

# Professional Qualifications Committee

## California Architects Board

July 12, 2016  
Sacramento and Various Locations





Edmund G. Brown Jr.  
GOVERNOR

# CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

## NOTICE OF MEETING PROFESSIONAL QUALIFICATIONS COMMITTEE

**July 12, 2016**  
**10:00 a.m. to Noon**  
**2420 Del Paso Road, Suite 105**  
**Sacramento, CA 95834**

The California Architects Board will hold a Professional Qualifications Committee (PQC) meeting, as noted above and via telephone conference at the following location:

**Pasqual V. Gutierrez, Vice-Chair**  
**Ebony Lewis**  
HMC Architects  
633 W. 5<sup>th</sup> Street, Third Floor  
Los Angeles, CA 90071  
(213) 542-8300

**Raymond Cheng**  
Cedars Sinai Medical Center  
6500 Wilshire Boulevard, Suite 700  
Los Angeles, CA 90048  
(323) 866-7884

**Betsey Olenick Dougherty**  
Dougherty + Dougherty  
3194D Airport Loop  
Costa Mesa, CA 92626  
(714) 427-0277

**Sylvia Kwan**  
Kwan Henmi Architecture & Planning  
456 Montgomery Street, Suite 200  
San Francisco, CA 94104  
(415) 901-7203

**Kirk Miller**  
3039 49<sup>th</sup> Avenue, Suite 307  
Red Deer, Alberta  
Canada T4N 3V8  
(403) 986-8600

**Paul Neel**  
2553 Santa Clara Street  
San Luis Obispo, CA 93401  
(805) 543-5979

**Barry L. Williams**  
Robert E. Kennedy Library  
1 Grand Avenue  
Conference Room 220A  
San Luis Obispo, CA 93407  
(805) 459-7353

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The notice and agenda for this meeting and other meetings of the Committee can be found on the Board's website: [cab.ca.gov](http://cab.ca.gov). For further information regarding this agenda, please contact Timothy Rodda at (916) 575-7217.

*(Continued on Reverse)*

## AGENDA

A. Call to Order/Roll Call/Establishment of a Quorum

B. Public Comment on Items Not on Agenda

*(The Committee may not discuss or take action on any item raised during this public comment section, except to decide whether to refer the item to the Board's next Strategic Planning session and/or place the matter on the agenda of a future meeting [Government Code sections 11125 and 11125.7(a)].)*

C. Review and Possible Action on PQC July 14, 2015, Meeting Summary Report

D. Update and Possible Action on 2015–2016 Strategic Plan Objective to Collaborate with California's National Architectural Accrediting Board Accredited Programs at Schools and the National Council of Architectural Registration Boards (NCARB) to Establish and Promote an "Accelerated Path to Architectural Licensure"

E. Update and Possible Action on 2015–2016 Strategic Plan Objective to Conduct Review of Architect Registration Examination Testing Environment in Order to Ensure Security and Efficiency

F. Update on NCARB Resolution 2015-02 Regarding Alternative for Certification of Foreign Architects

G. Discuss and Possible Action on 2015–2016 Strategic Plan Objective to Evaluate the Profession in Order to Identify Entry Barriers for Diverse Groups

Adjournment

Action may be taken on any item on the agenda. The time and order of agenda items are subject to change at the discretion of the Committee Chair and may be taken out of order. The meeting will be adjourned upon completion of the agenda, which may be at a time earlier or later than posted in this notice. In accordance with the Bagley-Keene Open Meeting Act, all meetings of the Committee are open to the public.

Government Code section 11125.7 provides the opportunity for the public to address each agenda item during discussion or consideration by the Committee prior to it taking any action on said item. Members of the public will be provided appropriate opportunities to comment on any issue before the Committee, but the Committee Chair may, at their discretion, apportion available time among those who wish to speak. Individuals may appear before the Committee to discuss items not on the agenda; however, the Committee can neither discuss nor take official action on these items at the time of the same meeting [Government Code sections 11125 and 11125.7(a)].

The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Mr. Rodda at (916) 575-7217, emailing [timothy.rodde@dca.ca.gov](mailto:timothy.rodde@dca.ca.gov), or sending a written request to the Board. Providing your request at least five business days before the meeting will help to ensure availability of the requested accommodation.

*Protection of the public shall be the highest priority for the Board in exercising its licensing, regulatory, and disciplinary functions. Whenever the protection of the public is inconsistent with other interests sought to be promoted, the protection of the public shall be paramount. (Business and Professions Code section 5510.15)*

## **Agenda Item A**

### **CALL TO ORDER/ROLL CALL/ESTABLISHMENT OF A QUORUM**

Roll is called by the Committee Vice-Chair, or, in their absence, by another Committee member.

#### **Committee Roster**

Tian Feng, Chair

Pasqual Gutierrez, Vice-Chair

Raymond Cheng

Betsey Dougherty

Glenn Gall

Sylvia Kwan

Ebony Lewis

Kirk Miller

Paul Neel

Stephanie Silkwood

Barry Williams

## **Agenda Item B**

### **PUBLIC COMMENT ON ITEMS NOT ON AGENDA**

Members of the public may address the Committee at this time. The Committee Chair may allow public participation during other agenda items at their discretion.

*(The Committee may not discuss or take action on any item raised during this public comment section, except to decide whether to refer the item to the Board's next Strategic Planning session and/or place the matter on the agenda of a future meeting [Government Code sections 11125 and 11125.7(a)].)*

## **Agenda Item C**

### **REVIEW AND POSSIBLE ACTION ON PQC JULY 14, 2015, MEETING SUMMARY REPORT**

The Committee is asked to review and take possible action on the attached Summary Report for its July 14, 2015, meeting.

Attachment:

PQC July 14, 2015, Meeting Summary Report



Edmund G. Brown Jr.  
GOVERNOR

# CALIFORNIA ARCHITECTS BOARD

PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

## SUMMARY REPORT

### PROFESSIONAL QUALIFICATIONS COMMITTEE MEETING

July 14, 2015

Sacramento, CA and Teleconference from Boston, MA

#### Committee Members Present

Pasqual Gutierrez, Chair  
Betsey Dougherty  
Glenn Gall (Teleconference from Boston, MA)  
Ebony Lewis  
Kirk Miller  
Stephanie Silkwood  
Barry Wasserman  
Barry Williams

#### Committee Members Absent

Tian Feng, Vice Chair  
Jon Baker  
Raymond Cheng  
Allan Cooper  
Paul Neel

#### Guests

Kurt Cooknick, Director of Regulation and Practice, The American Institute of Architects, California Council  
Raul Villanueva, Personnel Selection Consultant, Office of Professional Examination Services (OPES)  
Marcus McCarther, Special Assistant to the Director, Department of Consumer Affairs (DCA)

#### Board Staff

Doug McCauley, Executive Officer  
Vickie Mayer, Assistant Executive Officer  
Marcuss Reinhardt, Program Manager Examination/Licensing Unit  
Lily Dong, California Supplemental Examination Analyst  
Jeffrey Olguin, Examination/Licensing Analyst  
Timothy Rodda, Examination/Licensing Analyst  
Douglas Truong, Continuing Education Program Analyst

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Committee Chair Pasqual Gutierrez called the Professional Qualifications Committee (PQ) meeting to order at 10:07 a.m.

**B. REVIEW AND APPROVE PQ COMMITTEE OCTOBER 30, 2014, SUMMARY REPORT**

Mr. Gutierrez asked for an approval of the October 30, 2014, PQ meeting Summary Report.

*Betsey Dougherty made a motion to approve the October 30, 2014, PQ meeting Summary Report.*

*Ebony Lewis seconded the motion.*

*Committee Chair Gutierrez, members Dougherty, Gall, Lewis, Miller, Silkwood, Wasserman, and Williams voted in favor of the motion. Vice Chair Feng and members Baker, Cheng, Cooper, and Neel were absent. The motion passed 8-0.*

**C. DISCUSS AND POSSIBLE ACTION ON 2015-2016 STRATEGIC PLAN OBJECTIVE TO COLLABORATE WITH CALIFORNIA'S NATIONAL ARCHITECTURAL ACCREDITING BOARD ACCREDITED PROGRAMS AT SCHOOLS AND THE NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS (NCARB) TO ESTABLISH AND PROMOTE AN "ACCELERATED PATH TO ARCHITECTURAL LICENSURE"**

Doug McCauley recapitulated for the Committee members the effort at the national level of promoting a pathway that integrates licensure components into degree programs. He informed the Committee the Board discussed the concept for an additional structured pathway and that NCARB announced its endorsement of the concept on May 30, 2014. Mr. McCauley reminded the Committee that Mr. Gutierrez is a member of the NCARB Licensure Task Force (LTF), which is charged with examining the components of licensure to determine where there exists of an overlap in order to promote more efficient and effective pipeline into the profession.

Mr. McCauley also reminded the Committee that the LTF released its Request for Information and Interest (RFI&I) last year. He informed the Committee the RFI&I was sent to all National Architectural Accrediting Board (NAAB) accredited schools of architecture. He shared with the Committee that approximately 35 schools responded to the RFI&I, including three California schools (NewSchool of Architecture & Design, Woodbury University and University of Southern California School of Architecture). Mr. McCauley added the LTF also released its formal Request for Proposal (RFP) on January 23, 2015, with a response due to NCARB on June 1, 2015.

Mr. McCauley remarked that the Board encouraged California schools to participate in responding to the RFP and adopted a Supporting Position Statement at its September 10, 2014, meeting to demonstrate its endorsement of the concept. Mr. Gutierrez informed the Committee that the LTF will be meeting on August 2-3, 2015, and indicated that NCARB may make an announcement on which schools are in alignment with the integrity of the concept by the end of August 2015.

Mr. McCauley acknowledged that there is a growing concern regarding the length of time it takes for candidates to become licensed. He suggested candidates should work with firms to complete Intern Development Program (IDP) sooner and schools should also help with this process. He informed the Committee the "three E's" were not going to change and that the rigor in the licensing process would remain consistent.

