community development professionals on their projects. The community development professional will be an ideal link to the people and outcomes can only be better with this kind of collaboration.

Many research participants shared their methods on citizen participation. Most were minimal and not as thorough as they should be to produce the ideal results. The programming and pre-research phase discussed in the literature review explained how performing this phase or step leads to high quality design within a community. When participants were asked about their

key methods and processes, very few said anything about programming and no one said anything about the American Planning Association's adopted planning principles which promote public participation and collaboration. In a community building project, involving the people right away with a task like programming seems essential.

Tying the findings to gaps in the literature is difficult, the gap is huge. No one had done this research until now. At best, the literature that is out there can provide a foundation of information on design and community development professions separately. There are many questions and areas of subject matter than can be addressed in research regarding the collaboration between design and community development professionals. The literature review ultimately supports the hypothesis on how collaboration among design and community development professionals can improve communities by boosting vibrancy and sustainability.

Findings Contribute to the Research Purpose, Objectives, and Questions

The purpose of this research was to discover ways to help improve collaboration among design and community development professionals. The findings contribute to this purpose because participants tell us how things can be improved. They share their methods, processes, and impressions of each other. They help to clarify their roles and responsibilities, as well as provide their perceptions of each other's roles and responsibilities. They discuss their challenges and trust issues with each other. It truly is a starting point or brainstorming session on how collaboration might be improved among these professionals.

As far as the research objectives, they were all met. The first objective asks the research to help us better understand current methods and their applications for building communities. One of the questions asked participants to share their key methods and processes when working

on a community development project. Many of the responses were similar, which will make collaboration easier; the fewer changes that teams have to make in order to be flexible, the better. However, maybe there are better methods or techniques and we did not get to hear much about new ways of doing projects.

The second objective asks the research to help us understand people's roles in building and development with primary focus on design and community development professionals. To some extent, participants explained how they involved citizens in their methods and processes. I think the research could have been designed a little differently, perhaps trying to find out more about design and community development professional's view on involving the people. A majority of the research focused on the relationship between the two professional groups rather than asking more questions about people.

The third objective asks to identify ways in which design and community development professionals can collaborate to build more sustainable and vibrant communities. One of the interview questions asks participants to share some ways that they think collaboration could be improved. This was probably the single most important question and most of the participants struggled with it. Though there were some key ideas shared, I think that the question could have been redesigned to get a lengthier response from people. There were some less important questions that participants spent several minutes answering; this question took most people less than a couple of minutes to answer. However, the responses that were provided are a great starting point or foundation for collaboration.

Finally, the last objective is to develop and provide improved development guidelines for use by all parties involved (i.e., architects, engineers, city planners, community development

professionals, developers, community members, building committees, researchers, etc.). This research will be able to produce summarized articles and a checklist for people to use as an aid in moving forward. In time, I would like to start a website that starts the brainstorming session and provides some insight and ideas for people. Perhaps a new methodology could be presented for use on community development and building projects.

This work answered all of the research questions, but not fully. Considering this research topic is new, fully answering the questions will take decades of research efforts. The first research question asked for the perspectives of design and community development perspectives on current methods, tools, and their applications for building communities. What the research failed to answer was if the methods and tools were sufficient or adequate and how they could be improved. It was presumed that the interview question that asked about how collaboration could be improved would answer those questions. Those questions should have been asked directly to provide more valuable insight. The methods that were offered are spelled out in the findings section.

The second research question asked what roles community members have in building their communities, their level of involvement, and how the roles could be increased in the community building process. Again, this was best addressed in the discussions on key methods and processes with the participants. We start to get an idea of their roles as participants share their methods; citizens typically seem to have a small role if any at the beginning of a project. Overall, their involvement is quite limited, not only to specific sections in project timelines, but also in the number of people involved. Citizen groups are fairly small in number. Participants should have been asked how the citizens were called to participate. That could make a significant difference on who participates and the outcome of the project.

