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Introduction

Developing relationships and working with local colleges and universities can be beneficial and rewarding to producers of manufactured concrete products. Exposing future architects, designers, and engineers to concrete masonry and hardscape products early in their education can lead to industry advocates in the future. These types of relationships are rarely initiated by the school, and it certainly takes effort on the part of the producer to get programs developed, initiated, and maintained. This tool kit has been developed to provide guidance on how to talk to colleges and universities and describe the available programs and resources that NCMA and the NCMA Foundation has available for those interested in becoming involved with their local university/college. For convenience, these main discussion points have been broken down into two sections for the reader to access them quickly and effectively.

Section 1 – Talking to Universities
Section 2 – Available NCMA and NCMA Foundation Resources

Throughout this tool kit, specific documents are discussed. Links to these documents are provided within the document.

Navigation Tip

In an effort to provide convenience for the reader, the sections have been broken down based on the amount of material the reader wishes to cover. If the reader wishes to cover only a brief overview, they are recommended to only read the sections that are bolded in the Table of Contents. If the reader wishes to receive an in-depth overview with links to additional information, they are recommended to read the sections that are not bolded in addition to the bolded sections.
Section 1 – Talking to Universities

This section discusses a three tiered method that is recommended to be used when establishing contact with a local college or university. A brief overview of the three tiered method and items covered in this section tier is as follows:

- **Tier 1 – Guest lecture at a school by providing a short manufactured concrete masonry product presentation to students.**
  - Guidance for how producers should reach out and talk to schools

- **Tier 2 – Provide block plant tours to students.**
  - Guidance on what producers should prepare for and expect when scheduling for block tours.

- **Tier 3 – Promote competitions and other programs to the students and professors.**
  - Brief descriptions of the events and scholarships currently available that are discussed in Section 2.

**Tier 1 – Guest Lecture**

Before any conversations with a college or university are to occur, the member must perform their own research. This research should include materials that are relevant to learning more about the college/university such as the offered degrees, classes, professors, etc.

A recommended list of questions that should be answered to give the potential presenter a better idea of their targeted audience is as follows:

1) Does the college/university offer an Architectural, Civil Engineering, Material Sciences, and/or other related degrees?

2) Who are the Department Head professors? Who are additional professors that could be contacted? Professors that could be contacted include structural engineering professors, geotechnical engineering professors, architectural engineering professors, and material science professors. All or some of these professors could be contacted depending on the material wished to be presented to the class.

3) Does the school offer courses in which the material desired to be shared is best suited for? This requires the member to have a preliminary idea on the presentation they would like to present. Most colleges/universities have a course catalog online that describes the courses and how often the course is offered.

4) Does a current client(s) have a direct connection with the college/university that the member could work off of? Would the client(s) reach out to the university on your behalf?

All of these answers can usually be found on a college or university’s program website. If information is difficult to locate, NCMA recommends contacting the Program’s office directly.

It is recommended that the professors flagged during the searching process should be contacted first, not the Department Heads. Department Heads are typically extremely busy.
and may not be available for a conversation. Members must be aware the professor you reach out to may not be the one teaching the course(s) for that year as teachers in some programs rotate among classes, so do not be caught off guard if this happens.

In regards to the method of contact, NCMA recommends calling the professor directly. At the conclusion of the phone call, whether a conversation occurred or a voice mail was left, the member should also send an email that summarizes the phone call (or voicemail) and provide their contact information. If a member would like to cc: the Department Head on the email to the professor to keep them in the loop, then that is at the member’s discretion.

When meeting with the professor, there are endless topics that can be discussed. A suggested list of topics for the conversation to include are:

- **Background Information on yourself.** – The member wants to present them self in a way that gives the professor a sense of comfort in that they are dealing with an industry professional.
- **Topics for your presentation.** – Whether the member has one topic or several topics that could be presented, be sure to communicate that with the professor. This could include methods on how the presentation could be presented, i.e. in person or webinar, as well as what material in regards to that topic the member believes would be best suited for the presentation.
- **Potential classes.** – If the member feels there is a course(s) a given topic is ideal for from the highlighted list created during their research period, bring it to the professor’s attention. In some cases, a course may not be ideal as initially thought because the curriculum for a course may change from time to time.
- **Class Time** – It is always importation to understand the time parameter the professor has allocated for his/her class. The presentation must fall within this allocation of time perfectly such that the presentation doesn’t end with over half of the class time left or half of the presentation is left to be discussed and the class has ended. If the presentation is anticipated to be short, make sure to inform the professor so they can schedule their class accordingly and maximize the time they have with the students as they may only meet for lecture 2 or 3 times a week.
- **Teaching Materials** – Always be sure to discuss NCMA’s Solutions Center and materials your company has to offer at a reduced cost or free to the staff and students. This shows to the professor that you are not here only for a day but instead here to be a valuable resource for the school.