Mr. McCauley remarked that even if a school were to offer a program that guaranteed a candidate acquiring licensure at the eight-year point, it would be a significant improvement over what is illustrated in the *2015 NCARB by the Numbers*, which indicates closer to a 12-year timeline.

Stephanie Silkwood inquired about the Architect Registration Examination eligibility point and whether it will be modified specifically for those in a particular program or in a more general manner. Mr. McCauley responded that it is among the questions being analyzed and will ultimately need to be addressed by the Board.

**D. DISCUSS AND POSSIBLE ACTION ON 2015-2016 STRATEGIC PLAN OBJECTIVE TO CONDUCT A REVIEW OF ARCHITECT REGISTRATION EXAMINATION (ARE) AND LINKAGE STUDY TO MEET REQUIREMENTS OF BUSINESS AND PROFESSIONS CODE SECTION 139 AND DEPARTMENT OF CONSUMER AFFAIRS POLICY ON LICENSURE EXAMINATION VALIDATION AND IDENTIFY AREAS OF CALIFORNIA PRACTICE FOR WHICH THE ARE AND CALIFORNIA SUPPLEMENTAL EXAMINATION (CSE) ARE APPROPRIATE FOR ASSESSING CANDIDATE COMPETENCY, THUS ENSURING A VALID AND DEFENSIBLE EXAMINATION PROCESS**

Marcus Reinhardt provided the Committee with a brief update on the Board's Occupational Analysis (OA) and explained this objective examines a part of the OA process. Mr. Reinhardt informed the Committee that Raul Villanueva from OPES will be presenting this agenda item.

Mr. Villanueva presented an overview of the requirements detailed in Business and Professions Code section (BPC) 139, ARE review, and the Linkage Study. He stated BPC 139 mandates that licensure examinations used in California, whether developed by DCA or private entities, must conform to the requirements stated in the Standards for Educational and Psychological Testing. He explained the Linkage Study must be done to ensure the CSE contents reflect critical aspects of California practice and added that the Linkage Study focuses on comparing the contents within the ARE with the description of practice defined by the OA. Mr. Villanueva informed the Committee that OPES convened a panel of California architects who served as subject matter experts (SMEs) to review the content that comprises ARE 4.0 and ARE 5.0 and compare it with the description of practice for California architects.

Mr. Villanueva advised the Committee that on July 16-17, 2015, another panel of SMEs will review each question in the CSE item bank to ensure the content is directly related to the tasks and knowledge as reflected in the CSE Test Plan. He added this will be the reclassification referenced in the relevant Strategic Plan objective.

Kirk Miller made an inquiry of a question asked in the OA, "*What is the highest level of education you have completed?*" He recommended that OPES should differentiate between professional and non-professional degrees when conducting the next OA. He added that California does not require a professional degree to acquire an architect's license, whereas other states boards do.

Barry Wasserman opined that the CSE is appropriate to assess candidate competency and he is confident it will benefit the newly-licensed to practice architecture with respect to the health, safety and welfare of Californians.

The Committee unanimously expressed its confidence in the development of the CSE by OPES.

**E. DISCUSS AND POSSIBLE ACTION ON 2015-2016 STRATEGIC PLAN OBJECTIVE TO RECLASSIFY CSE ITEM BANK BASED UPON RESULTS OF 2014 OCCUPATIONAL ANALYSIS (OA) IN ORDER TO ENSURE ITEM CONTENT REFLECTS CRITICAL TASKS AND KNOWLEDGE RELATED TO NEWLY-LICENSED ARCHITECTS AS IDENTIFIED BY THE OA AND TO MAINTAIN RELEVANCE WITH CONTEMPORARY PRACTICE**

Mr. Reinhardt informed the Committee that this agenda item was largely discussed by Mr. Villanueva during his presentation.

**F. DISCUSS AND POSSIBLE ACTION ON 2015-2016 STRATEGIC PLAN OBJECTIVE TO CONDUCT REVIEW OF ARE TESTING ENVIRONMENT IN ORDER TO ENSURE SECURITY AND EFFICIENCY**

Mr. Reinhardt informed the Committee that a provision of the Board's contract with NCARB permits it (or its representatives) to visit and review an ARE administered at a testing center. He also informed the Committee that during a past similar review, an NCARB representative provided a presentation relative to examination development and administration. He added that ARE 5.0 will be released fall 2016, and suggested that would be a suitable time to conduct another review, allowing the participants to observe the delivery of ARE 5.0 alongside with ARE 4.0.

Mr. Gutierrez inquired about the process used by candidates for selecting a testing location. Mr. Reinhardt explained candidates make the selection through their respective NCARB Record at the time of scheduling.

Mr. Gutierrez also asked how NCARB selects testing locations for use in ARE administration. Ms. Silkwood and Mr. Reinhardt explained that NCARB and Prometric select the testing locations to administer the ARE based upon contractual requirements.

Mr. Wasserman inquired whether there were any complaints in general by candidates who have taken the ARE. Mr. Reinhardt responded the Board has not received any complaints. Ms. Silkwood joined the discussion and recalled a few of her colleagues had mentioned a few issues at one of the ARE testing locations, such as creaking floors, fluctuating room temperature, and computer display failures. She opined that NCARB has mitigated these issues by allowing affected candidates to retake the ARE. She added that it appears NCARB has an effective complaint management system in place.

Mr. Reinhardt explained to the Committee that ARE 4.0 and 5.0 will be running concurrently from when ARE 5.0 launches (tentatively on October 1, 2016). Candidates may elect to take either ARE 4.0 or ARE 5.0 but may not alternate between versions while both are being administered. He added that those candidates already taking ARE 4.0 will be allowed to continue until July 1, 2018, when ARE 4.0 is discontinued. Mr. McCauley added that NCARB has been more open in terms of its communication about the transition from ARE 4.0 to ARE 5.0.

Ms. Dougherty voiced concern with the transition from ARE 4.0 to 5.0 and how it may affect candidates who either have not yet applied or are in the midst of taking the ARE. Mr. Reinhardt explained NCARB encourages candidates to take the exam once they are ready and not wait until ARE 5.0 is available. He added that NCARB has publicly announced that candidates could have several divisions of ARE 5.0 completed by July 1, 2018, depending on how strategically they test.

Ms. Silkwood shared with the Committee that under “My Examination” candidates will be able to visualize exactly which exams are needed to acquire credit under ARE 5.0, if they were to transition at any given moment.

**G. DISCUSS AND POSSIBLE ACTION ON 2015-2016 STRATEGIC PLAN OBJECTIVE TO EVALUATE THE PROFESSION IN ORDER TO IDENTIFY ENTRY BARRIERS FOR DIVERSE GROUPS**

Mr. Reinhardt informed the Committee that the 2015-2016 Strategic Plan includes an objective for the Board to identify entry barriers for diverse groups. He noted for the Committee that NCARB released its *NCARB by the Numbers*, which includes data on diversity within the profession. He advised the Committee that staff is working with NCARB, The American Institute of Architects, and National Organization of Minority Architects and utilizing 2010 US Census Bureau data in conducting research. He added that it is anticipated the data will be presented to the Committee at its next meeting.

Mr. Reinhardt informed the Committee that NCARB’s data suggests there is an increase in the number of women entering the profession and a greater racial diversity. He added there are also indications that women are starting the process earlier than men. He advised that some data gleaned from NCARB is presented on the related cover sheet in the meeting packet. Mr. Reinhardt asked the Committee for direction and input they may wish to provide.

Mr. Wasserman and Ms. Dougherty expressed their concern regarding whether the architecture profession is rather unfamiliar to younger generations. Mr. McCauley informed the Committee that the Communication Committee has begun its work on an objective of collaborating with approximate 20 high schools in California and encouraging them to include architecture in the curriculum subject areas.

Ms. Silkwood suggested to the Committee that staff also collect data on pay equity between men and women.

**H. NCARB**

**\*3. Discuss and Possible Action on NCARB Initiative of a Path for Professionals with Qualified Experience Beyond Five Years**

Mr. Reinhardt informed the Committee that during its 2015 Annual Business Meeting (held on June 18-20, 2015), NCARB announced that it will commence work with Member Boards on developing a path to licensure for professionals who have qualified experience from more than five years ago (which exceeds the current IDP reporting requirement). He added that the purpose of this proposal is to create an approach to licensure that permits documentation of valid work experience that fulfills the spirit of IDP, but falls outside the limit of current IDP reporting requirements. Mr. Reinhardt noted this program is fundamentally similar to the Broadly Experience Design Professional Pathway previously proposed to NCARB by Mr. Gutierrez.

He added Board staff will be monitoring NCARB communiques for updates as they are released.

*Betsy Dougherty made a motion to recommend the Board issue a letter of support to NCARB regarding its initiative of a path for professionals with qualified experience beyond five years.*

*Barry Wasserman seconded the motion.*

*Committee Chair Gutierrez, members Dougherty, Gall, Lewis, Miller, Silkwood, Wasserman, and Williams voted in favor of the motion. Vice Chair Feng and members Baker, Cheng, Cooper, and Neel were absent. The motion passed 8-0.*

**\*2. Discuss and Possible Action on Resolution 2015-02 Regarding Alternative for Certification of Foreign Architects**

Mr. Reinhardt advised the Committee that during the NCARB 2015 Annual Business Meeting, Member Boards approved Resolution 2015-02, which discontinues the Broadly Experienced Foreign Architect (BEFA) Program in favor of a simplified alternative for receiving an NCARB Certificate. He added that the effective date is July 1, 2016.

Mr. Reinhardt informed the Committee that the Board accepts the NCARB Certificate issued through BEFA from foreign candidates pursuing reciprocity. He added the Board also provides them the option of the initial licensure pathway for those who do not wish to use the BEFA Program.

Mr. Reinhardt elucidated that in the past the Board did not accept the NCARB Certificate issued through BEFA nor have reciprocity with foreign countries, except Canada. He noted that there are only 12 individuals who have successfully completed the program.

