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PLANNING STRATEGICALLY NOT JUST STRATEGIC PLANNING

Most organizations create a strategic plan. NCARB sought the input of its entire membership to create a partnership in the process of planning strategically.

After 18 months of exploration and input from the Member Board Members, NCARB has crafted a comprehensive and yet flexible strategic plan.

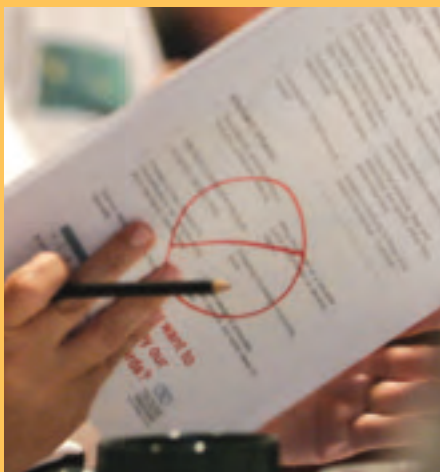
With hundreds of NCARB Member Board Members involved, the process has been more inclusive than perhaps any other in the history of NCARB. The previous strategic planning effort (2005-06) began with input from the 54 Member Board Chairs. This time, all members of NCARB's Member Boards were invited to participate. Gathering input from the entire NCARB membership, which mainly consists of architects and board executives, has given

the Board of Directors invaluable insight from both the jurisdictions and the profession that has helped to map out the best path for NCARB's future.

"I think what this says about NCARB is that we've come a very long way," said NCARB President and Chair of the Board Kenneth J. Naylor, AIA, NCARB, LEED AP. "We've come a long way in terms of customer service, in satisfying expectations of Member Board Members and Member Board Executives, in our willingness to stay very open and transparent, and in our desires to improve performance of the Council in the future."

Transparency is one of NCARB's core values. "This strategic planning process mirrors all the others as well—collaboration, accountability, integrity, leadership, and excellence," said Mary de Sousa, CAE, NCARB Vice President, Operations.

The resulting goals focus on enhancing the value of the Intern Development Program (IDP), the NCARB Certificate, and the *Practice Analysis of Architecture* study. Another goal cites NCARB's plans to establish continuing education (CE) standards accepted by all Member Boards. Additionally, NCARB wants to launch a secure and confidential central database, ac-



MEMBER BOARD MEMBERS, EXECUTIVES, AND NCARB STAFF DISCUSS STRATEGIC GOALS AT THE 2010 NCARB ANNUAL MEETING AND CONFERENCE. DISCUSSION WAS FACILITATED BY GLENN TECKER (TOP-RIGHT)

cessible online by Member Boards and by each Record holder to view details of his or her own Record and other tools. [See page 26 for details on all goals.]

“These goals and objectives demonstrate that NCARB is establishing an innovative and participative culture fueled by an engaged partnership between its Member Boards and the Council that supports their mission to protect the public’s health, safety, and welfare,” said Glenn Tecker. A strategic management consultant with Tecker Consulting, Yardley, PA. Tecker was brought in to guide NCARB’s strategic planning process.

The first phase of the project stretched from November 2009 to June 2010 when

NCARB’s Board of Directors sought and received input from Member Board Members, Member Board Executives, and the NCARB staff. At the 2010 Annual Meeting and Conference in San Francisco, CA, in June, attendees refined their ideas with direction provided by Tecker. He discussed how successful boards lead their organizations to a desired future and how effective organizations institutionalize strategy as part of their culture, decision-making, and work systems.

Next, data gathered and developed at the Annual Meeting became the foundation for presentations and talking points at the first jointly-held Member Board Chairs/Member Board Executives Conference in November 2010. The meeting’s primary

focus was strategic planning [see page 26]. The Board of Directors formally approved the strategic plan in January.

An implementation plan and means to measure goal achievement is now being developed by the NCARB staff.

“We turned this into an experience in learning to plan strategically and making NCARB an organization that understands the necessity for planning strategically as a constant effort, not as a snapshot in time,” said Naylor. **DC**

BEYOND THE CLASSROOM

NCARB GRANT SUPPORTS PROJECTS LED BY EDUCATORS AND PRACTITIONERS

The NCARB Grant for the Integration of Practice and Education in the Academy has been awarded to three architecture schools to help fund projects that create partnerships with architect practitioners to give students unique integrated experiences.