The third research question asks how to build more sustainable and vibrant communities through the relationships of design and community development professionals. This goes back to collaboration and how to improve and strengthen it between these two groups. An entire research project could be dedicated to that single question. To improve collaboration between design and community development professionals, the starting point was to further clarify roles, responsibilities, challenges, and perspectives so we could get a clearer picture. It would be hard to move right into full research on collaboration without a better understanding of design and community development professionals in general. A limited understanding of roles and responsibilities has been one of the major roadblocks for collaboration. This research will help design and community development professionals to understand each other more and that is essential before brainstorming on methods of collaboration. I think the real research can begin once this understanding has happened. Knowing that could take years of actual collaboration is somewhat discouraging, but it also means that collaboration has to occur before we can truly know how to improve it; improving something that does not entirely exist is difficult.

Finally, the last research question asks what improvements or suggestions can be made to develop and provide improved development guidelines for use by all parties involved (i.e., architects, engineers, city planners, community development professionals, developers, community members, building committees, researchers, etc.). This question was also answered mostly through key methods and discussion in general. It will be helpful to get all team members on the same page prior to starting work. This research has provided tools for teams in terms of important questions and topics that can be discussed at the start of a project. Sometimes people get caught up in their day to day tasks and forget to plan and organize with their team beforehand. Collaboration can easily be improved by taking this approach. Teams should start

out with a meeting that would go through a checklist generated by this type of research. In doing so, everyone is getting their questions answered and knows what they need to think about at the onset of the project. This will be an opportunity to discuss expectations with each other, as well as responsibilities and methods that will make the entire project move along as smoothly as possible. This research will be the starting point for producing applicable guidelines or a template for guidelines that may be used or tailored for use by many people involved in community development. A simple and ideal format might be a desk side checklist.

Limitations and the Future of this Research

Ultimately, the greatest limitation of this research was pioneering the subject. Add to that being a student researcher or a new researcher. If the subject already existed, filling the gap would be easier. Instead, it is a matter of where do we start, how do we start, what do we want to know, what do we ask, and so forth. At this point in time, this research is limited to perspectives and some speculation. Once there is more planned collaboration with clear goals and well defined roles, the research will be richer and more valuable as time progresses. It is likely that research on this topic will become more complex, but at the same time it should become easier to navigate.

Another significant limitation of the research was time; had there been more time to collect data, more than 22 participants would have been interviewed. In addition, citizens would have been included; the original research called for people as a third group, but the nature of student research narrowed the timeline and focus. If there were more time, interview questions could have evolved into more valuable questions. There were moments in the process that came too late. One example is learning that it may have been useful to ask for a brief summary of what should be expected of the interviewees when working on a community development

project. Asking participants what their expectations were of each other was only half of the question; we really ought to know how a participant would finish the sentence, "What you can expect from me is…"

One last limitation of this research was finding professionals willing to participate or respond to the request for participation. It is uncertain why people did not respond to the call for participants. There were three attempts over a long period of time. Were design professionals uninterested because they did not know how they fit into community development? Were there misunderstandings about community development? Community developers were much more responsive and nearly all of them agreed to participate. Another limitation to the research was the number of community development professionals contacted. When more people are doing this research, results should improve based on networking abilities alone.

Conclusions and Implications of the Research

This research is a very small, but important start to developing more information on this topic. It emphasizes the relationship between design and community development professionals and how their collaborative efforts might improve their work within communities. This research could generate interest in others with the most effective results coming from an audience of multiple disciplines. It highlights a need to improve awareness and increase knowledge regarding the community development profession. Misconceptions or ignorance of the profession could potentially stunt a community's ability to grow and all professionals who have a hand at shaping the community should to be able to work together and understand what each has to offer. Ideally, education and truly effective collaboration can work together to strengthen the community fabric. The concepts found in this research might be useful for policymakers in the design profession. Incorporating requirements for collaboration and stronger citizen

participation within contract documents could have a significant impact on community design and development. Some of the design and planning ideas mentioned in the literature review could be mandatory in building and design codes or guidelines, such as the building adjacencies and more detailed zoning requirements. Increased and improved collaboration between the design and community development professions would seemingly improve such concepts. However, it is unknown whether collaboration between design and community development professionals will have a real impact on the development of vibrant and sustainable communities. For the purposes of this research, it is a hypothesis based in simple thinking. Studying the process and outcomes of their collaboration is required in order to truly understand the dynamics and connections.