Mr. Reinhardt advised the Committee that the new alternative for foreign licensees will replace the current BEFA Program's requirements, eliminating the committee dossier review and the need to document seven years of credentialed practice in a foreign country. Instead, he added that foreign architects will be required to document completion of IDP experience requirements and successfully complete the ARE to obtain NCARB Certification.

Ms. Dougherty expressed her concern to the Committee regarding NCARB requiring completion of the ARE and IDP for foreign architects prior to being permitted to practice architecture in the United States. She opined this requirement will require talented international architects to joint venture with international companies in order to have their IDP experience endorsed by a US architect, and that would be an impediment for foreign architects.

Mr. Miller inquired whether there is any service that evaluates a foreign degree in architecture. Mr. Reinhardt explained that NAAB administers the Education Evaluation Services for Architects, which evaluates the credentials of foreign educated and broadly experienced architects in comparison to the NCARB Education Standard. He added that if deficiencies are determined during the evaluation, the candidates must make up those deficiencies in an accredited program.

*Kirk Miller made a motion to recommend the Board consider providing a means for review of, and amendment to NCARB Resolution 2015-02, removing the encumbrance of mandatory IDP and allowing for education equivalents and practice knowledge for foreign architects, and suggest the Board request the implementation date to be postponed.*

*Betsy Dougherty seconded the motion.*

*Committee Chair Gutierrez, members Dougherty, Gall, Lewis, Miller, Silkwood, Wasserman, and Williams voted in favor of the motion. Vice Chair Feng and members Baker, Cheng, Cooper, and Neel were absent. The motion passed 8-0.*

**\*1. Discuss and Possible Action on Resolution 2015-01 Regarding Alternative for Certification of Broadly Experienced Architects**

Mr. Reinhardt advised the Committee that the Board, at its March 12, 2015 meeting, took an “oppose unless amended” position on this resolution (2015-01) due to the elimination of NCARB Certificate eligibility for architects without post-secondary education. He noted that at the March 12-14, 2015 Regional Summit, the proposed resolution was extensively debated and Board President Jon Baker strongly advocated a revision be considered by NCARB leadership, so architects without post-secondary education would not be precluded from attaining the certificate. Mr. Reinhardt informed the Committee that based upon the feedback received from membership, the NCARB Board of Directors unanimously voted at its April 23-25, 2015 meeting to present a revised draft of the resolution for consideration at the 2015 NCARB Annual Meeting. Mr. Reinhardt indicated the resolution was again amended at the Annual Meeting and subsequently failed to pass.

Mr. McCauley and Mr. Gutierrez recommended to the Committee to wait for a new proposal from NCARB and then the Committee could take a position.

The meeting adjourned at 1:03 p.m.

*\*Agenda items for this meeting were taken out of order to accommodate the schedule of a guest speaker. The order of business conducted herein follows the transaction of business.*

### **UPDATE AND POSSIBLE ACTION ON 2015–2016 STRATEGIC PLAN OBJECTIVE TO COLLABORATE WITH CALIFORNIA’S NATIONAL ARCHITECTURAL ACCREDITING BOARD ACCREDITED PROGRAMS AT SCHOOLS AND THE NATIONAL COUNCIL OF ARCHITECTURAL REGISTRATION BOARDS (NCARB) TO ESTABLISH AND PROMOTE AN "ACCELERATED PATH TO ARCHITECTURAL LICENSURE"**

The Board’s 2015–2016 Strategic Plan contains an objective assigned to the Professional Qualifications Committee (PQ) to collaborate with California’s National Architectural Accrediting Board (NAAB) programs and NCARB to establish and promote an "accelerated path to architectural licensure."

NCARB has been pursuing a path to licensure that integrates a professional education in architecture with practical experience and the licensing examination since commissioning its Licensure Task Force (LTF) in September 2013. The LTF was charged with exploring potential avenues to licensure by analyzing the essential components (education, experience, and examination) and determining where efficiencies can be realized in order to streamline the licensure process. On May 30, 2014, NCARB formally announced its endorsement of the concept of integrated programs.

At the March 12, 2015, Board meeting, Woodbury University and NewSchool of Architecture and Design provided the Board with detailed presentations that explained their respective approach to integrate education, experience, and examination. Then on August 31, 2015, NCARB announced the names of the first 13 accredited architectural programs accepted to participate in the Integrated Pathway to Architectural Licensure (IPAL). Three of the accepted programs are from California (NewSchool of Architecture and Design, University of Southern California, and Woodbury University). On November 5, 2015, the University of Kansas joined the original 13 accepted programs.

NCARB also established a new Integrated Path Evaluation Committee (IPEC) to oversee the ongoing work of this initiative. It is anticipated that the IPEC will continue to coach accepted programs, promote engagement with state boards regarding the necessary statutory or regulatory changes to incorporate integrated path candidates, and oversee the acceptance of future program applicants. According to NCARB, each program will implement the integrated path in alignment with the schedule developed by the respective school administration and faculty; specific starting dates may vary from one school to another. Integrated path students in each program will be part of existing accredited programs.

At its December 10, 2015, meeting, the Board discussed granting early Architect Registration Examination (ARE) eligibility to students enrolled in a NAAB degree program regardless of whether it is an NCARB-accepted IPAL program. The Board expressed its intent to monitor the inaugural IPAL programs prior to making any decision regarding extending early ARE eligibility to other accredited programs.

On January 1, 2016, Business and Professions Code section (BPC) 5550.2 became operative and authorizes the Board to grant candidates enrolled in an IPAL program early eligibility to take the

ARE. The Board sponsored an amendment (contained within Senate Bill [SB] 1479 [BP&ED]—attached) to clarify the language of BPC 5550.2. SB 1479 is now on the Assembly floor.

During the Board's March 3, 2016 meeting, the three California programs accepted by NCARB provided an update on their respective approaches for integration. Additionally, Board member Pasqual Gutierrez informed the other members that a second round of Requests for Proposal to invite schools to participate in IPAL was released on January 22, 2016 with proposals due April 7, 2016.

On June 17, 2016, NCARB announced the addition of four accredited programs bringing the total nation-wide to 18; one of the four new programs is at Woodbury University, San Diego. Staff is continuously monitoring NCARB communications for the latest information relative to IPAL and recommends this become an ongoing objective in the Board's 2017/18 Strategic Plan.

The Committee is asked to discuss this objective and provide any direction or input to the Board.

Attachment:  
SB 1479 (BP&ED)



CALIFORNIA LEGISLATURE— 2015–2016 REGULAR SESSION

**SENATE BILL**

**No. 1479**

**Introduced by Committee on Business, Professions and Economic Development (Senators Hill (Chair), Bates, Berryhill, Block, Galgiani, Hernandez, Jackson, Mendoza, and Wieckowski)**

**March 10, 2016**

An act to amend Sections 5092, 5094.3, 5550.2, 7074, 7844, and 7887 of the Business and Professions Code, and to amend Section 13995.1 of the Government Code, relating to business and professions.

**LEGISLATIVE COUNSEL'S DIGEST**

SB 1479, as introduced, Committee on Business, Professions and Economic Development. Business and professions.

(1) Existing law provides for the licensure and regulation of accountants by the California Board of Accountancy, which is within the Department of Consumer Affairs. Existing law requires an applicant for licensure as a certified public accountant to provide documentation to the board of the completion of a certain number of units of ethics study, as specified. Existing law requires a portion of those units to come from courses containing specified terms in the course title, including, but not limited to, corporate governance.

This bill would instead require those units to come from courses in specified subjects relating to ethics.

(2) The Architects Practice Act provides for the licensure and regulation of architects and landscape architects by the California Architects Board, which is within the Department of Consumer Affairs, and requires a person to pass an examination as a condition of licensure as an architect. Existing law authorizes the board to grant eligibility to a candidate to take the licensure examination if he or she is enrolled in an Additional Path to Architecture Licensing program that integrates the experience and examination components offered by a National Architectural Accrediting Board-accredited degree program.

This bill would instead authorize the board to grant eligibility to a candidate to take the licensure examination if he or she is enrolled in a degree program accepted by the National Council of Architectural Registration Boards that integrates the licensure degree experience and examination components required under that act.

(3) The Contractors' State License Law provides for the licensure and regulation of contractors by the Contractors' State License Board, which is within the Department of Consumer Affairs. That law requires, except as specified, an application for an original license, an additional classification, or for a change of qualifier to become void when certain conditions are met, including if the applicant or examinee for the applicant has

failed to appear for the scheduled qualifying examination and fails to request and pay the fee for rescheduling within 90 days of notification of failure to appear or if the applicant or the examinee for the applicant has failed to achieve a passing grade in the scheduled qualifying examination and fails to request and pay the fee for rescheduling within 90 days of notification of failure to pass the examination.

This bill would delete those above-mentioned conditions as reasons for an application for an original license, an additional classification, or for a change of qualifier to become void.

(4) The Geologist and Geophysicist Act provides for the registration and regulation of professional geologists and professional geophysicists by the Board for Professional Engineers, Land Surveyors, and Geologists, which is within the Department of Consumer Affairs. That act requires an applicant for registration to take an examination and requires the examination to be held at the times and places within the state that the board determines.

This bill would authorize the board to make arrangements with a public or private organization to conduct the examination. The bill would authorize the board to contract with such an organization for materials or services related to the examination and would authorize the board to allow an organization specified by the board to receive, directly from applicants, payments of the examination fees charged by that organization for materials and services.

(5) The California Tourism Marketing Act requires the Governor to appoint a Tourism Selection Committee, as specified, and provides that the Director of the Governor's Office of Business and Economic Development has the power to veto actions of the commission. That act states various findings and declarations by the Legislature regarding the tourism industry in California, including that the mechanism created by that act to fund generic promotions be pursuant to the supervision and oversight of the secretary.