If time permits, the member can discuss student competitions, funding, and hands-on opportunities provided by NCMA and/or your company. These topics are discussed in more detail in Section 2.

In conclusion, always offer to share the presentations with the professor prior to the presentation day to make sure the materials are appropriate for the course.
Tier 2 – Block Tours/‘Hands-On’ Opportunities

Providing students a hands on opportunity is always a great way to get the class engaged in a lesson. As discussed, this topic can be brought up during contact with a professor. It is at the member’s discretion as to when they feel it is best to be discussed. It is important to keep in mind that block tours are great so long as they are within a reasonable distance from campus. Not only does the professor only have the students for an hour/hour and a half (at most) but the mean of transportation most likely is the students’ car unless the professor is knowledgeable on the school’s field trip process and obtaining school transportation. If a block tour is scheduled, the member must be cognizant that the potential number of students arriving may be less than the class roster as students have other classes that they may not be able to miss depending on the time requirement of the field trip. This, however, can be curtailed if the professor is able to reach out to other professors within the program and receive approval for their students’ absence. If class time does not permit at all during the week, another option to consider is scheduling the tour on a weekend day.

In the event, a block tour is able to be provided to a class or several classes, there are several items the member must take into account prior to the tour.

- Is there enough safety equipment available for the anticipated number of attendees? Are there any recommended apparel items that the attendees should be aware of to wear to the tour, i.e. jeans only, closed toe shoes, long sleeves, etc.?
- Are the employees on site aware of the attendees visiting? Do they need to be briefed on how to work around the attendees and safety policies in the event of an emergency when the attendees are present?
- Are there areas at the production plant that need to be restricted to prevent an attendee from accidentally entering?
- Is there an upcoming date where multiple facets of the production process can be shown off to attendees? Or can the schedule for a given day be altered to maximize the types of processes in action? For example, can forming, curing, splitting, and packaging units occur or only splitting units?
- Can lunch and/or refreshments be provided to the attendees at the completion of the tour in a separate area from the plant to promote further discussion from what was seen on the tour?

An option that can be coupled with the block tour is providing attendees a block laying demo through a local mason contractor. By adding this portion to the tour, it would demonstrate all of the facets that go into manufactured concrete products from how they are made to how they are placed to create structures.

Other hands-on activities are welcomed to be used so long as the main end goal is to give the students a better understanding on the manufacturing/construction process.
The concrete masonry products industry does not only have to be discussed in a classroom setting. Members are encouraged to become a part of student competitions as well as advocate for them at their local schools. Relevant competitions are discussed in Section 2. By becoming an active member in competitions, it allows the member to become a familiar face with the students as well as give the image that the industry is here to help the students both now and when they are designers or construction managers. It is recommended that student competitions are discussed at some point in all lectures in order to bring both the students’ and teacher’s attention to them.

Additionally, members are encouraged to enlighten students and faculty on financial aid opportunities that the NCMA Foundation and your company (if applicable) provides. The NCMA Foundation provides scholarships for students who show interest in the industry and are pursuing their Undergraduate or Graduate degree in Architecture or Graduate degree in Engineering (Structural, Architectural Engineering, or related field) as well as provides grants for research projects aimed to assist in advancing and securing the concrete masonry industry. Relevant scholarships and grants are discussed in further detail in Section 2.
Section 2 – Available NCMA and NCMA Foundation Resources

NCMA and the NCMA Foundation have many financial and non-financial resources and programs available to help producers reach out to local schools. All of these opportunities are overviewed in the subsequent sections.

As previously mentioned, throughout this section specific documents will be discussed. For the reader’s convenience, a link to the mentioned document is provided within the relevant section.
Section 2.1: Student Competitions

As discussed previously, student competitions are a great way to interact with students outside of the classroom atmosphere. It helps establish a relationship with students who show interest in the industry as well as promotes the industry in a positive light to the students.

