



August 16, 2017

Attention : **Elie G. Haddad, PhD**
Professor in Architecture
Dean of the School of Architecture & Design
Lebanese American University
Beirut/Byblos- Lebanon

Subject : **AXP, Professional Practice, and Structures at LAU.**

References : NCARB Licensing Advisors Summit 2017 – Chicago, Illinois, USA

Dear Dr. Haddad,

LAU's presence at the NCARB Licensing Advisory Summit held in Chicago, Illinois, USA from July 27th through July 29th of this year 2017 was of high importance and benefit.

Please find enclosed a report outlining the outcomes that we will be relying on to advance with the implementation of IDP at LAU, therefore enhancing our status along the NAAB Accreditation path.

A presentation will be scheduled soon to update the faculty on the latest NCARB approaches for IDP Streamline and Integrated processes.

I will be available for discussion as needed.

Sincerely,

ROGER SKAFF, AIA, NCARB.





ROGER SKAFF, AIA, NCARB.



NCARB
Licensing Advisors Summit
July 27-29 2017
Chicago, Illinois
USA

Participation Report

Date:
August 16, 2017



MEMBER OF THE LEBANESE ORDER OF ENGINEERS AND ARCHITECTS.



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A. Executive Summary

The NCARB Licensing Advisors Summit 2017 convened in Chicago from July 27 till July 29, inclusive.

Over 250 architect licensing advisors—including students, licensure candidates, educators, practitioners, and members of state licensing boards—gathered for the three-day event, during which they shared best practices, explored important licensure topics, and learned about the latest program changes.

Discussions included subjects related to the AXP (Architecture Experience Program) in terms encouraging the next Generation of Architects to pursue licensing, highlighting the importance of Equity and Diversity in the profession in order to help the new graduates stay in the profession.

NCARB has also highlighted the ways of improving the Supervisor-Candidate relationship through investment in new resources, creating think thanks, and holding student-educator-professional best practice sessions in order to bridge the gap between them.

Professional Practice topics, such as the number of courses and the offering timing were also highlighted by professors from different institutions, including myself as LAU representative. For this, NCARB has introduced their **Professional Practice Faculty Community Data Collection Initiative** in order to come up with a unified vision around Professional Practice curricula and offerings.

Finally, the role of the Licensing Advisors in Academy has been stretched to cover under age (high school) students and over age candidates from the profession, military corps, etc... through job fairs and any other resources that may be deemed attractive for professionals to pursue licensing.





B. Supporting the Next Generation of Architects

Licensing advisors share first-hand knowledge and insight with candidates as they progress along the path to becoming an architect. Most NAAB-accredited architecture programs and AIA state chapters have a licensing advisor supporting NCARB candidates along the path to licensure.

Summit attendees engaged with NCARB experts in various formats to learn more about recent updates to NCARB key programs, from education to certification. These learning opportunities included a panel discussion about the advancement and impact of NCARB's Integrated Path to Architectural Licensure (IPAL) initiative, as well as a session on coaching individuals through the new alternative paths to licensure and certification. Advisors also got a survey of pass rates for the newest version of the Architect Registration Examination® (ARE®), ARE 5.0, which are now available.

C. Encouraging Equity and Diversity in the Profession

Equity by Design founder Rosa Sheng, AIA, LEED AP BD+C, delivered a keynote address encouraging advisors to explore new ways to make the profession more equitable by breaking down barriers in the licensure process. "The largest percentage of people leaving the profession are recent graduates. We need to help them stay in the profession," said Sheng.

President of the Illinois chapter of the National Organization of Minority Architects (NOMA) Oswaldo Ortega, AIA, LEED AP, addressed the topic of diversity in architecture, discussing the importance of exposing children from all backgrounds to design-thinking at a young age.

D. Improving the Supervisor-Candidate Relationship

FY18 NCARB President Gregory L. Erny, FAIA, NCARB, also spoke about how the organization is working to build better relationships between licensure candidates and their supervisors.