This bill would instead find and declare that the mechanism to fund generic promotions be pursuant to the supervision and oversight of the Director of the Governor's Office of Business and Economic Development.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: no

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 5092 of the Business and Professions Code is amended to read:

**5092.** (a) To qualify for the certified public accountant license, an applicant who is applying under this section shall meet the education, examination, and experience requirements specified in subdivisions (b), (c), and (d), or otherwise prescribed pursuant to this article. The board may adopt regulations as necessary to implement this section.

(b) An applicant for the certified public accountant license shall present satisfactory evidence that the applicant has completed a baccalaureate or higher degree conferred by a college or university, meeting, at a minimum, the standards described in Section 5094, the total educational program to include a minimum of 24 semester units in accounting subjects and 24 semester units in business related subjects. This evidence shall be provided prior to admission to the examination for the certified public accountant license, except that an applicant who applied, qualified, and sat for at least two subjects of the examination for the certified public accountant license before May 15, 2002, may provide this evidence at the time of application for licensure.

(c) An applicant for the certified public accountant license shall pass an examination prescribed by the board pursuant to this article.

(d) The applicant shall show, to the satisfaction of the board, that the applicant has had two years of qualifying experience. This experience may include providing any type of service or advice involving the use of accounting, attest, compilation, management advisory, financial advisory, tax, or consulting skills. To be qualifying under this section, experience shall have been performed in accordance with applicable professional standards. Experience in public accounting shall be completed under the supervision or in the employ of a person licensed or otherwise having comparable authority under the laws of any state or country to engage in the practice of public accountancy. Experience in private or governmental accounting or auditing shall be completed under the supervision of an individual licensed by a state to engage in the practice of public accountancy.

(e) This section shall become inoperative on January 1, 2014, but shall become or remain operative if the

educational requirements in ethics study and accounting study established by subdivision (b) of Section 5093, Section 5094.3, and Section 5094.6 are reduced or eliminated.

*(f) The amendment to subdivision (d) of Section 5094.3 made by the measure adding this subdivision shall not be deemed to reduce or eliminate the educational requirements of Section 5094.3 for purposes of subdivision (e) of this Section.*

**SEC. 2.** Section 5094.3 of the Business and Professions Code is amended to read:

**5094.3.** (a) An applicant for licensure as a certified public accountant shall, to the satisfaction of the board, provide documentation of the completion of 10 semester units or 15 quarter units of ethics study, as set forth in paragraph (2) of subdivision (b) of Section 5093, in the manner prescribed in this section.

(b) (1) Between January 1, 2014, and December 31, 2016, inclusive, an applicant shall complete 10 semester units or 15 quarter units in courses described in subdivisions (d), (e), and (f).

(2) Beginning January 1, 2017, an applicant shall complete 10 semester units or 15 quarter units in courses described in subdivisions (c), (d), (e), and (f).

(c) A minimum of three semester units or four quarter units in courses at an upper division level or higher devoted to accounting ethics or accountants' professional responsibilities, unless the course was completed at a community college, in which case it need not be completed at the upper division level or higher.

(d) Between January 1, 2014, and December 31, 2016, inclusive, a maximum of 10 semester units or 15 quarter units, and on and after January 1, 2017, a maximum of 7 semester units or 11 quarter units, in ~~courses containing the following terms in the course title:~~ *the following subjects relating to ethics:*

(1) Business, government, and society.

(2) Business law.

(3) Corporate governance.

(4) Corporate social responsibility.

(5) Ethics.

(6) Fraud.

(7) Human resources management.

(8) Business leadership.

(9) Legal environment of business.

(10) Management of organizations.

(11) Morals.

(12) Organizational behavior.

(13) Professional responsibilities.

(14) Auditing.

(e) (1) A maximum of three semester units or four quarter units in courses taken in the following disciplines:

(A) Philosophy.

(B) Religion.

(C) Theology.

(2) To qualify under this subdivision, the course title shall contain one or more of the terms "introduction," "introductory," "general," "fundamentals of," "principles," "foundation of," or "survey of," or have the name of the discipline as the sole name of the course title.

(f) A maximum of one semester unit of ethics study for completion of a course specific to financial statement audits.

(g) An applicant who has successfully passed the examination requirement specified under Section 5082 on or before December 31, 2013, is exempt from this section unless the applicant fails to obtain the qualifying experience as specified in Section 5092 or 5093 on or before December 31, 2015.

**SEC. 3.** Section 5550.2 of the Business and Professions Code is amended to read:

**5550.2.** Notwithstanding subdivision (b) of Section 5552, the board may grant ~~eligibility, based on an eligibility point determined by the Additional Path to Architectural Licensing Program, for a candidate~~ *eligibility* to take the *licensure* examination ~~for a license to practice architecture if he or she is to a candidate~~ enrolled in ~~an Additional Path to Architectural Licensing program~~ *a degree program accepted by the National Council of Architectural Registration Boards* that integrates the *licensure degree* experience and examination components ~~offered by a National Architectural Accrediting Board accredited degree program. required under this chapter.~~ *The eligibility point shall be determined by that degree program.*

**SEC. 4.** Section 7074 of the Business and Professions Code is amended to read:

**7074.** (a) Except as otherwise provided by this section, an application for an original license, for an additional ~~classification~~ *classification*, or for a change of qualifier shall become void when:

~~(1) The applicant or examinee for the applicant has failed to appear for the scheduled qualifying examination and fails to request and pay the fee for rescheduling within 90 days of notification of failure to appear, or, after being rescheduled, has failed to appear for a second examination.~~

~~(2) The applicant or the examinee for the applicant has failed to achieve a passing grade in the scheduled qualifying examination, and fails to request and pay the fee for rescheduling within 90 days of notification of failure to pass the examination.~~

~~(3)~~

(1) The applicant or the examinee for the applicant has failed to achieve a passing grade in the qualifying examination within 18 months after the application has been deemed acceptable by the board.

~~(4)~~

(2) The applicant for an original license, after having been notified to do so, fails to pay the initial license fee within 90 days from the date of the notice.

~~(5)~~

(3) The applicant, after having been notified to do so, fails to file within 90 days from the date of the notice any bond or cash deposit or other documents that may be required for issuance or granting pursuant to this chapter.

~~(6)~~

(4) After filing, the applicant withdraws the application.

~~(7)~~

(5) The applicant fails to return the application rejected by the board for insufficiency or incompleteness within 90 days from the date of original notice or rejection.

~~(8)~~

(6) The application is denied after disciplinary proceedings conducted in accordance with the provisions of this code.

(b) The void date on an application may be extended up to 90 days or one examination may be rescheduled without a fee upon documented evidence by the applicant that the failure to complete the application process or to appear for an examination was due to a medical emergency or other circumstance beyond the control of the applicant.

(c) An application voided pursuant to ~~the provisions of~~ this section shall remain in the possession of the registrar for the period as he or she deems necessary and shall not be returned to the applicant. Any reapplication for a license shall be accompanied by the fee fixed by this chapter.

**SEC. 5.** Section 7844 of the Business and Professions Code is amended to read:

**7844.** (a) Examination for ~~registration licensure~~ shall be held at the times and places within the state as the board shall determine. The scope of examinations and the methods of procedure may be prescribed by rule of the board.

*(b) The board may make arrangements with a public or private organization to conduct the examination. The board may contract with a public or private organization for materials or services related to the examination.*

*(c) The board may authorize an organization specified by the board to receive directly from applicants payment of the examination fees charged by that organization as payment for examination materials and services.*

**SEC. 6.** Section 7887 of the Business and Professions Code is amended to read:

**7887.** The amount of the fees prescribed by this chapter shall be fixed by the board in accordance with the following schedule:

(a) The fee for filing each application for licensure as a geologist or a geophysicist or certification as a specialty geologist or a specialty geophysicist and for administration of the examination shall be fixed at not more than two hundred fifty dollars (\$250).

(b) The license fee for a geologist or for a geophysicist and the fee for the certification in a specialty shall be fixed at an amount equal to the renewal fee in effect on the last regular renewal date before the date on which the certificate is issued, except that, with respect to certificates that will expire less than one year after issuance, the fee shall be fixed at an amount equal to 50 percent of the renewal fee in effect on the last regular renewal date before the date on which the certificate is issued. The board may, by appropriate regulation, provide for the waiver or refund of the initial certificate fee where the certificate is issued less than 45 days before the date on which it will expire.

(c) The duplicate certificate fee shall be fixed at not more than six dollars (\$6).

(d) The renewal fee for a geologist or for a geophysicist shall be fixed at not more than four hundred dollars (\$400).

(e) The renewal fee for a specialty geologist or for a specialty geophysicist shall be fixed at not more than one hundred dollars (\$100).

(f) Notwithstanding Section 163.5, the delinquency fee for a certificate is an amount equal to 50 percent of the renewal fee in effect on the last regular renewal date.

(g) Each applicant for licensure as a geologist shall pay an examination fee fixed at an amount equal to the actual cost to the board to administer the examination described in subdivision (d) of Section ~~7841.~~ *7841, unless an applicant pays the examination fee directly to an organization pursuant to Section 7844.*

(h) Each applicant for licensure as a geophysicist or certification as an engineering geologist or certification as a hydrogeologist shall pay an examination fee fixed by the board at an amount equal to the actual cost to the board for the development and maintenance of the written examination, and shall not exceed one hundred dollars (\$100).

(i) The fee for a retired license shall be fixed at not more than 50 percent of the fee for filing an application for licensure as a geologist or a geophysicist in effect on the date of application for a retired license.

**SEC. 7.** Section 13995.1 of the Government Code is amended to read:

**13995.1.** The Legislature hereby finds and declares all of the following:

(a) Tourism is among California's biggest industries, contributing over fifty-two billion dollars (\$52,000,000,000) to the state economy and employing nearly 700,000 Californians in 1995.

(b) In order to retain and expand the tourism industry in California, it is necessary to market travel to and within California.