Three architecture schools now have additional support to turn their ideas into reality:

- California State Polytechnic University, Pomona had an idea to engage their students to work alongside architect practitioners and city and federal authorities to rebuild two public structures destroyed recently by California wildfires.
- The idea at the University of Hawaii at Mānoa was to give students a hands-on introduction to the importance of historic and cultural emphasis in delivering architectural services as both design and research architects.
- With an architectural firm already scheduled to be working on campus, educators at North Carolina State University had the idea to let architectural students shadow practitioners at work.

All three schools have been awarded NCARB Grants totaling \$10,000 to help fund their ideas to integrate education and practice. CalPoly was awarded \$4,000, and the University of Hawaii and NC State each received \$3,000.

The Grant—in its fifth year—supports the development and implementation of projects that merge education and practice, turning good ideas that the schools might not be able to implement on their own into reality. The programs must also exhibit the potential to serve as a model for other schools to adopt or adapt and to have long-term impact on students, faculty, the curriculum, and the profession.

The Grant is awarded annually to schools that have programs accredited by the National Architectural Accrediting Board (NAAB), or programs being considered for NAAB accreditation. The schools must also be located in NCARB jurisdictions. Since its inception, NCARB has awarded \$62,500 to 12 schools through the Grant.

Members of NCARB's Practice Education Committee served on the jury to select the 2010 Grant recipients. They are Daniel Bennett Jr. (chair), Auburn, AL; Paul Ed-

meades, Bel Air, MD; Jeffrey Huberman, Charlotte, NC; Peter Steffian, Boston, MA; and Kyu-Jung Whang, Ithaca, NY. Cynthia McKim of Montgomery, AL, is a liaison representing the NCARB Board of Directors.

The NCARB Grant program builds upon the NCARB Prize for Creative Integration of Practice and Education in the Academy, now in its tenth and final year. NCARB awards up to \$62,500 through the Prize program—which includes a \$25,000 grand prize—to recognize existing innovative for-credit initiatives that integrate practice and education at schools with NAAB-accredited degree programs and programs that are candidates for NAAB accreditation located in NCARB Member Board jurisdictions.

Even though this is the final year of the NCARB Prize program, NCARB will continue to support programs that integrate practice and education by increasing focus on the NCARB Grant program.

More details about the NCARB Grant—including the forthcoming news of the 2011 Grant program—can be found online at www.ncarb.org/grant.

2010 NCARB GRANT RECIPIENTS

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

CalPoly Pomona's proposal will engage students—under the leadership of both professors and non-faculty architect practitioners—to replace two dwellings destroyed by raging wildfires on public land in San Diego County in 2007. The students will work alongside professors and non-faculty architect practitioners to design, assist in construction planning, and ultimately analyze the performance of two dwellings. Goals for the structures are reduced environmental impact and maintenance costs, greater durability, and fire resistance.

The Grant will support co-lecturer arrangements involving faculty/project directors and non-faculty architect practitioners, as well as paid student internships with the firm HMC Architects of Los Angeles. The city of San Diego and the Federal Emergency Management Agency (FEMA) will also participate. The faculty member and project director is Pablo La Roche, Ph.D., associate professor; and the non-faculty practitioners are Pasqual Gutierrez, AIA, of HMC Architects, and Eric Carbonnier, AIA, LEED AP, NCARB, environmental analyst.

"The Pamo Valley Project will expand students' experiences as they engage both practitioners, local government, and agencies to collaborate and navigate the complexities of health, safety, and welfare of the public with thoughtful design," said Carbonnier.

The school expects between 45 and 70 students to participate, depending upon course enrollment. The design phase began in early January and will continue through the spring quarter. Over the summer, students will work in the practitioner's office, focusing on construction documentation. Construction begins in the fall, and occupancy will occur by the end of the year.

The web site www.pamovalley.com tracks the project's process from the students' perspective.

NORTH CAROLINA STATE UNIVERSITY

By engaging an architectural firm already providing services on its campus, the School of Architecture is investigating ways to teach professional practice through an experience called "Studio+."

"Having students learn about practice from the inside out, versus from the outside in, will be a valuable experience," said Robin Abrams, Ph.D., AIA, ASLA, professor and head of the School of Architecture. "Due to the economically challenging times, many students have not yet spent any time inside a professional office. Students will be seeing the full range of activities and issues inherent in an active architectural practice, and the practice will gain access to ongoing research in the school."