CONCLUSION

The single most important thing that this research exposed was the immeasurable gap on this subject. Although the gap was known prior to the research, the immensity of it was unknown. Some other studies do show possible bridges that could be strengthened to make the connection, such as the research on sociology and design that was presented in the literature review. Bringing together some of the concepts of sociological-based research shared in the literature review and the objectives of this research would be a good starting point for reducing the gap and strengthening the collaboration among design and community development professionals. If 100 years from now, the research gap is closing and there are no indicators showing that collaboration between design and community development professionals leads to vibrant and sustainable communities, it is doubtful that there would be a negative effect of promoting such collaboration. In other words, what harm can be done from a strengthened relationship between these professionals? As we move forward as professionals and active citizens, I predict a rise in multi-dimensional and inter-disciplinary teamwork. Many of the problems that communities and societies will face are unlikely to have solutions; however, they may present opportunities for improvement, striving for solutions will require a diverse group of people with access to social capital. It is an excellent indicator that 100% of the research participants think their collaborative efforts are extremely important. Based on the fact that this research has barely opened the subject for study, it cannot be said that the findings prove or even entirely support the hypothesis about collaboration (among design and community development professionals) leading to sustainable and vibrant communities. However, the underlying goals are a good and useful focus until further research is done.

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APPENDIX A: AMERICAN PLANNING ASSOCIATION PLANNING PRINCIPLES

The American Planning Association has adopted three sets of guidelines to follow when planning public spaces. These principles are a great starting point for anyone working on a community development project.

The planning process must continuously pursue and faithfully serve the public interest.

Planning Process Participants should:

1. Recognize the rights of citizens to participate in planning decisions;
2. Strive to give citizens (including those who lack formal organization or influence) full, clear and accurate information on planning issues and the opportunity to have a meaningful role in the development of plans and programs;
3. Strive to expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of disadvantaged groups and persons;
4. Assist in the clarification of community goals, objectives and policies in plan-making;
5. Ensure that reports, records and any other non-confidential information which is, or will be, available to decision makers is made available to the public in a convenient format and sufficiently in advance of any decision;
6. Strive to protect the integrity of the natural environment and the heritage of the built environment;
7. Pay special attention to the interrelatedness of decisions and the long range consequences of present actions. (2014b)

Planning process participants continuously strive to achieve high standards of integrity and proficiency so that public respect for the planning process will be maintained.

Planning Process Participants should:

1. Exercise fair, honest and independent judgment in their roles as decision makers and advisors;
2. Make public disclosure of all "personal interests" they may have regarding any decision to be made in the planning process in which they serve, or are requested to serve, as advisor or decision maker.
3. Define "personal interest" broadly to include any actual or potential benefits or advantages that they, a spouse, family member or person living in their household might directly or indirectly obtain from a planning decision;
4. Abstain completely from direct or indirect participation as an advisor or decision maker in any matter in which they have a personal interest, and leave any chamber in which such a matter is under deliberation, unless their personal interest has been made a matter of public record; their employer, if any, has given approval; and the public official, public agency or court with jurisdiction to rule on ethics matters has expressly authorized their participation;
5. Seek no gifts or favors, nor offer any, under circumstances in which it might reasonably be inferred that the gifts or favors were intended or expected to influence a participant's objectivity as an advisor or decision maker in the planning process;
6. Not participate as an advisor or decision maker on any plan or project in which they have previously participated as an advocate;

7. Serve as advocates only when the client's objectives are legal and consistent with the public interest.
8. Not participate as an advocate on any aspect of a plan or program on which they have previously served as advisor or decision maker unless their role as advocate is authorized by applicable law, agency regulation, or ruling of an ethics officer or agency; such participation as an advocate should be allowed only after prior disclosure to, and approval by, their affected client or employer; under no circumstance should such participation commence earlier than one year following termination of the role as advisor or decision maker;
9. Not use confidential information acquired in the course of their duties to further a personal interest;
10. Not disclose confidential information acquired in the course of their duties except when required by law, to prevent a clear violation of law or to prevent substantial injury to third persons; provided that disclosure in the latter two situations may not be made until after verification of the facts and issues involved and consultation with other planning process participants to obtain their separate opinions;
11. Not misrepresent facts or distort information for the purpose of achieving a desired outcome;
12. Not participate in any matter unless adequately prepared and sufficiently capacitated to render thorough and diligent service;
13. Respect the rights of all persons and not improperly discriminate against or harass others based on characteristics which are protected under civil rights laws and regulations. (2014b)

APA members who are practicing planners continuously pursue improvement in their planning competence as well as in the development of peers and aspiring planners. They recognize that enhancement of planning as a profession leads to greater public respect for the planning process and thus serves the public interest.