Both NCMA and ASCE offer student competitions that are related to the industry. NCMA oversees two competitions, the Student Design Competition and Unit Design Competition. The Student Design Competition is broken down into two individual competitions, Architecture Student Design Competition and Engineering Student Design Competition. Both competitions can be altered as they are seen fit but the main goal is to expose competitors to the materials, design methods, and construction methods of concrete masonry products.

The Unit Design Competition enables students to use their innovation to develop a new and innovative concrete masonry unit or hardscape unit design. These designs could be improvements for constructability, improved assembly performance, aesthetics, or other considerations developed by the local school. This competition is competed at two levels, local and national. Once a competitor wins at their local competition, they are then placed in a pool with other local competition winners. The top three local champions are then invited to NCMA’s Midyear meeting where they present their unit designs and the national winner is selected at the meeting.

For members with Hardscape/SRW backgrounds, NCMA recommends members become a part of ASCE’s GeoWall Competition. This is an annual competition that is typically held in conjunction with Concrete Canoe and Steel Bridge. It must be noted this competition is not offered in every ASCE Student Conference and the member must follow up with the Student Conference in their area to see if the competition exists. In the GeoWall competition, Students build a model-scale reinforced soil wall using paper reinforcing with a poster board facing element. The objective is to optimize the "design", present the design methodology used to arrive to optimized “design”, construct the wall, and load test it. A winner is then selected based on the cumulative scores a team receives from the presentation and competition segments.

For a more in depth description of the above mentioned competitions, please review the subsequent sections and highlighted links discussed in those sections.
Section 2.1.1 - Student Design Competitions

Student Design Competitions are a great opportunity to engage an architecture or engineering class at a university. Each program is unique to a given school, and supported through funding by the NCMA Education and Research Foundation. Applications to develop and implement a Student Design Competition are submitted by the school. Such applications, however, must be endorsed by a local State or Province masonry association or an NCMA member producer company. It is expected that this sponsor provides support to the program (usually through speakers, facilities, plant tours, materials, and expertise), and successful programs depend on interaction between the student competitors and the local producer or association.

Schools are free to develop the competitions as they see fit. In order to help make the application process as easy as possible for the school, template applications have been developed and are available for use on the NCMA Foundation website. Two types of competitions have been developed, and are discussed below.

**Architecture Student Design Competition** – these are designed for architecture students to expose them to concrete masonry, SRW, and/or ACB units and materials. A typical competition will have students design a structure using concrete masonry units or a hardscape project using SRW and ACB units. Judging of the designs is done by an independent jury usually comprised of an architect, a producer, a contractor, and a professor. Usually designs are judged on aesthetic concept, innovative use of concrete masonry and/or hardscape materials, functional use of concrete masonry and hardscape materials, and constructability of the design. The winners and runner-ups are awarded a cash prize based on the results of the jury.

**Engineering Student Design Competition** – this type of competition is for engineering students, in order to expose them to structural design of concrete masonry. A competition will present students with a concrete masonry wall section to design. The students will also determine the expected load carrying capacity of their wall. Following design, the students will physically construct and test their wall assemblies. The projects will be judged by a jury typically containing a professor, a civil/structural engineer, a mason, and a representative from the local concrete masonry sponsor. Projects are typically judged on structural performance, accuracy of performance predictions to actual performance, constructability, aesthetic design and craftsmanship, and functional use of concrete masonry materials. The winners and runner-ups are awarded a cash prize based on the results of the jury.

Grant applications for student design competitions are to be submitted by May 1 of each year for consideration at the NCMA Midyear meeting, or November 1 of each year for consideration at the NCMA Annual Convention.
Section 2.1.2 – Unit Design Competitions

Unit Design Competitions are a unique opportunity for concrete masonry producers to interface with local students, provide students with exposure to concrete masonry units, and the potential to compete with students from other schools in a national competition. For this competition, students work to develop a new and innovative concrete masonry unit or hardscape unit design. These designs could be improvements for constructability, improved assembly performance, aesthetics, or other considerations developed by the local school.

Unit Design Competitions require effort on the part of a local producer to provide the support for the competition at an individual school. The NCMA Education and Research Foundation provides support for the national competition, but the program relies on local resources for individual school competitions.