The firm—Pearce Brinkley Cease & Lee (PBCL) of Raleigh, NC—is designing the new home for the university's library in collaboration with the firm of Snøhetta with offices in New York City and Oslo, Norway. During the fall 2011 semester, one of the PBCL partners will teach 12 students in an advanced studio focusing on the design of a new building for the College of Design. Additionally, students will meet once a week in the PBCL office, where they will focus on professional practice issues and challenges.

"The best outcome would be for this delivery method to have a lasting, memorable, and meaningful impact on students' understanding of practice-related issues," said Abrams.

The proposal's non-faculty architect practitioner is Jeffery Lee, FAIA, of PBCL.

UNIVERSITY OF HAWAII AT MĀNOA

This proposal will give students the opportunity to work alongside architects who specialize in honoring and preserving the rich history and culture of Hawaii. Students will work with practitioners, actual clients, consultants, and community and government officials to provide architectural services with a strong emphasis on sustainability.

"In most cases, architecture students are not asked to look at an existing building and appreciate it for its own character; they are encouraged to seek their own style or come up with a better solution," said the project's non-faculty architect practitioner, Lorraine Minatoishi-Palumbo, Ph.D., AIA, of Minatoishi Architects, Honolulu, HI. "Allowing students to appreciate what other architects have done before them and the history that it represents is important and allows our creativity to function in a new and respectful way."

Perhaps the most visible aspect of the multi-project proposal calls for determining the potential for restoring a country store at an abandoned pineapple farm closed in 2008. Fifty years ago, pineapple and sugar cane plantations blanketed much of the central region of the island of Oahu. Now, only one pineapple plantation remains.

Although the building, built in the 1960s, is not historic, students will analyze the existing structure following both the Department of Interior's preservation guidelines and the Hawaii State Historic Preservation Office guidelines. They will use their information to present solutions for future rehabilitation to the structure. They will also develop a master plan for revitalized the farming village with the restored country store at its heart.

The school created the program with one purpose in mind. "Schools should reach outside the box to engage professionals in creative ways to enrich actual practice learning for students," said Joyce Noe, FAIA, associate professor and project director.

Robert Iopa, AIA, LEED AP, of WCIT Architecture, Honolulu, HI, is the school's second non-faculty architect practitioner on the project. **DC**

JOSHUA PRINCE-RAMUS, NCARB

PRINCIPAL OF REX, AN INTERNATIONAL ARCHITECTURE FIRM BASED IN NEW YORK CITY



EDUCATION

Joshua Prince-Ramus has an undergrad degree in philosophy from Yale University and an M.Arch from Harvard University.

At what age and why did you decide to become an architect?

I really decided when I was in college. I was studying philosophy and was also taking a lot of art courses—particularly sculpture. I had a sculpture professor who was very influential in my thinking. He really encouraged me to consider getting a degree in architecture. Through his encouragement, I started taking architecture history courses and was really just kind of turned on to it. And so it was kind of an interesting blend including philosophy and sculpture.

Do you find that you use the merger of these different fields today?

In our practice, we use what I learned in philosophy to a pretty significant extent. Our office uses the Socratic method instead of being a top-down process. It's really through a team-led argument kind of process. This infects the underlying ethos of the office—how we work as well as what we think is important. Generally speaking, we're much more interested in challenging and investigating new typologies more than form, although doing the former certainly leads to unusual results for the latter.

Did you have a plan for after grad school?

When I was in graduate school, there was really only one place I wanted to work, and that was at Office for Metropolitan Architecture (OMA), based in Rotterdam, Netherlands. At the time, it felt like OMA was the only practice that was really exploring typological inventions. I went to the one place where I had a real affinity.

Do you have any advice for people considering a career in architecture?

I do. Right now I'm teaching at Columbia. I've taught at Harvard, Yale, and Syracuse. My advice has a little bit to do with being a practitioner and hiring. My personal opinion is that it's better to not get an undergraduate degree in architecture, but to get a graduate degree in architecture. That's because the student with an undergraduate degree in something other than architecture brings something to the study of architecture that helps him or her. But I also think of it in terms of life and practice: Having a wider breadth of knowledge and then focusing on a professional degree when you're older and more mature is better. I've noticed these individuals to be more well-rounded architects who bring other considerations to what they're doing, which I find invaluable.

INTERNSHIP

How did your internship prepare you for your career?