(c) State funding, while an important component of marketing, has been unable to generate sufficient funds to meet the threshold levels of funding necessary to reverse recent losses of California's tourism market share.

(d) In regard to the need for a cooperative partnership between business and industry:

(1) It is in the state's public interest and vital to the welfare of the state's economy to expand the market for, and develop, California tourism through a cooperative partnership funded in part by the state that will allow generic promotion and communication programs.

(2) The mechanism established by this chapter is intended to play a unique role in advancing the opportunity to expand tourism in California, and it is intended to increase the opportunity for tourism to the benefit of the tourism industry and the consumers of the State of California.

(3) Programs implemented pursuant to this chapter are intended to complement the marketing activities of individual competitors within the tourism industry.

(4) While it is recognized that smaller businesses participating in the tourism market often lack the resources or market power to conduct these activities on their own, the programs are intended to be of benefit to businesses of all sizes.

(5) These programs are not intended to, and they do not, impede the right or ability of individual businesses to conduct activities designed to increase the tourism market generally or their own respective shares of the California tourism market, and nothing in the mechanism established by this chapter shall prevent an individual business or participant in the industry from seeking to expand its market through alternative or complementary means, or both.

(6) (A) An individual business's own advertising initiatives are typically designed to increase its share of the California tourism market rather than to increase or expand the overall size of that market.

(B) In contrast, generic promotion of California as a tourism destination is intended and designed to maintain or increase the overall demand for California tourism and to maintain or increase the size of that market, often by utilizing promotional methods and techniques that individual businesses typically are unable, or have no incentive, to employ.

(7) This chapter creates a mechanism to fund generic promotions that, pursuant to the required supervision and oversight of the ~~secretary~~ *director* as specified in this chapter, further specific state governmental goals, as established by the Legislature, and result in a promotion program that produces nonideological and commercial communication that bears the characteristics of, and is entitled to all the privileges and protections of, government speech.

(8) The programs implemented pursuant to this chapter shall be carried out in an effective and coordinated manner that is designed to strengthen the tourism industry and the state's economy as a whole.

(9) Independent evaluation of the effectiveness of the programs will assist the Legislature in ensuring that the objectives of the programs as set out in this section are met.

(e) An industry-approved assessment provides a private-sector financing mechanism that, in partnership with state funding, will provide the amount of marketing necessary to increase tourism marketing expenditures by California.

(f) The goal of the assessments is to assess the least amount per business, in the least intrusive manner, spread across the greatest practical number of tourism industry segments.

(g) The California Travel and Tourism Commission shall target an amount determined to be sufficient to market effectively travel and tourism to and within the state.

(h) In the course of developing its written marketing plan pursuant to Section 13995.45, the California Travel and Tourism Commission shall, to the maximum extent feasible, do both of the following:

(1) Seek advice and recommendations from all segments of California's travel and tourism industry and from all geographic regions of the state.

(2) Harmonize, as appropriate, its marketing plan with the travel and tourism marketing activities and objectives of the various industry segments and geographic regions.

(i) The California Travel and Tourism Commission's marketing budget shall be spent principally to bring travelers and tourists into the state. No more than 15 percent of the commission's assessed funds in any year shall be spent to promote travel within California, unless approved by at least two-thirds of the commissioners.

### **UPDATE AND POSSIBLE ACTION ON 2015–2016 STRATEGIC PLAN OBJECTIVE TO CONDUCT REVIEW OF ARCHITECT REGISTRATION EXAMINATION TESTING ENVIRONMENT IN ORDER TO ENSURE SECURITY AND EFFICIENCY**

The Board's 2015–2016 Strategic Plan contains an objective assigned to the Professional Qualifications Committee (PQC) to conduct a review of the Architect Registration Examination (ARE) testing environment in order to ensure a secure and efficient process.

A provision of the contract between the National Council of Architectural Registration Boards (NCARB) and the Board affords an opportunity to review the administration of a representative ARE division. The Board is permitted to send a reasonable number of representatives who must first be approved by NCARB. Board and Committee members who would like to participate in the review will be required to complete and sign a confidentiality agreement prior to being granted permission from NCARB. The last time a similar review was conducted is on May 23, 2011.

During the previous review, members of the PQC were given an opportunity to take a representative ARE 4.0 division and experience firsthand the administration of a computer-delivered exam for those who had never done so. An NCARB representative, during the half-day session, provided a presentation relative to examination development and administration. Given the confidential nature of the subject matter, the review was closed to the public in accordance to Government Code section 11126(c)(1).

Board staff is exploring tentative dates in mid-2017 for the next review; approximately six months after NCARB launches ARE 5.0. A review conducted then would allow participants to observe the delivery of ARE 5.0. Logistics for the next review will be handled by Board staff and commence after January 1, 2017.

The Committee is asked to discuss this objective and provide any direction or input to the Board.

### **UPDATE ON NCARB RESOLUTION 2015-02 REGARDING ALTERNATIVE FOR CERTIFICATION OF FOREIGN ARCHITECTS**

During the 2015 Annual Business Meeting, National Council of Architectural Registration Boards (NCARB) Member Boards approved a resolution (supported by the Board) that became operative on July 1, 2016, and replaces the Broadly Experienced Foreign Architect Program in favor of a simplified alternative for receiving an NCARB Certificate.

The alternative foreign certification method was discussed by the Professional Qualifications Committee (PQC) at its July 14, 2015, meeting. During the meeting, concerns were raised regarding the impact upon foreign architects seeking stateside employment and the method to be used when applying the Architectural Experience Program (AXP) – formerly known as the Intern Development Program – requirements. The PQC approved a recommendation requesting the Board pursue an amendment to the resolution and a delay in its implementation.

The Board discussed the alternative foreign certification method at its September 10, 2015, meeting and requested that staff contact NCARB for clarification. NCARB clarified how the alternative for certification of foreign architects differs from the now defunct Broadly Experienced Foreign Architect program and cited the benefits of the new method. This information was provided to the Board at its December 10, 2015, meeting when it directed staff to draft a letter to NCARB requesting elimination of the AXP requirement for foreign architects and postponement of implementation. The letter was mailed to NCARB on February 22, 2016. The NCARB response (attached) dated February 29, 2016, was provided to the Board at its March 3, 2016, when it voted to support the alternative to certification for foreign architects.

The Committee is being advised of the Board's position and no action is required.

#### Attachments:

1. Letter to NCARB Dated February 22, 2016
2. Response Letter from NCARB Dated February 29, 2016



Edmund G. Brown Jr.  
GOVERNOR

CALIFORNIA ARCHITECTS BOARD  
PUBLIC PROTECTION THROUGH EXAMINATION, LICENSURE, AND REGULATION

February 22, 2016

Mr. Dennis S. Ward, President  
National Council of Architectural Registration Boards  
1801 K Street NW Suite 700K  
Washington, DC 2006

RE: Alternative for NCARB Certification of Foreign Architects

Dear Mr. Ward:

As you know, the Board has long supported measures that seek to reduce the length of time it takes to become licensed and lower the cost of the licensure process for candidates. The Board appreciates the value in standardizing the requirements for NCARB Certification and creating equity for architects.

At its December 10, 2015 meeting, the Board discussed the impending implementation of the alternative to the NCARB Certification of foreign architects. While the Board initially supported the alternative, concerns raised by our Professional Qualifications Committee have prompted the Board to rethink its position on the matter.

Specifically, the Board is concerned the new alternative may prove detrimental to foreign architects with little or no U.S. experience who are seeking licensure through earning an NCARB Certificate. Such individuals may be unnecessarily delayed (up to three years) from receiving licensure while they complete the requirements for IDP. We support the requirement for successful completion of the ARE, but believe an alternative to IDP, such as education and professional knowledge, should be considered.

The Board respectfully requests NCARB consider replacement or elimination of the IDP requirement for foreign architects seeking certification and postponement of the implementation date.

We appreciate you noting our concerns. Please feel free to contact me should you have questions.

Sincerely,

JON ALAN BAKER  
President

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NCARB

National  
Council of  
Architectural  
Registration  
Boards

February 29, 2016

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*Chief Executive Officer*

Mr. Jon Alan Baker, President  
California Architects Board  
2420 Del Paso Road  
Sacramento, CA 95834

RE: Proposed Alternative for NCARB Certification of Foreign Architects

Dear Mr. Baker:

Thank you for sharing with me the feedback from your Professional Qualifications Committee regarding the path for foreign architects to obtain NCARB Certification. As you recall, the NCARB Membership voted on a resolution to amend this alternative at the June 2015 Annual Business meeting. At that time, the vote resulted in a new design for the program known as the Broadly Experienced Foreign Architect (BEFA) program. This program recognizes those who hold a license from a foreign jurisdiction as being eligible for NCARB Certification provided they meet certain qualifications.

In both the current and pending new program, foreign licensees will not have to meet the U.S. education requirements. In the old program, applicants would have to submit a dossier demonstrating seven years of practice in their home country, illustrating projects under their responsible control. The applicants were interviewed by an NCARB committee, who would determine whether the applicant was minimally competent to practice in the U.S. The resolution passed by the Membership was designed to remove subjectivity and time consuming dossier development and review.

By changing the conditions for NCARB Certification relating to foreign licensees, the resolution instead mandated completion of the Intern Development Program (IDP) and successful completion of all sections of the Architect Registration Examination (ARE). The rationale for these changes included the desire for applicants to demonstrate awareness of U.S. codes and proficiency in the English language.

Regarding the IDP requirement, most foreign licensees applying for an NCARB Certificate in the past have been working for a firm in the U.S. for several years. As they are already licensed, the six-month reporting rule for IDP hours would not apply.

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... protects the public health, safety, and welfare by leading the regulation of the practice of architecture through the development and application of standards for licensure and credentialing of architects.

Any revision to the certification criteria, such as those suggested by your letter, would require a vote by the NCARB Membership through a resolution to amend the Certification Guidelines. Neither the Board nor the staff have the authority to waive the IDP requirement now contained in the Guidelines as a result of the vote at last June's Annual Business Meeting. All resolutions must be submitted to the Council 75 days preceding the Annual Business Meeting, pursuant to our Bylaws.