For this, "NCARB is investing in new resources to train supervisors." Erny also announced that NCARB will be creating a new think tank for recently licensed architects in the coming year. In addition, the organization will launch [NCARB Scholars, a new initiative designed to engage Professional Practice professors with the licensure process.](#)

The supervisor-candidate relationship was also a key topic for members of the 2016 Think Tank, who participated in a panel at the summit. To bridge the gap, supervisors and candidates should "plan regular experience report submissions, schedule one-on-one development meetings, and celebrate licensure milestones," suggested Think Tank member Morgan Parrish.

Licensing advisors also participated in a best practices session, splitting into three groups: students, educators, and practitioners. These specialized breakouts encouraged attendees to share and develop





key ways to address issues faced by licensure candidates and architects at specific times in their careers.

E. Professional Practice

Faculty from different US universities gathered in a workshop around Professional Practice, shared their experiences with the rest of the participants, especially regarding the number of the Professional Practice courses as well as the stages at which those courses are offered.

Below are the most important notes recorded during the workshop:

- Some faculty advised that the course be taught early in the process.
- Pratt Institute: Given during 1st semester of 3rd year.
- Other universities teach it in two semesters.
- Georgia Tech went from two courses/semesters to one course/semester.
- NAAB may be revising the Professional Practice Criteria
- Puerto Rico has moved it to First Year as some students may decide to quit architecture after they realize what the profession entails.
- Other universities have split it into two main courses: Practice Management and Project Management.
- NCARB is reaching out to different Professional Communities for input (office tours, speakers,...)
- The connection between AIAS and AIA/Professional communities is highly encouraged.
- BIM has been a main component taught in Project Delivery/Project Management.
- In California, the oral exam is based on best practices and professional practices aspects.

As an LAU representative, I have highlighted the two Professional Practice courses that are part of SARd's new curriculum as follow:

- ARC-581: Professional Practice I : Related to Zoning Ordinances and Codes.
- ARC-582: Professional Practice II: Related to Profession, Practice, Project Delivery, and Legals...
- Professional Practice courses being taught starting 3rd year, 1st semester.
- Students always have expressed the will of taking it earlier.
- The way BIM is being applied in project delivery and its advantages especially when taken up to 4D and 5D levels.

Additionally, and during this workshop, NCARB has introduced their **Professional Practice Faculty Community Data Collection Initiative**

As part of this effort, they are requesting the name(s) of and contact information for each school's professional practice courses' instructors in order to get this initiative started. More details are available in Appendix 1.





F. Advisors in Academy

NCARB is daring to ask the questions of what about before college and after graduation? Business models are being considered for advising high school students through counselors and near graduating and graduates students through job fairs, and even reaching out to military members.

Therefore, advisors roles are no longer limited to undergraduate and graduate students. They are rather encountering, in addition to traditional students, under age and above age students and from different academic programs.

They are also taking leadership in educating fellows faculty members in order to integrate them into the process.





Appendix 1



Description:

The professional practice faculty community data collection initiative is a NCARB staff facilitated FY18 project. The initiative will collect data from current faculty of professional practice courses nationally to identify, compare, and assess current coursework instruction in relationship with actual 'hands-on' experience in firms.

Practicing architects (faculty and non-faculty) will be engaged through various media types to provide data on current, actual, day to day responsibilities (assignments, tasks, duties, etc.) in academia and practice, leading up to licensure.

The outcomes of this initiative will be used to inform NCARB's contribution to the NAAB's 2019 Accreditation Review Conference (ARC).

Objective:

Identify current professional practice course curricula requirements and its relevance and impact with respect to current and anticipated requirements for the independent practice of architecture in protecting the health, safety, and welfare of the public in the built environment.

Collect data to support the development of proposed syllabi for gaining the necessary knowledge and skills to practice architecture through academic study and practical experience as all elements of the profession of architecture evolve.

The NCARB Team:

Harry Falconer | Director, Experience + Education
Team Lead

Jared Zurn | Director, Examination

Andy McIntyre | Director, Marketing & Communications

The Plan:

TASK:	MONTH
Announce Initiative at the Licensing Advisors Summit	July 2017
Identify overarching data collection points	August 2017
Draft drill down items for each data point	September 2017
Identify data collection methods (social media/survey tools/etc.)	September 2017

Build data collection tools	November 2017
Data Collection Begins	February 2018
Data Collection Complete	April 2018
Data Interpretation Complete/Preliminary Findings	June 2018
Development of NCARB's ARC Position Paper	September – December 2018