I had a very unusual experience because I went to work for OMA in the Netherlands. There you can get licensed by virtue of graduation. So actually I became licensed right after graduating and was also put into the deep end [work requiring greater responsibility]. OMA is a firm where people are given an enormous amount of responsibility at a young age, and so I was fortunate to be put in situations that most people aren't. I'm not sure I'm really a good example as far as internships are concerned ... I think I was very lucky and was put in a very untraditional situation, so in fact, by the time I came back to the United States, I had already been running major projects and doing contract negotiations and team projects all the way through. Most people working on their internship find it difficult at times to even get the breadth of experiences required.

What did you learn from your internship that might help interns?

The important thing is the environment that you're in. Unfortunately, I think a lot of practices do things like treat contracts and fees as something sacred that only the senior most people should be privy to. To be honest, I don't understand that mentality because it's the team that needs to know every letter of the contract, and it's the team that needs to know whether they're meeting their obligations in terms

of are they delivering a product worthy of the fee that's been charged. So what's important is trying to find a practice where those things are considered tools that should be made available to everyone, a culture of transparency, and actually because of the transparency, a culture of accountability. In my own experience, that's pretty rare though, and I think that's a pity.

You have served as a supervisor and mentor to individual interns. Why would you encourage others to do that?

I do it for two reasons. One, I think it's the architect's responsibility to do it, just like I think teaching is an architect's responsibility. On the flip side, I believe having as informed and educated an office as possible is in my own best interest.

EXAMINATION

When you started taking the ARE, did you have a plan?

I took a division of the exam every week. I just reserved the nine-week period when I had the time that was convenient work-wise. [The ARE consisted of nine division exams prior to the change to seven in 2009.] I worked Monday through Wednesday, and then Thursday and Friday I spent the entire time studying and taking the exams. I was sort of dead set on plowing straight through it. At the end, I was tired, but happy. I could tell that letting it drag on for years was just going to cause me stress, so I decided I was just going to bite the bullet and get it done, one straight shot. I fortunately passed all the tests the first time.

Do you have any advice for someone starting the ARE process?

The graphic portions are by far the most difficult. I think just the familiarity with the software is incredibly important so you're not thinking about using the software, you're thinking about responding to the problem. My advice is to know that what it's trying to test is not beauty; it's trying to test your mastery of the code. People get lost in trying to make pretty solutions as opposed to compliant and efficient solutions. Since the former is

subjective and very difficult to grade on a computerized exam, people should realize that really what they're being tested on is the latter.

INITIAL LICENSURE

Where are you licensed?

I was licensed in New York state first, and now am also licensed in Florida, Texas, Kentucky, Pennsylvania, and the Netherlands.

How long did it take you from graduation to getting a license in the United States, considering your time in the Netherlands?

I finished school in 1996, and I came back from the Netherlands in 2001 and got licensed in 2007. Between '01 and '07, all of our work was done with associate architects so I wasn't in a position where I needed to be licensed. When I did get licensed, however, I got certified immediately after that.

The time it takes to get a NAAB-accredited degree, to go through an internship, and to pass the ARE to become licensed can be a bit overwhelming for some students and interns, especially when viewed from the start. What do you tell students about why each of these steps—individually and together—are important on the path to licensure?

I espouse that the more in control architects are of the process, the more likely they can do good architecture. Collectively, these make up the tool book or the rules by which you must play the game. I mean, it's like giving someone a baseball bat, but not giving them the rules on how to play baseball and yet expecting them to be a major-league baseball player. I think the more that you expose yourself to contracts, to the various processes by which projects are bid or procured, the more you are increasing your ability to actually design because you understand the rules by which you are designing. I think that the kind of tension that a lot of schools create—that school is the place that you dream and you'll learn how to practice later—I just don't buy that. I think you should learn how to dream us-

ing the rules. If you understand the rules, then you're much more likely to understand how to use them to your advantage and to dream within them and to bend them better than if you don't. I don't buy this whole tension between creativity and practicality. I think it's bogus.

NCARB CERTIFICATION

Why did you seek certification?

We were working all over, not just the United States, but all over the world. So to be able to seek reciprocity in short order was just really important. It's also one of those things that you never know when you'll need it and I just figured it was better to push through it all and get licensed and then certified.

Would you encourage recently licensed architects to get certified as soon as possible?

Yeah. I mean it's just one of those things. NCARB certification facilitates reciprocal registration among all jurisdictions.

What advice do you have for architects who are uncertain about when to get certified in their careers?

Just do it. Yeah, I just always encourage people to, one, get out of school; and two, get licensed and certified as soon as possible. The older you get the more difficult it's going to be—so just do it. And do it when you're young. Don't delay it.

What interesting projects are you working on now?