APA Members who are practicing planners:

1. Strive to achieve high standards of professionalism, including certification, integrity, knowledge, and professional development consistent with the AICP Code of Ethics;
2. Do not commit a deliberately wrongful act which reflects adversely on planning as a profession or seek business by stating or implying that they are prepared, willing or able to influence decisions by improper means;
3. Participate in continuing professional education;
4. Contribute time and effort to groups lacking adequate planning resources and to voluntary professional activities;
5. Accurately represent their qualifications to practice planning as well as their education and affiliations;
6. Accurately represent the qualifications, views, and findings of colleagues;
7. Treat fairly and comment responsibly on the professional views of colleagues and members of other professions;
8. Share the results of experience and research which contribute to the body of planning knowledge;

9. Examine the applicability of planning theories, methods and standards to the facts and analysis of each particular situation and do not accept the applicability of a customary solution without first establishing its appropriateness to the situation;
10. Contribute time and information to the development of students, interns, beginning professionals and other colleagues;
11. Strive to increase the opportunities for women and members of recognized minorities to become professional planners;
12. Systematically and critically analyze ethical issues in the practice of planning. (2014b)

APPENDIX B: AMERICAN INSTITUTE OF ARCHITECTS AGREEMENT FORMS

The following tables are from the AIA Document B101 –Standard Form of Agreement Between Owner and Architect (AIA, p. 8 and p. 21-22, 2007). Table B1 is an excerpt from AIA Document B101 on Schematic Design Phase Services and Programming. Note "review the program" in § 3.2.1, developing the program is not a required duty of the architect. Table B2 is an excerpt from AIA Document B101 on Owner's Responsibilities. Note the bolded areas on the owner providing the written program in § 5.1, developing the program is not a required duty of the architect although there is commentary discussing the importance of a program.

Table B1

Schematic Design Phase Services and Programming

	§ 3.2 SCHEMATIC DESIGN PHASE SERVICES
	§ 3.2.1 The Architect shall review the program and other information furnished by the Owner, and shall review laws, codes, and regulations applicable to the Architect's services.
Quality, cost and time are the three key factors that must be balanced again and again during the development of the project. The owner and architect will discuss these factors in completing Section 1.1 or Exhibit A, but often the parties may be uncertain about one or more of these factors at that time. As the project begins, the architect is required under Section 3.2.2 to once again analyze the balance and to make recommendations to the owner on any corrections or the need for other consultant services. Every site is unique, and as such, must be evaluated against the desired quality, time and cost for the project. The site and siting of a proposed building can have a significant impact on the project's feasibility. For example, a one-story 200,000 square foot warehouse can be built on high or low ground, on a plain or a hill, and on soil or rock, but cost, delivery time and quality will vary considerably depending upon the choice of site.	**§ 3.2.2** The Architect shall **prepare a preliminary evaluation of the Owner's program, schedule, budget for the Cost of the Work, Project site, and the proposed procurement or delivery method and other Initial Information, each in terms of the other**, to ascertain the requirements of the Project. The Architect shall notify the Owner of (1) any inconsistencies discovered in the information, and (2) other information or consulting services that may be reasonably needed for the Project.