Support for local competitions includes:

- Block plant tour for students in competition, so they understand how concrete masonry units are produced.
- Arrange for a jury to judge designs from students. This jury should consist of a local architect, landscape architect, mason contractor, and producer.
- Provide cash prizes to top teams (typical monetary total of $500)

The top team from each local competition is eligible to be a part of the National Unit Design Competition, supported by the NCMA Education and Research Foundation. For this national competition, the winners from each local competition submit their project to a national jury. The top three teams nationally are invited to attend the NCMA Midyear Meeting and present their unit designs. The winners (as determined by the jury) are announced at the Midyear Meeting. The NCMA Foundation covers travel expenses to the meeting, as well as a cash prize for the winners.

Unit Design Competition teams are comprised of either four undergraduate students, or three undergraduates with one graduate student if class participation allows. Specific requirements are in place for submissions to the national competition.

More details on the Unit Design Competition, including information for producers on how to set up a local competition are found on the NCMA Foundation website at https://ncma.org/foundation/funded-programs/unit-design-competition/how-to-set-up-unit-design-competition/.

Information on how to set up a unit design competition at your local school can be found at https://ncma.org/foundation/funded-programs/unit-design-competition/how-to-set-up-unit-design-competition/
Section 2.1.3 – ASCE GeoWall Competition

The ASCE GeoWall Competition is a fantastic opportunity for concrete masonry producers to meet with Civil/Geotechnical Engineer students and expose them to Segmental Retaining Walls. For this competition, students must design and build a model mechanically reinforced stabilized earth (MSE) retaining wall. The retaining wall is constructed using poster board with paper reinforcement taped to it. The retaining wall must withstand the sand backfill and vertical surcharge load applied behind the face while minimizing the amount of reinforcement attached to the poster board facing.

GeoWall teams are comprised of a maximum of four (4) graduate or undergraduate students with no more than two (2) graduate students allowed on a team. Competition rules can vary from Student Conference to Student Conference so the member must reach out to the school holding the annual Student Conference in order to become fluent in that region’s rules. For a list of student conferences and the respective contacts, please visit: http://www.asce.org/student_conferences/.

Typically, student teams determine the appropriate design for the wall competition as well as build and decorate the GeoWall box prior to the start of the competition. Student teams may also present the design methodology to the judges prior to the competition itself, this is subject to differ.

Existing GeoWall competitions are always looking for company sponsors to help pay for the various construction materials required for the wall construction as well as volunteers to judge the competition. It is recommended that the member becomes an ASCE member (specifically a Geo-Institute member), if they are not already, as this is can be used as a channel to stay in the loop of when competitions are being held.

If a GeoWall competition does not exist for the Student Conference in your company’s region, it is recommended the member reaches out to a Student Conference that holds the GeoWall competition to learn about the steps they took to begin the competition. This is a great way to really put the industry on the academia radar when it is the lead sponsor/organizer of a student event.

For an abstract on the competition, visit http://ascelibrary.org/doi/abs/10.1061/41095(365)337.
Section 2.2 Scholarships/Grants

In addition to competitions, NCMA also offers financial support in the form of scholarships to students who have an interest in the industry and are pursuing their Undergraduate or Graduate degree in Architecture or Graduate degree in Engineering (Structural, Architectural Engineering, or related field) as well as grants for those who desire to assist in advancing and securing the concrete masonry industry. Both, scholarships and grants, are administered through NCMA’s Education and Research Foundation.

The Paul and Helen Lenchuk Student Scholarship is targeted for full-time students engaged in the pursuit of an Engineering (Structural, Architectural Engineering, or related field) Graduate degree attending eligible colleges or universities in the United States and Canada. The purpose of this program is to support students pursuing a graduate degree in the engineering field while encouraging innovative design, application, or utilization of manufactured concrete masonry and hardscape products in the built environment.

The John and Marlene Heslip Scholarship program is targeted for full-time students engaged in the pursuit of an Architecture Undergraduate or Graduate Degree at eligible colleges and universities in the United States and Canada. The purpose of this program is to support students pursuing a degree in the architectural field while encouraging innovative design, application, or utilization of manufactured concrete masonry and hardscape products in the built environment.

The NCMA Foundation was created in 2000 to support quality programs and individuals who will assist in advancing and securing the concrete masonry industry. Each year the NCMA Foundation funds programs to advance and support the concrete masonry and hardscape industry. The NCMA Education & Research Foundation welcomes proposals from all qualified scientists, engineers, educators and other professionals associated with the manufactured concrete masonry and hardscapes industries. Grants can also be used to help fund industry initiated student competitions, as previously discussed.