You may wish to have your concerns raised at the upcoming Regional Summit next week.

Sincerely,

A handwritten signature in black ink, appearing to read "Dennis S. Ward", with a long horizontal stroke extending to the right.

Dennis S. Ward, FAIA, NCARB  
President

Copies: Mary de Sousa, Chief Operating Officer  
Harry M. Falconer, Jr., Director, Experience + Education  
Katherine E. Hillegas, Director, Council Relations

### **DISCUSS AND POSSIBLE ACTION ON 2015–2016 STRATEGIC PLAN OBJECTIVE TO EVALUATE THE PROFESSION IN ORDER TO IDENTIFY ENTRY BARRIERS FOR DIVERSE GROUPS**

The Board's 2015–2016 Strategic Plan contains an objective assigned to the Professional Qualifications Committee (PQC) to evaluate the architecture profession in order to identify entry barriers for diverse groups. Board staff identified a significant body of research to inform the discussion on this issue and has summarized the findings below.

#### ***2016 NCARB by the Numbers***

The National Council of Architectural Registration Boards (NCARB) published its *2016 NCARB by the Numbers*. Below are some of the findings:

- Racial and ethnic diversity has doubled since 2007 when it was at 22 percent. 2015 data (the most recent available) indicates that diversity has continued to increase and is now at 44 percent.
- Applicants who identified themselves as non-white represented 36 percent of new NCARB Record holders in 2015. This compares to 23 percent of the non-white US population, based upon 2014 US Census Bureau data.
- The percentage of NCARB Record holders who are Hispanic/Latino increased in 2015. When Hispanic/Latino ethnicity is factored in, minorities made up 44 percent of the talent pool in 2015. This compares to 38 percent of racial and ethnic minorities who make up the US population, based upon the 2014 US Census Bureau data.
- Data from NCARB also shows that a greater number of women are earning an initial license, on average, one year sooner than men. Women have consistently completed the licensure process in less time than men. The largest disparity was in 2006, when women earned a license three years sooner than men.
- In 2015, Architectural Experience Program (AXP) completions by women remained steady at 38 percent. In 2000, less than 25 percent of AXP completions were achieved by women. NCARB data suggests the 15-year trend indicates steady, positive growth in the proportion of aspiring women architects.
- Women accounted for 37 percent of Architect Registration Examination (ARE) completions, which is the highest percentage on record. Over the past 10 years, ARE completions by women have increased 11 percentage points, nearly double the rate of change for AXP completions. The percentage of ARE completions by women in 2015 has nearly doubled since 2000.

#### ***Diversity in the Profession of Architecture***

The American Institute of Architects (AIA), American Institute of Architecture Students, NCARB, National Organization of Minority Architects (NOMA), National Architectural Accrediting Board (NAAB), Association of Collegiate Schools of Architecture Students (ACSA), and Coalition of

Community College Architecture Programs (CCCAP) collaborated on a survey (*Diversity in the Profession of Architecture* [see attachment 1]), which was driven by practitioners and based upon on their perception of racial and gender diversity within the profession.

The survey provides the following key findings:

- **Need for more involvement from practitioners in the community**

The study suggests increases in community outreach into middle and high schools by university architectural programs may be an effective way of attracting the next generation of architects.

- **Providing greater tools for people of color**

The study also suggests a lack of role models for people of color and a tendency towards having minimal exposure to architecture as a career option. The study recommended expanded industry support of NOMA.

- **Greater investment from the community to make education affordable and inviting**

People of color from inner cities, in particular, have difficulty affording architecture school. Offering profession-funded college scholarships may be an effective means to attract and retain individuals in the field. A more diverse faculty is needed at schools that offer accredited architecture programs. The study also recommended the creation of a support system for people of color at architecture schools.

- **Greater investment from firms to promote diversity**

The study indicates that firms should develop mentorship programs for people of color and provide clear written promotion criteria for employees. Additionally, the study recommends firms provide recognition and praise of employee work product, while also providing a balanced work-life environment.

### ***Pipeline Into the Profession of Architecture***

In a separate data analysis completed by ACSA (see attachment 2), over the last ten years, the percentage of women interested in earning a degree from a NAAB-accredited program has surpassed 40 percent and continues to gradually rise.

### ***National Center for Education Statistics (NCES) Data on the Ethnicity and Gender of Graduates in Architecture and Related Fields***

ACSA also completed an analysis of NCES data (see attachment 3). The findings indicate that California, when compared to the national average, has a greater percentage of Hispanics (17% vs. 12%) and Asians (25% vs. 9%) graduating with a degree in architecture. Nationally, among all degree levels of architecture, African Americans and Hispanics are underrepresented.

## ***Diversity & Multiculturalism in the Architectural Academy: An Assessment of Barriers & Opportunities; Racial and Ethnic Diversity in Architectural Education***

An analysis completed by Professor Melinda R. Nettles of the University of Oregon (see attachments 4 and 5), suggests that a higher percentage of students of color are enrolling in architecture school for the first time than degrees awarded and postulates that architecture schools may be a barrier. She also suggests that the curriculum could be modified to recognize the significance that minorities have contributed to society, which might attract a more diverse student body and encourage continued enrollment through graduation. African Americans (42.5%), Asians (63.7%), Hispanics (61.8%), and Native Hawaiian / Pacific Islanders (21.6%) have a lower rate of graduation compared to Caucasians (82%).

### ***California Architects by Sex***

- As of July 1, 2016, California's architect population (totaling approximately 21,000) consists of 4,179 women and 16,735 men (see attachment 6). When the licensee population is broken down to licensees with a California address, the percentage of women grows to 21 percent (3,568) and the percentage of men decreases to 79 percent (13,344).
- Between July 1, 2015 and June 30, 2016, the Board issued 39 percent (258) of its new licenses to women and 61 percent (404) to men. The national average number of women newly licensed in architecture is 34 percent.

The data reviewed indicates that underrepresentation continues to be an issue in the profession, although there are indicators of positive change. Cultural, economic, and social differences may influence the disparities relative to architectural education, academic performance, and career advancement.

Board staff suggests the PQC consider the following recommendations:

- **Collaborate with NOMA**

Assign a Board member to serve as liaison with NOMA and invite its representatives to attend Board and committee meetings.

- **Further student access to NAAB-accredited programs**

Encourage California community colleges to collaborate with NAAB-accredited programs and develop articulation agreements.

- **Inspire student interest in the profession through licensed professionals.**

California has over 1,800 high schools and 2,600 middle schools. Local architects, through AIA, are best suited to speak with students within their communities regarding the profession. Through a diverse mix of leadership and community advocacy, individuals may be encouraged to pursue a career in architecture.

The Committee is asked to discuss this objective and provide a recommendation to the Board.

Attachments:

1. *Diversity in the Profession of Architecture*
2. Pipeline Into the Profession of Architecture
3. NCES Data on the Ethnicity and Gender of Graduates in Architecture and Related Fields
4. Diversity & Multiculturalism in the Architectural Academy: An Assessment of Barriers & Opportunities
5. Racial and Ethnic Diversity in Architectural Education
6. California Architects by Sex



The American  
Institute  
of Architects

# Diversity in the Profession of Architecture

Executive Summary 2016



## Acknowledgments

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Coalition of Community College Architecture Programs (CCCAP)  
Equity by Design Committee

Views of individual survey participants included in this report  
do not necessarily reflect those of the American Institute of Architects.

## Foreword



**Elizabeth Chu Richter, FAIA**  
2015 AIA President

Architecture ties our communities and each of us to the other. Architecture touches everything—health, wellness, education, history, culture, and beauty. It reflects who we are. To grow a robust and valued profession prepared to serve the needs of people young and old, rich and poor—all hungry for better communities, better infrastructure, and better lives—our profession requires talents as diverse as life itself.

In a world where technology seems to be the driving force in how we act and react, maintaining the human touch has never been more important. We need architects, creative men and women whose training is complemented by interpersonal skills, emotional intelligence, and judgment—skills only possible when we are in touch, deeply in touch with everyone who is and who should be served by design thinking. To be that kind of profession, we must be a mirror of the rich human tapestry we serve. Empathy and judgment are key.

Where do we stand today? Is our profession as diverse as the many lives we touch? When we gaze in the mirror, what is the reflection that looks back at us?

There is plenty of anecdotal information that suggests there has been progress in building a more diverse and inclusive profession. Yet, the information is just that—anecdotal.

We need data, not anecdotes. We need reliable, quantifiable, and verifiable data. Without it, we cannot gain a credible picture of how far we've come in the past 10 years. Why the past 10 years? Because it was nearly a decade ago that we last conducted a comprehensive survey under the leadership of the AIA's Diversity Committee and Demographic Data Task Force.

A lot has happened since then that demands a clear, unambiguous snapshot of who is entering the profession, who does and does not prosper, and why. In short, as we move forward to develop the programs and actions that have as their goal a more diverse, inclusive profession, we need an updated baseline. Without it, without a clear sense of the direction we must take to move forward, we risk our credibility as a profession relevant to the needs of all people.

Finding a reliable, quantifiable benchmark has to be the work of organizations whose training and reputation have been earned in the highly demanding field of data gathering and analysis. By retaining Shugoll Research, the AIA has partnered in this endeavor with the very best.

If we are successful in applying thoughtfully and with purpose the information surfaced by this study, perhaps a decade from now my successor will be writing a foreword to a glowing report describing a profession that welcomes everyone with the talent and passion to make a positive difference in their communities. We will be better for it, as well as those whose lives are touched by our work—which means everyone.



**Elizabeth Chu Richter, FAIA**  
2015 AIA President

## Background and objectives

### Introduction

**Industry data show that, while improving, women and people of color are underrepresented in the field of architecture.** In 2015, industry membership organizations worked together to create a study examining what architects believe is causing this underrepresentation, how significant they feel it is, and offering suggestions of what could be done to address it. The result was the study, *Diversity in the Profession of Architecture*.