Table B2

Owner's Responsibilities

ARTICLE 5 OWNER'S RESPONSIBILITIES	
An essential function of the owner is to provide a written program, detailing the requirements for and limitations on the project. That program will be referenced in Section 1.1 or Exhibit A, or it may be subsequently developed after the signing of this agreement.	**§ 5.1** Unless otherwise provided for under this Agreement, **the Owner shall provide information** in a timely manner regarding requirements for and limitations on the Project, including a **written program** which shall set forth the Owner's objectives, schedule, constraints and criteria, including space requirements and relationships,

COMMENTARY	B101–2007 TEXT
A well-thought out program is essential for a successful start to a project. It is one of the first tasks along with establishing a budget that an owner needs to perform. Unfortunately, many owners fail to fully understand the discipline and detail that is involved in the development of a professional program. In many cases, the owner and architect may decide to share this task, and commission the architect to assist or actually provide the services for developing the program. In some states, the architect may assert a lien on real property to secure payment of the architect's compensation. Upon the architect's request, the owner must provide relevant information to enable the architect to enforce lien rights.	flexibility, expandability, special equipment, systems and site requirements. Within 15 days after receipt of a written request from the Architect, the Owner shall furnish the requested information as necessary and relevant for the Architect to evaluate, give notice of or enforce **lien rights**.

APPENDIX C: IRB MATERIALS WITH INTERVIEW QUESTIONS

NDSU NORTH DAKOTA STATE UNIVERSITY

Thursday, March 14, 2013 FederalWide Assurance FWA00002439

Gary Goreham
Sociology & Anthropology

Re: IRB Certification of Exempt Human Subjects Research:
Protocol **#HS13178 , "Beyond Buildings, Contructing Communities: A Study of Collaborative Efforts & Achievements Between Atchitects & Community Development Professionals"**

Co-investigator(s) and research team: **Tia Braseth**

Certification Date: 3/14/13 Expiration Date: 3/13/14
Study site(s): **varied**
Funding: **n/a**

The above referenced human subjects research project has been certified as exempt (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*). This determination is based on the protocol (received 3/12/13).

Please also note the following:

- If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
- Conduct the study as described in the approved protocol. If you wish to make changes, obtain approval from the IRB prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
- Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Report any significant new findings that may affect the risks and benefits to the participants and the IRB.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures. Best wishes for a successful study.
Sincerely,

Kristy Shirley

Kristy Shirley, CIP, Research Compliance Administrator

INSTITUTIONAL REVIEW BOARD
NDSU Dept 4000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.8995 | Fax 701.231.8098 | ndsu.edu/irb
Shipping address: Research 1, 1735 NDSU Research Park Drive, Fargo, ND 58102

Letter to Research Participants: Informed Consent and Research Questions (with early title)

NDSU **North Dakota State University**
Department of Sociology & Anthropology
Community Development Program
Campus Address
NDSU Dept 2300
P.O. Box 6050
Fargo, ND 58108-6050 701.231.8338

Beyond Buildings, Constructing Communities: A Study of Collaborative Efforts & Achievements between Architects & Community Development Professionals

Dear _____:

My name is Tia Braseth (Thomas). I am a graduate student in Community Development at North Dakota State University and I am conducting a research project involving architects, engineers, planners, and community development professionals. The purpose of this research project is to identify ways in which community development and architecture can be improved through collaboration. The primary focus of this research will be on public projects. Ultimately, the information collected and the work done will contribute to the efforts of building sustainable and vibrant communities. It is our hope, that with this research, we will learn more about how to accomplish successful and thoughtful collaboration, adding both vitality and sustainability to our communities.

Because you are an architecture/engineering/community development/planning professional, you are invited to take part in this research project. Your participation is entirely your choice, and you may change your mind or quit participating at any time, with no penalty to you.

It is not possible to identify all potential risks in research procedures, but we have taken reasonable safeguards to minimize/eliminate any known risks, such as loss of confidentiality or harm to reputation for example.

Generally, you are not expected to get any benefit from being in this research study. If you choose to identify yourself in any way, you may be doing so for your benefit such as advertisement, reputation, and/or availability for questions or comment. However, benefits to the professions involved, as well as the community are likely to occur, including advancement of knowledge which leads to both community betterment and sustainability.

Any identifying information that is offered by you will be presented in combination with any of your quotations used and/or project examples, unless otherwise advised by you. Notes or audio collected may contain the name of you, your firm, or your project(s). However, during your interview, you will be asked if you wish for you or your projects to remain anonymous. The focus of the research is on process, experience, perspectives,

and suggestions. If you wish to be identified, your verbal approval will be recorded during the interview.

It should take about 25-60 minutes to discuss questions and responses regarding your experiences and suggestions working on public projects in collaboration with an architect/engineer or community development/planner-type professional.