We are working on a library and music conservatory for the city of Kortrijk, Belgium. And we have a huge development—2,000 luxury condo units—in Incheon, Korea. Those are the big projects we've got going right now, along with the Museum Plaza project in Louisville, KY. That's a \$490-million, 62-story skyscraper on the banks of the Ohio River that contains a contemporary art institute, space for the University of Louisville, a 250-room hotel, 215 condos and loft apartments, 13 floors of office space, restaurants, shops, parking for 800 cars, and a public sculpture garden. **DC**



ACCREDITED



MAKING THE GRADE:

WHAT GOES INTO THE ACCREDITATION OF ARCHITECTURAL PROGRAMS?

On a Sunday morning in March last year, Dave Hoffman, FAIA, sipped coffee, took a deep breath, and looked closely at the structure and performance of an architectural school at which he is visiting—but not in the usual way. While he is an architect, the papers before him weren't architectural drawings and his mission was not to design or restore a building on campus. It was to participate in an accrediting process to verify that the architectural program there substantially meets the standards as defined by the National Architectural Accrediting Board (NAAB).

Hoffman, a Kansas-based architect, was one of four visitors on the Texas Tech University campus that day who took on the roles of academic investigators. In five days, the visiting team would observe, discuss, and consider thousands of details about the school's program so as to determine whether or not to recommend a term of accreditation by the NAAB. Based in Washington, DC, the NAAB is the only agency authorized to accredit architectural programs in the United States.

The scene involving architectural professionals like Hoffman is repeated every two to six years at each of the institutions offering a professional degree program in architecture. Under the management of the NAAB, the visiting teams are made up of volunteers nominated by the National Council of Architectural Registration Boards (NCARB), the American Institute of Architects (AIA), the Association of Collegiate Schools of Architecture (ACSA), and the American Institute of Architecture Students (AIAS). Hoffman was nominated by NCARB.

This united effort is for good reason. "Each of the four collaterals that participate in the NAAB brings an essential perspec-

tive," said 2011 NAAB President Cornelius "Kin" DuBois, FAIA, NCARB, LEED AP, who came from NCARB's ranks to serve NAAB. "One of the most compelling aspects of NCARB's active involvement is the focus on education as the first step of a process that ultimately leads (after internship and examination) to licensure."

On his recent visit, Hoffman represented NCARB by concentrating on regulatory and professional practice aspects of the school program's curriculum. "We each bring specific applicable skills to the team," the senior vice president with the firm of Law/Kingdon, Inc. of Wichita, KS, said of his colleagues.

There are 119 institutions offering 151 NAAB-accredited programs; currently more than 25,000 students are enrolled. They are part of the profession's next generation and are beginning the process of education, internship, and examination on the path toward their eventual licensure. Getting a degree from a NAAB-accredited program satisfies one of three prerequisites for licensure in most jurisdictions, the other two being completion of both the Intern Development Program (IDP) and the Architect Registration Examination® (ARE®).

DOWN TO THE DETAILS

From the visiting team room for the on-campus exploration, Hoffman and his colleagues poured over documentation that compared the school's self-assessment with detailed academic standards set by the NAAB with the help of NCARB with the support of the collateral organizations. Charts, student work, notebooks, reports, and computers filled the room that came back to life each time the team returned from another of the several meetings with the faculty, students, and college administrators.

HIGHLIGHTS OF TYPICAL SITE VISIT

SATURDAY

Afternoon

- Team arrival and orientation
- Team members have already reviewed school's Architecture Program Report (ARP)

SUNDAY

Morning

- Review documentation
- Assemble issues and questions
- Begin review of student work and other records

Afternoon

- Tour facilities and meet with faculty

MONDAY

Morning

- Meet with program head, chief academic officers, and school administrators

Afternoon

- Observe studios and meet with students

TUESDAY

Morning

- Review student work and course notebooks
- Observe lectures and seminars
- Eat lunch with student representatives

Afternoon

- Meet with faculty
- Complete review of exhibits and records
- Enter accreditation deliberations
- Draft Visiting Team Report

WEDNESDAY

Morning

- Exit meetings with the school administrators, chief academic officers, faculty, and students



NAAB VISIT TO THE UNIVERSITY OF MINNESOTA. COURTESY OF NAAB.

Every visit is preceded by the submission of an Architecture Program Report (APR). This serves as the self-study and guides the team's work on site.