### Goals and Objectives

**The Diversity in the Profession of Architecture survey examines the impact of basic demographics such as race, ethnicity, and gender on success in the field.** The survey focus is to investigate the careers of diverse architects beginning in college, how firm culture affects their career objectives, and what type of practices minority architects are working in.

As suggested in the 2005 AIA Diversity Survey, **the 2015 survey includes collaboration with collateral organizations** to help create a more dynamic picture of both the path and practice of architecture. The main collateral organizations are the **National Council of Architectural Registration Boards, the Association of Collegiate Schools of Architecture, the National Architectural Accrediting Board, the National Organization of Minority Architects, the Coalition of Community College Architecture Programs, and the American Institute of Architecture Students.**

This project contains three separate phases:

Phase I – Assess the quantity and relative value of information and knowledge residing within the AIA and its “collateral organizations,” related professional organizations, and other stakeholders that collect data on the profession or have an interest in such information.

Phase II – Collect, synthesize, and analyze the data from the sources identified, and extend the research through targeted data collection methods to: 1) complete the information needs as identified in the Phase I gap analysis; and 2) further understand the demographics of the profession.

Phase III – Using the information from Phases I and II, the report will be provided to the Equity in Architecture Commission to develop recommendations for a comprehensive data collection and analysis system to track the diversity of the profession. The recommendations should reflect the resources of the various organizations and should be both as comprehensive and easy to implement as possible.

At the 2015 AIA Convention, the American Institute of Architects created the Equity in Architecture Commission, a blue-ribbon panel of leading architects, educators, and diversity experts to investigate diversity and inclusion in the profession. **A key task of the Equity in Architecture Commission will be to apply the data and findings from the recent 2015 AIA Diversity in the Profession of Architecture survey.**

“Diversity and inclusion is a priority of the AIA. We have made progress but not fast enough. The world around us is changing much faster and we can do better,” said 2015 AIA President Elizabeth Chu Richter, FAIA. “We have a great opportunity now to look at how to achieve the equity, diversity, and inclusion in AIA member firms through a creative means and provide a framework for the profession to act faster and better to meet a growing demand for architects.”

## Background and objectives

### Methodology

The 2015 study, Diversity in the Profession of Architecture, was an inclusive effort driven by practitioners.

Members of the aforementioned collateral organizations planned the study, reviewed and edited the survey questionnaire, and provided member contact information to complete the survey.

The 2015 study was conducted online and is a follow-up to a previous study from 2005. To participate, respondents were required to either:

- Have a degree in architecture
- Be pursuing a degree in architecture
- Have started an architectural degree but didn't finish
- Have worked in the field of architecture at some time
- Had planned to pursue a degree in architecture but didn't enter the field

The goal was to include both architects and students as well as those currently in the field and those who had dropped out of the field.

**A total of 75,976 email invitations were sent** and data were collected from January 5 through January 27, 2015. By the survey cutoff date, 7,522 surveys had been completed. **Women and people of color were oversampled to increase their participation and ensure the survey reflected their views. Therefore, the profile of study participants will not match the profile of the field.**

Participation in the survey by segment (among those who specified a response to gender or race) was as follows:

- Men: 4,223
- Women: 3,117
- Whites: 5,763
- People of color: 1,518

Prior to the 2015 survey, several steps were completed to prepare the final questionnaire:

- Collateral organizations participated in a day-long Diversity Workshop to brainstorm on key topics the survey should include.
- Four two-hour focus groups were conducted with high school seniors and college freshmen and sophomores who are in the early stages of career decision-making, to explore their awareness and perceptions of the profession.

- Twenty-four 30-minute in-depth telephone interviews were conducted with women or people of color who were AIA or collateral organization members. These allowed women and people of color to talk about the issues of underrepresentation by gender and race in the field in an open-ended manner, using their own words. This helped the study team design questions and identify possible solutions to the challenge of gender and racial underrepresentation for testing in the quantitative study.

Topics covered in the in-depth interviews were:

- Reasons for entering the field
- Barriers to diversity in architecture and architecture schools
- Ways to work together to help diverse populations succeed in architecture as a career

Potential solutions to gender and race underrepresentation tested in the survey were generated by architects themselves during the in-depth interviews with women and people of color.

# Representation by gender and race

## Key findings

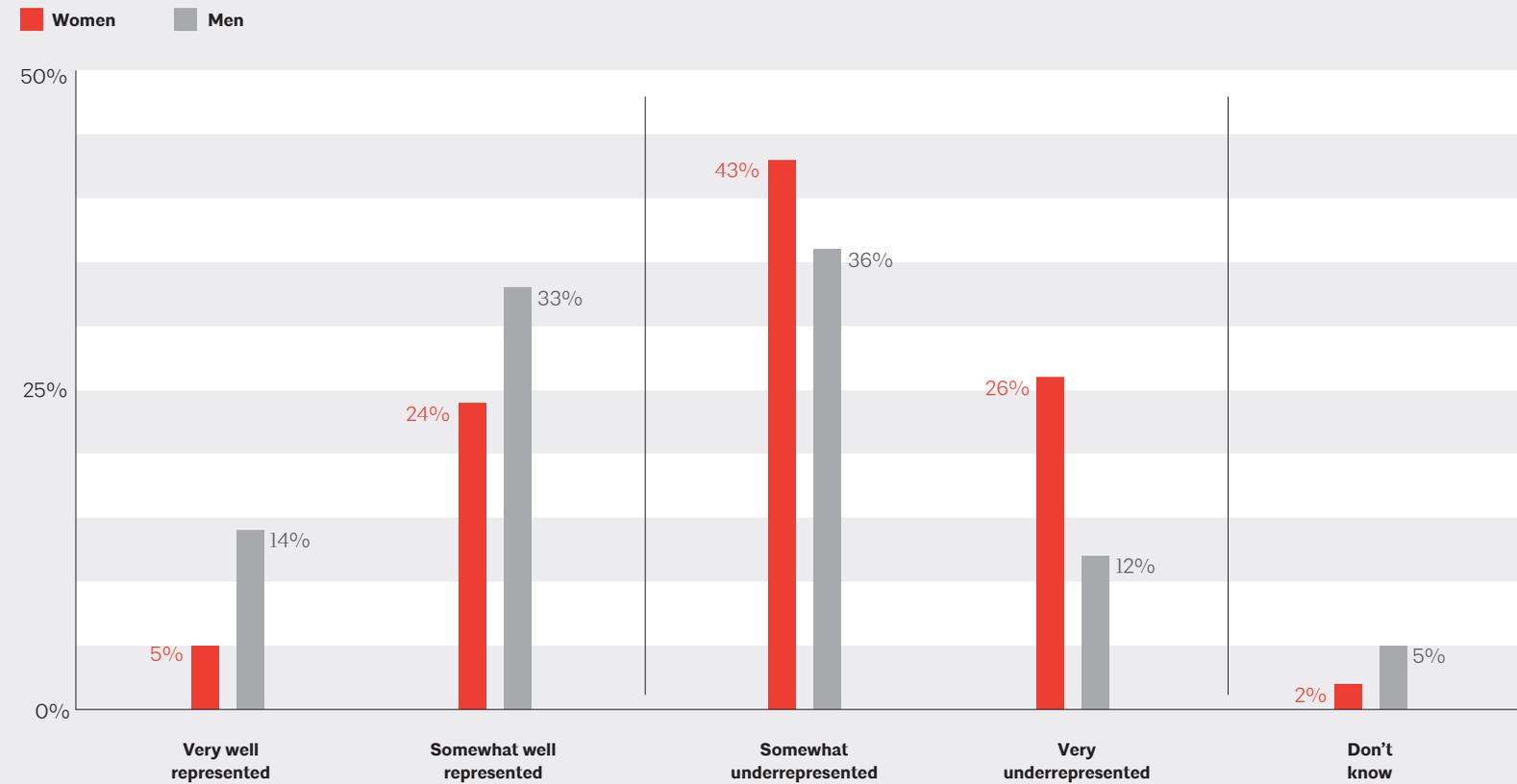
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While there is agreement on the perceived underrepresentation of people of color in the industry, recognition of the underrepresentation of women is not as definitive.

## Representation by gender

Women strongly believe that there is not gender equity in the industry, but men are divided on the issue—half believe women are underrepresented and half perceive them to be well represented.