We will keep private all research records that identify you. Your information will be combined with information from other people taking part in the study, we will write about the combined information that we have gathered. You will not be identified in these written materials unless otherwise indicated by you. We may publish the results of the study; however, we will keep your name and other identifying information private unless otherwise indicated by you.

If you have any questions about this project, please contact me at (701) 306-8370 or tia.braseth@my.ndsu.edu, or contact my advisor, Dr. Goreham at (701) 231-8922 or gary.goreham@ndsu.edu.

You have rights as a research participant. If you have questions about your rights or complaints about this research, you may talk to the researcher or contact the NDSU Human Research Protection Program at 701.231.8908, toll-free at 1-855-800-6717, by email at ndsu.irb@ndsu.edu, or by mail at: NDSU HRPP Office, NDSU Dept. 4000, P.O. Box 6050, Fargo, ND 58108-6050.

Thank you for your taking part in this research. If you wish to receive a copy of the results, please contact Tia Braseth at (701) 306-8370.

1. When thinking about your projects and your experiences, think about the following:

   Community development practitioner/professional may include people employed by:
   - city planning/government offices/natural resource management (NRM)
   - community development centers (CDCs)
   - community economic development centers (CEDCs)
   - non-profit entities
   - community development educator/institution/university

2. What best describes your current occupation AND what would you consider yourself, an architect/designer (A/D) or a community development professional (CD)?
   - ☐ Management Occupations A/D OR CD
   - ☐ Business and Financial Operations Occupations A/D OR CD
   - ☐ Architecture and Engineering Occupations A/D OR CD
   - ☐ Life, Physical, and Social Science Occupations A/D OR CD
   - ☐ Community and Social Service Occupations A/D OR CD
   - ☐ Farming, Fishing, and Forestry Occupations A/D OR CD
   - ☐ Construction and Extraction Occupations A/D OR CD

3. How long have you been working in your profession?

4. What type of project will you have in mind when responding to questions during this interview?

   - ○ Educational
   - ○ Governmental
   - ○ Institutional
   - ○ Healthcare
   - ○ Economic Development
   - ○ Civic
   - ○ Housing
   - ○ Other _____

5. Were they:

    - ○ Tribal
    - ○ Metropolitan
    - ○ Local/non-metropolitan
    - ○ Regional
    - ○ Statewide
    - ○ National
    - ○ International

6. When thinking about the start of this project, describe your first impression of the architect/engineer/planner/community development professional?

7. What role did they play in your project, including their official title?

8. What were your expectations prior to working with the architect/engineer/planner/community development professional?

9. To your understanding, what were their roles and responsibilities ***prior*** to working together?

10. ***After*** working together?

11. Did you notice their role evolving throughout the project? If so, please explain.

12. What were the main tasks that you worked on together and how did it go?

13. Were you satisfied?

14. What would you do differently next time you work with an architect/engineer/planner/community development professional?

15. Were there similarities or comparisons in your work?

16. What was the overall length of this project?

17. Approximately, how often did you meet with architect/engineer/planner/community development professional during the project?

18. Are there any unique components to this project that you can share with me?

19. How well did the architect/engineer/planner/community development professional listen to your ideas or concerns about the project?

20. How well did the architect/engineer/planner/community development professional explain their decisions/ideas/concerns about the project?

21. How much did you trust the architect/community developer to make decisions in the interest of you/project/end users-people or community, in your absence for example?

22. At the time of the project, were you a resident of the community in which the project was located?

In General:

23. Do you think being a resident in the community of the projects you work on is important? Why?

24. Have you noticed anything different in your process or thinking when working on a local project? If so, please explain.

25. What are some of the key methods or processes you use when working on a community project from beginning to end?

26. In which ways would you improve collaboration between architects and community development professionals?

27. What are the challenges you have encountered working with an architect/engineer/planner/community development professional?

28. How important do you think it is for architects, engineers, planners, and community development professionals to collaborate on community building projects?

29. What other professionals were a part of your community projects or involved in the process? If so, how were they able to contribute?

30. Do you wish to remain anonymous?

31. Do you wish for your project(s) to remain anonymous?

Is there anyone else you might suggest who I can interview?