The APR is, largely, a narrative document that is comprehensive and self-analytical. It is expected to succinctly describe how a program meets each of the conditions for accreditation. Areas and levels of excellence will vary among accredited degree programs as will approaches to meeting the conditions and reporting requirements. Programs must present complete and accurate information to demonstrate compliance with each of the NAAB Conditions.

Visits begin on Saturday evening and conclude on Wednesday at noon [see sidebar]. Key aspects of a visit include reviewing student work; touring the architecture school facilities and the campus; meeting with staff, program heads, college officials, and students; observing studios, lectures, and seminars; reviewing of records; and drafting of the Visiting Team Report (VTR).

The VTR serves multiple purposes. It is essential to the NAAB in making its accreditation decision. It conveys the visiting team's assessment of whether the program meets the Conditions for Accreditation, as measured by evidence of student learning, the overall capacity of the program to fulfill its obligations to ensure student achievement, and the overall learning environment. It also estab-

lishes the degree to which the program is functioning in the manner described in the APR. Finally, the team recommends a term of accreditation to the NAAB Board. This recommendation is confidential and non-binding.

"We would start at 7 a.m. and finish with dinner, usually about 8 p.m.—very full days," Hoffman said. "Every accreditation visit takes a lot of energy. You have to remain sharp to take in all of the information. Clear and efficient verbal communication is critical. And you are constantly analyzing, evaluating, and making conclusions and then defending those conclusions during the team discussions."

Thirty days after the visit ends, the team chair sends a final draft of the VTR to the NAAB staff. At its next meeting, after reading the VTR and the program's optional response to it, the NAAB will approve a term of accreditation. Depending on the type of visit and the program's status, these terms may range from a two-year term of initial candidacy to a six-year term of continuing accreditation.

WHY ACCREDITATION MATTERS

This concentrated focus on academic standards is important to students who are pursuing B.Arch., M.Arch., or D.Arch. degrees. Thanks to the ongoing review of architectural programs by the NAAB, students in the programs receive the education that prepares them to enter and serve the profession.

Likewise, schools and universities seek accreditation to signify academic quality and ongoing commitment to improvement. Each year, the NAAB conducts 20 to 25 visits for a full range of accreditation actions from initial candidacy to continuing accreditation.

Accreditation is of special importance to NCARB. As the standard bearer for the regulation of architecture and the custodian of architects' Records, NCARB supports the 54 U.S. jurisdictions. Seventy percent of those jurisdictions (or 38 of the 54) require that candidates seeking initial licensure hold degrees specifically from NAAB-accredited programs. [See www.ncarb.org/Studying-Architecture/ for more information.]

A SHARED RESPONSIBILITY

The ongoing effort to review programs offered by 119 institutions demands continuous support from the four collateral architectural organizations.

The NAAB was founded by NCARB, AIA, and ACSA in 1940, and since then has been supported financially by those organizations. All three contribute about \$400,000 each year to support the NAAB's mission. The profession's student organization—AIAS—voluntarily contributes a more modest amount. NCARB's contribution is related to its view that the NAAB's diligent work is a more efficient approach to accrediting degree programs instead of the likely alternative: each jurisdiction conducting its own independent evaluation to accredit programs in its jurisdiction.

Together, the four organizations also nominate volunteers to serve on the NAAB Board and to fulfill the NAAB's most visible role—the visiting teams. Each year, the NCARB president names about 20 individuals—most of whom are Member Board Members or NCARB regional directors and officers—to work with the NAAB. After completing required online and face-to-face training, they become active and may be assigned to visiting teams. Those in the team member pool remain active for four years.

"Some of our most experienced and most thoughtful visiting team members come out of NCARB," said NAAB Execu-

tive Director Andrea S. Rutledge, CAE. Appointees for visiting teams are placed in a pool of names along with similar volunteers from the collateral organizations. NAAB uses the pool of names to create four-person teams with each of the four organizations represented. When nominating teams for visits, the NAAB must juggle prospective team members' availability for each five-day trip while also achieving team diversity for geography, gender, race, ethnicity, and experience and while considering known real or potential conflicts of interest. Because of these strict criteria for team formation, some from the pool of appointees may serve on three or four teams during their four-year terms while others may just serve once.

In addition to the nearly 60 individuals in the team member pool, three NCARB leaders serve on the NAAB Board of Directors: DuBois of Denver, CO; Douglas K. Engebretson, FAIA, Springfield, MA; and Gordon E. Mills, FAIA, Dubuque, IA. Engebretson and Mills were appointed to the NAAB Board following their service as NCARB President. Current NAAB Board President DuBois is formerly a member of the Board of Directors who represented the Council's Western Conference (Region 6).