For a more in depth description of the above mentioned competitions, please review the subsequent sections and highlighted links discussed in those sections.
Section 2.2.1 – Paul and Helen Lenchuck Engineering Student Scholarship

The Lenchuck Scholarship program was established in 1988 through donations to commemorate the contributions to the growth and development of the concrete masonry industry by Paul and Helen Lenchuk. Paul Lenchuk served as the President of National Concrete Masonry Association from 1968 to 1985. This scholarship is administered by the National Concrete Masonry Association (NCMA) Education and Research Foundation this program for full-time students engaged in the pursuit of an engineering (structural, architectural engineering, or related field) graduate degree at eligible colleges and universities in the United States and Canada. The purpose of this program is to support students pursuing a graduate degree in the engineering field while encouraging innovative design, application, or utilization of manufactured concrete masonry and hardscape products in the built environment.

Eligibility
The scholarship fund is specifically targeted to support graduate-level students.
• Before the start of the proposed period of study (but not necessarily at the time of application), the applicant must possess a Bachelor’s degree from a higher education institution which is accredited by the responsible regional or national agency.
• At the time of acceptance of the scholarship (but not necessarily at the time of application), the applicant must be accepted for graduate study at a college or university in an engineering, construction, architecture, or materials science program. The applicant’s formal and independent study must focus on the use of concrete masonry as a building material.
• To receive the full scholarship award, the recipient must be an enrolled graduate student during the entire scholarship period.
• The applicant must be proficient in the English language. If English is not the applicant’s native language, a TOEFL or GRE score must be submitted along with the application.
• The applicant must maintain a minimum 3.0 GPA (based on a 4 point system) prior to and throughout the scholarship period.

Awards
One $2,500 scholarship will be awarded for each academic year. Awards are not renewable and will typically be awarded on a one-time basis. Award of the scholarship is based upon the recommendation of the Foundation Program Review Committee with approval by the Foundation Board of Trustees. The decision of the Foundation Board of Trustees is final.

Application
The applicant is responsible for ensuring all necessary information is submitted. Applications are evaluated on the information supplied; therefore, answer all questions as completely as possible. Completed applications must be received no later than June 1st of each year.

Submission Requirements
The applicant is responsible for ensuring that the entire application package has been received by the NCMA Education and Research Foundation prior to the application deadline. The application package must include:
• A fully completed application form. Responses must be typed and within the spaces provided without attachment of additional sheets.

• Unofficial transcripts of undergraduate (and graduate, if applicable) records must be sent to the Foundation for each institution from which the applicant has received credit. Transcripts must display student name, school name, grade and credit hours earned for each course, and term in which each course was taken. The Foundation reserves the right to request official transcripts.

For more information in regards to the Lenchuck Scholarship and an electronic copy of the application, visit https://ncma.org/foundation/lenchuck-scholarship/.
Section 2.2.2 – John and Marlene Heslip Architecture Student Scholarship

The National Concrete Masonry Association (NCMA) Education and Research Foundation has established the John and Marlene Heslip Scholarship program for full-time students engaged in the pursuit of an Architecture Undergraduate or Graduate Degree at eligible colleges and universities in the United States and Canada. The purpose of this program is to support students pursuing a degree in the architectural field while encouraging innovative design, application, or utilization of manufactured concrete masonry and hardscape products in the built environment.

Eligibility
The scholarship fund is targeted to support either undergraduate or graduate students. To be eligible for the scholarship, applicants must:

• be enrolled as a full-time student at a college or university that has an accredited architecture program;
• have completed their sophomore year; and
• maintain a minimum 3.0 GPA (based on a 4 point system) prior to and throughout the scholarship period.

Awards
One $2,500 scholarship will be awarded for each academic year. Awards are not renewable and will typically be awarded on a one-time basis. Award of the scholarship is based upon the recommendation of the Foundation Program Review Committee with approval by the Foundation Board of Trustees. The decision of the Foundation Board of Trustees is final.

Application
The applicant is responsible for ensuring all necessary information is submitted. Completed applications must be received no later than the date indicated on the previous web page to be considered. Applicants will be notified by May 15th of each calendar year if they have been selected as a recipient of the scholarship.