ON THE MOVE

The NAAB and the collateral organizations have gone about the work of accreditation since 1940. For more than 70 years, the NAAB has continued to improve its processes and standards while also managing an increasing number of visits. It is an organization constantly working toward continuous improvement in all aspects of its work.

For Hoffman and his team, completing the evaluation of the architectural program has meant hard work, expert consideration, attention to detail, and even personal and professional sacrifice. Yet the team's packing up and leaving campus on Wednesday signals not the end, but the beginning of the final phase of the accreditation process. In a larger sense, Hoffman knows that the actions on behalf of the NAAB in that five-day span support the profession well into the future. **DC**

NAAB BY THE NUMBERS

Number of institutions with accredited programs: 119

Total number of programs accredited: 151

Visiting teams formed each year: 20 to 30

Range of applicants for candidacy (new degree programs) processed each year: 1 to 3

Range of programs visited for continuing accreditation each year: 20 to 25

States requiring a degree from a NAAB-accredited program: 38

Size of NAAB's pool of potential team members for visits: 400

Average number of volunteers serving each year: 125

Number of new NCARB representatives named to NAAB each year: 20

Number of students in NAAB-accredited programs: 25,707 (2008-09)

States with the most accredited programs: CA and NY (10 each)

States with no NAAB-accredited programs: 7 (AK, DE, ME, NH, SD, WV, and WY)

Size of NAAB's staff: 7

Year NAAB founded: 1940

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ARCHITECTS WITH THE CERTIFICATION EDGE

Architects who have an NCARB Certificate have paved their way for faster reciprocity and greater mobility. No longer confined to their own jurisdictions, they can more quickly obtain licenses in other states to strategically market their services and pursue opportunities on a national level.

With an active Certificate, an architect becomes eligible to apply for licensure in other jurisdictions, as well as Canadian provinces and territories, depending upon each registration board's requirements.

Nationwide, two out of three architects do not have this advantage. For them, pursuing work beyond their own jurisdictional boundaries could take several weeks—or even months—to update a Record, submit an application, transmit the Record, and gain licensure. This could impede one's ability to respond when existing clients want to develop projects in new locations, when unexpected opportunities sprout up, or where forecasts predict growth in certain regions.

NCARB certification actually streamlines the process and reduces that amount of time to receive a reciprocal license in most states. More than half of the jurisdictions

in the United States now require certification as the only way to attain reciprocal registration. What's more, two-thirds or more of all jurisdictions accept certification obtained by architects through either the Broadly Experienced Architect (BEA) program or the Broadly Experienced Foreign Architect (BEFA) program¹.

If an architect is already certified and requests to have an NCARB Record transmitted in support of an application for reciprocity in a new jurisdiction, he or she can expect NCARB to transmit the Record typically within five business days.

"In my practicing lifetime, we've moved from what used to be a standard of practicing in one individual state to practicing more regionally and nationally," said NCARB President Kenneth J. Naylor, AIA, NCARB, LEED AP. "Certainly with the speed of technology and advancements being made, we see the necessity of preserving the opportunity to practice in multiple jurisdictions and have it not take a great deal of time to facilitate getting licensed in other jurisdictions. Many times the opportunity is lost if we can't move quickly to achieve a license and take advantage of an opportunity when it arises."

¹ The BEA is an alternative that allows an architect to become certified if he or she did not earn an academic degree from a program accredited by the National Architectural Accrediting Board (NAAB), by learning through experience. The BEFA allows a foreign architect to satisfy the certification requirement of professional examination by demonstrating competence to practice architecture independently while protecting the public's health, safety, and welfare.



FROM LEFT TO RIGHT: JONATHAN PEIFFER, AIA, NCARB, LEED AP; FRANK CUNHA III, AIA, NCARB; ADAM ROHRBAUGH, AIA, NCARB

TO BE FRANK

From his starting place in Newark, NJ, Frank Cunha III, AIA, NCARB, sees certification as a way to capitalize on the fact that he works in a region of the country where smaller states easily give him the ability to travel and work outside the borders of just one state. Starting with his initial certification in 2004, he has now gained licensure in the neighboring states of New York, Pennsylvania, Delaware, and Connecticut, and is considering adding Massachusetts and even Florida.

"I separate myself from my competitors by being proactive," said Cunha, principal and CEO of FC3 Architecture+Design, LLC.