Submission Requirements
The applicant is responsible for ensuring that the entire application package has been received by the NCMA Education and Research Foundation prior to the application deadline. The application package must include:

• A fully completed application form. Responses must be typed and within the spaces provided without attachment of additional sheets.
• Unofficial transcripts of undergraduate (and graduate, if applicable) records must be sent to the Foundation for each institution from which the applicant has received credit. Transcripts must display student name, school name, grade and credit hours earned for each course, and term in which each course was taken. The Foundation reserves the right to request official transcripts.

For more information in regards to the Heslip Scholarship and an electronic copy of the application, visit https://ncma.org/foundation/heslip-scholarship/.
Section 2.2.3 – Foundation Grants

The NCMA Foundation exists to support quality programs and individuals who will assist in advancing and securing the concrete masonry industry. Each year the NCMA Foundation funds programs to advance and support the concrete masonry and hardscape industry.

The NCMA Education & Research Foundation welcomes proposals from all qualified scientists, engineers, educators and other professionals associated with the manufactured concrete masonry and hardscapes industries. Generally, proposals initiated by an individual are officially submitted by their employing organization. Graduate students are not encouraged to submit research proposals, but should arrange to serve as research assistants to faculty members. Grants can also be used to help fund industry initiated student competitions, as previously discussed.

Preference will be given for requests that provide national benefit first and regional benefit second; utilize funding partnerships with local and/or state groups and/or other national and international groups; utilize partnerships with other industries impacted by the results; and/or utilize matching funds arrangements.

Each grant proposal is reviewed by the Program Review Committee and evaluated on its individual merits, overall need to the industry and value to the industry. Each grant proposal is ranked based on the Program Review Committee’s evaluation and then Submitted to the Board of Trustees. The Board then approves or denies each grant based on the Review Committee’s recommendations. Once each grant is approved, an oversight team monitors the progress of the program or activity through completion.

Grant applications are reviewed by the NCMA Education and Research Foundation twice each year. Grant applications are due by May 1 of each year for consideration at the NCMA Midyear meeting and by November 1 of each year for consideration at the Annual meeting. The NCMA Foundation then awards grants twice a year at these meetings.

For more information on the grant process including topics such as required information, the grant review process, follow up requests, and questions that are asked during the review of each grant, please visit https://ncma.org/foundation/grants/.

A grant application can also be found at the above site as well.

For a highlighted list of a few of the many programs that are either currently underway or recently completed with full or partial support from the NCMA Education and Research Foundation, visit https://ncma.org/foundation/funded-programs/.
Section 2.3 Educational Opportunities and Tools

In addition to student competitions and financial aid, NCMA also offers various types of educational tools that can be of benefit for a program or professor. NCMA has created numerous versions of technical information from online seminars to an online concrete masonry community. NCMA also supports programs whose sole purpose is to help teach professors the newest innovations in masonry design, specifications, and construction.

For a more in depth description of the above mentioned competitions, please review the subsequent sections and highlighted links discussed in those sections.

Technical materials generated by NCMA are available for free or at a reduced cost for education purposes. Please contact NCMA for more information on the current costs for a given product.
Section 2.3.1 – Solutions Center

NCMA’s number one database of technical information, which is free to access online, is the Solutions Center. Materials that are available to the public for their own use include TEK notes, manufactured concrete products details, software, manuals, frequently asked questions, and other various concrete masonry/hardscape materials. The majority of the material offered here are free; however, some are not but may be offered at a reduced cost for educational purposes.

Section 2.3.2 – University Professors’ Masonry Workshop

In addition to online educational materials, NCMA also supports in person education for faculty teaching (or will be teaching) about the industry through The Masonry Society’s University Professors’ Masonry Workshop (UPMW) as one of seven sponsors for the event. UPMW is an annual forum aimed to teach college/university faculty who are or will be teaching the masonry industry about the current design, specification, construction, and evaluation of masonry. In addition, the workshop teaches faculty effective and innovative methods to teach their students the information they gather from the workshop. All of this is done in an effort to reach out to future designers and construction managers and have them become comfortable with the use of concrete masonry products in a structure.

NCMA recommends local members sponsor teachers to attend this annual workshop to help pay for their travel costs in a unified effort of creating a connection with a school and advancing the industry.

To access more information on UPMW, please visit http://www.masonrysociety.org/index.cfm?showincenter=http%3A//www.masonrysociety.org/html/education/workshops/upmw/index.htm