Another advantage for him is the ability to move swiftly to gain another state's license if a new or existing client has property or does business in another state. "Being certified and having a license in that state shows dedication to his or her best interest," he said.

BEYOND TRADITIONAL PRACTICE

Jonathan Peiffer, AIA, NCARB, LEED AP is director of housing development for the Newtown Community Development Corporation in Tempe, AZ. Newtown is a private not-for-profit that uses public and private funding to help place income-eligible first-time home buyers into newly constructed or substantially rehabilitated homes, both single and multi-family.

As manager of the housing program, Peiffer draws on his 18 years of traditional practice. He conducts contract reviews, negotiations, and property assessments, working directly with clients prior to, during, and after their home purchases. As an architect, he brings knowledge related to programming, sustainability, historic preservation, and interfacing with municipal building departments and contractors. He also helps the organization refine policies and procedures and secure funding.

For Peiffer, having multiple licenses and certification—he is registered in Arizona, California, Colorado and Idaho—"provide

ADVICE FROM AN EXPERT

Although now retired, Andrew Prescott, AIA, NCARB, has learned a thing or two about NCARB certification that is instructive for all strategically minded practitioners.

Prescott, the 2009-2010 NCARB-President, is NCARB certified and had been licensed to practice

in more than 40 states before his retirement. He is one of the founders and was the executive principal of Einhorn Yaffee Prescott, Albany, NY, a firm that grew to 700 employees working in nine offices to design projects in 45 states and numerous countries.

Here are Prescott's thoughts on certification:

What advice would you give an architect wanting to be proactive in pursuing additional states' licenses through certification?

1. Do it sooner than later and make sure you keep your NCARB Certificate up to date. It saves a lot of time and paperwork.
2. Do it when you prepare a preliminary marketing plan and the plan identifies a building type or reason that may take you into another jurisdiction.

value to the organization in many intangible ways when we compete for funding.” He notes that it is “beyond what is typical in this industry and is looked upon favorably.”

There is an additional reason Peiffer keeps his licensure and certification active. “The world of architecture is quickly evolving as we come through this recent depression in the industry,” he said. “I fully believe that active certification is, indeed, insurance for a future that is still not certain. Portability is key to basic survival in today’s corporate world should one suddenly find themselves under or unemployed at any given time. NCARB certification is a very valuable tool in marketing one’s skills ... and continued NCARB certification allows for the ability to choose one’s future over having it chosen for you.”

Peiffer described the certification process as efficient and uncomplicated. “With the right qualifications, certification is a relatively straight forward process and once completed is easy to maintain for a lifetime,” he said.

CERTIFICATION AND DIVERSIFICATION

Adam Rohrbaugh, AIA, NCARB, sees certification as a clear marketing advantage because he is an architect providing niche services in addition to his traditional ar-

chitectural practice. As a forensic architectural consultant, he has broadened his client base to include insurance companies and attorneys who are involved in lawsuits and claims over failed buildings in different states.

“My secret to survival is diversification,” said Rohrbaugh, founder of Construction Science & Investigation Group, Inc. and A7 Architecture & Forensic Consulting in San Diego, CA. In his forensic line of work, certification helps him respond quickly to opportunities in any state, so he maintains his Certificate to market his

services nationally. Besides California, he is currently licensed in Nevada, Florida, New Mexico, and Colorado.

For others in traditional architectural practice, Rohrbaugh gives the same advice he gives himself: Build on your business and your credentials constantly, brainstorm ways to succeed in the marketplace, be persistent, and get certified.

“NCARB certification is key to marketing yourself; and selling yourself is critical to survival today,” he said. **DC**

NCARB certification is a very valuable tool in marketing one’s skills ... and continued NCARB certification allows for the ability to choose one’s future over having it chosen for you.

3. Do it before you respond to an RFP (request for proposal) or an RFQ (request for qualification) from a potential client located in a jurisdiction in which you are not licensed.

Is it complicated to maintain multiple licenses?

One needs to take the attitude that it is simply a part of doing business these days. Be proactive—keep the licenses up to date and review them periodically.

Could you have accomplished all that you have in your career without certification and the mobility it provides?

It would have been next to impossible without my NCARB Certificate ... not only by me but my partners and many of our staff. The broad expanse was due to our pursuit of work out of state

in order to meet marketing goals we established for the firm. The link with each state paid off as it allowed not only me, but also the firm, to pursue work in our specialties in ever-widening geographic areas and to maintain a constant—if not growing—practice.