**Figure 1: Perceived representation of women in the field of architecture**

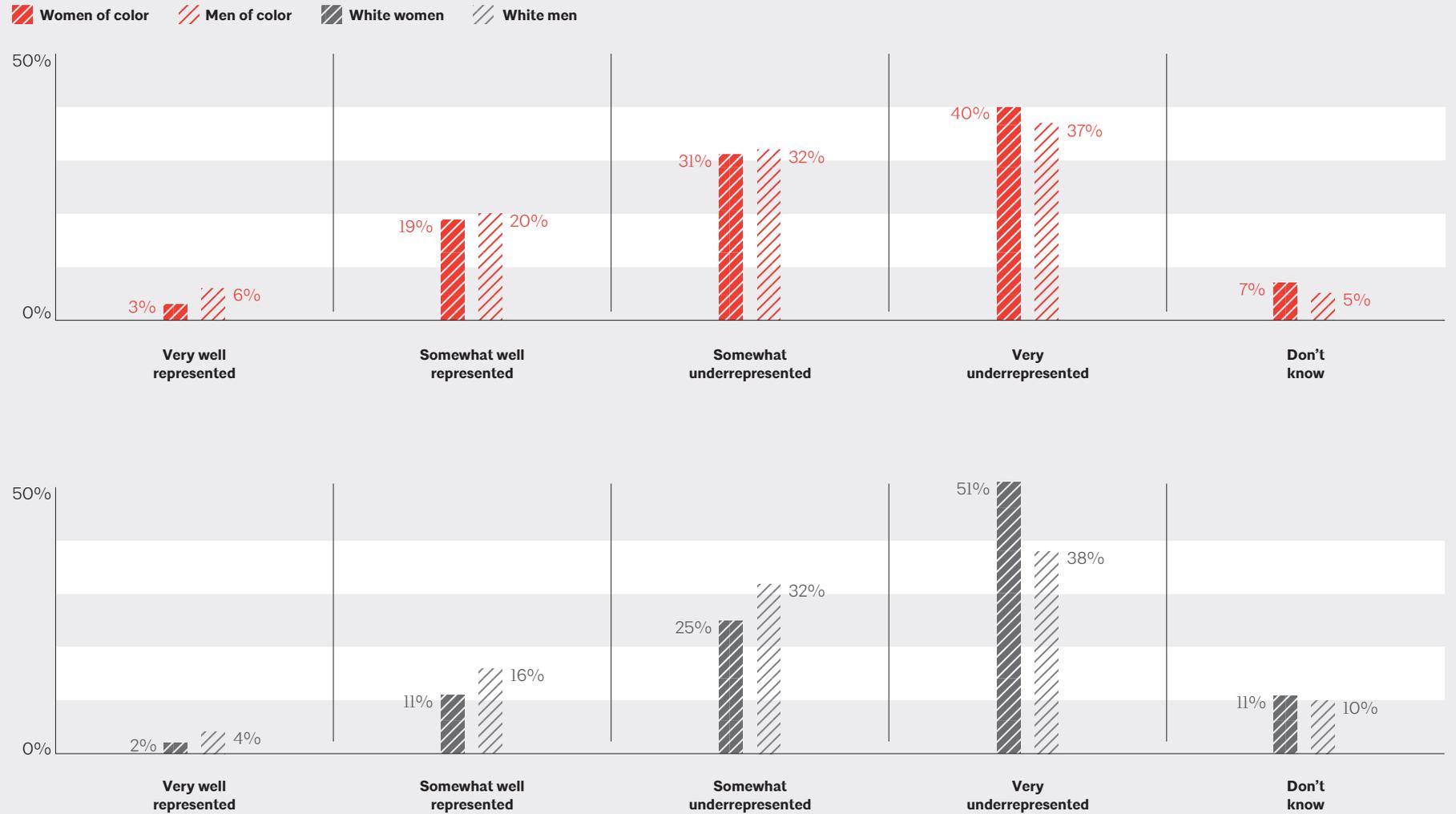


## Representation by race

Unlike with gender, both whites and people of color clearly agree that people of color are under-represented in the industry.

Based on these two sets of findings, architects, industry leaders, and member associations could support a strategy for attracting people of color to the profession. As for bolstering representation of women architects in the industry, a strong commitment and strategy will be required to overcome possible resistance from those that don't believe it to be an issue.

**Figure 2: Perceived representation of people of color in the field of architecture**



# Reported challenges to career advancement

## Key findings

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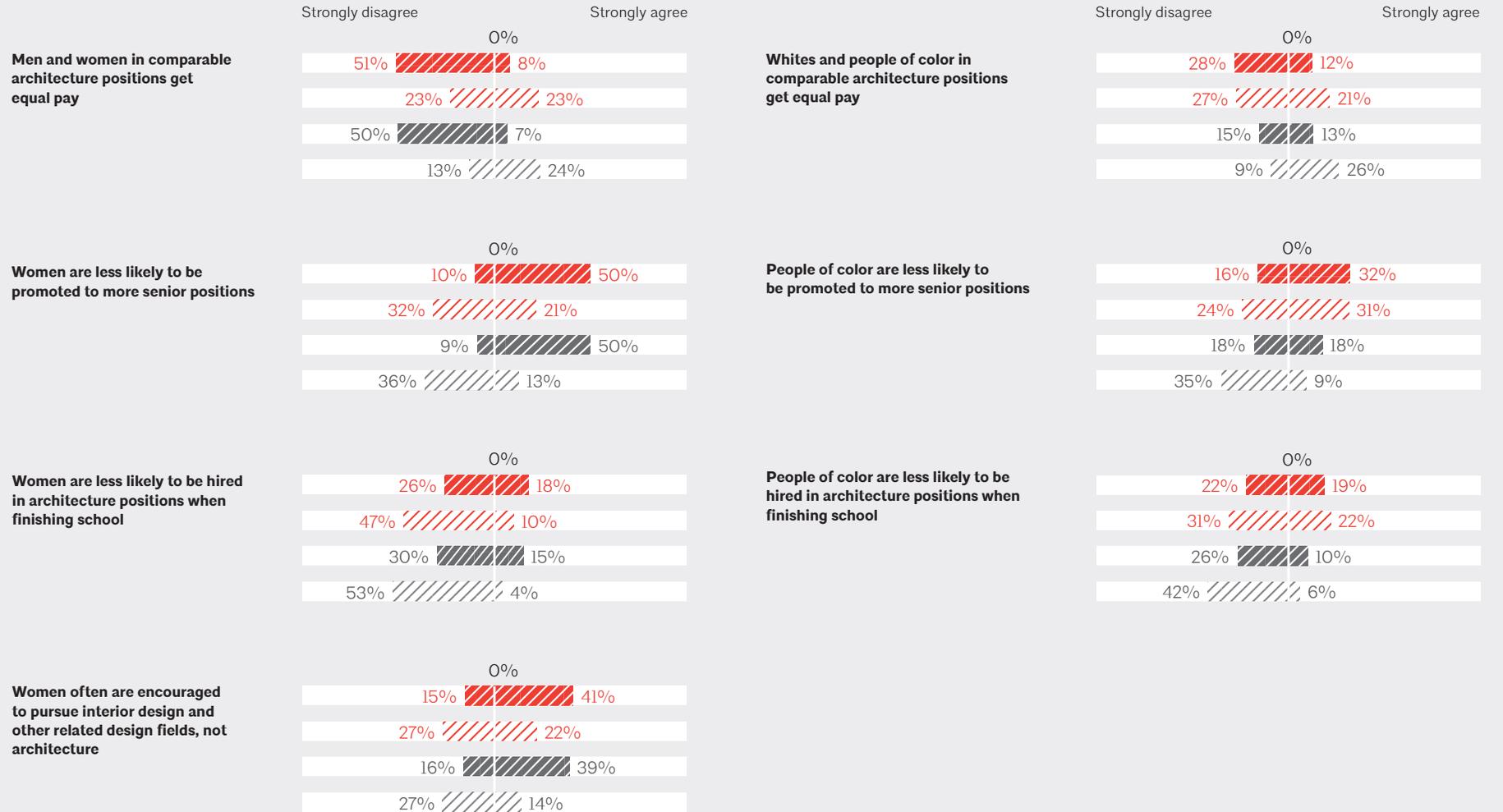
There are some attitudinal differences by gender and race on challenges faced by women and people of color in the industry.

## Reported challenges to career advancement

Both women and people of color say (much more often than men and whites) that they are less likely to be promoted to more senior positions. Gender and race are also obstacles to equal pay for comparable positions, but this is particularly so for women. Women, more than men, also feel that they are not likely to get equal pay in comparable positions and are often encouraged to pursue interior design and other design fields rather than architecture. These are cultural issues in the field that might be addressed by industry leadership. Women and people of color also somewhat believe that they are less likely to receive job offers when completing school.

**Figure 3: Perception of career opportunities in architecture**

▨ Women of color  
 ▧ Men of color  
 ▩ White women  
 ▪ White men



Percentages represent response of 6 or 7 or 1 or 2 on a 7-point scale where 7 equals "Strongly Agree" and 1 equals "Strongly Disagree." Only the scale endpoints, 1 and 7, have a verbal description.

# Work–life balance impact on representation of women

## Key findings

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Work-life balance was identified as a main reason women are underrepresented in the industry. However, changes in this area could benefit the field as a whole.

## Work-life balance impact on representation of women

The top three reasons noted for underrepresentation of women in the profession (according to those that reported women were underrepresented) were:

- Concern about work-life balance
- Long work hours that makes starting a family difficult and thereby encourage some women to leave the field.
- Lack of flexibility to work remotely, job share, or work flexible hours

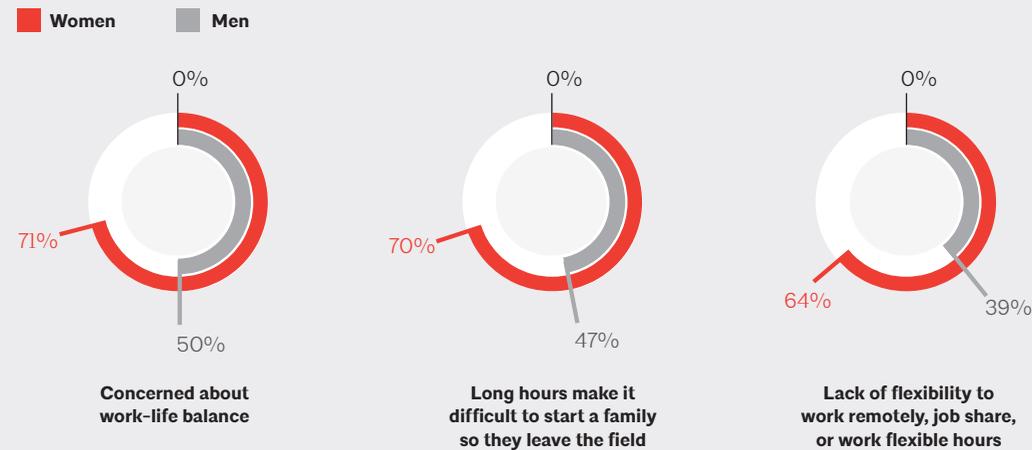
Correspondingly, the leading strategies that both men and women in the field believe could attract and retain more women directly address these issues. The most-noted strategies include:

- Promoting a change in office culture that allows better work-life balance
- Increasing job flexibility (including the option to work remotely, job share, or work flexible hours)

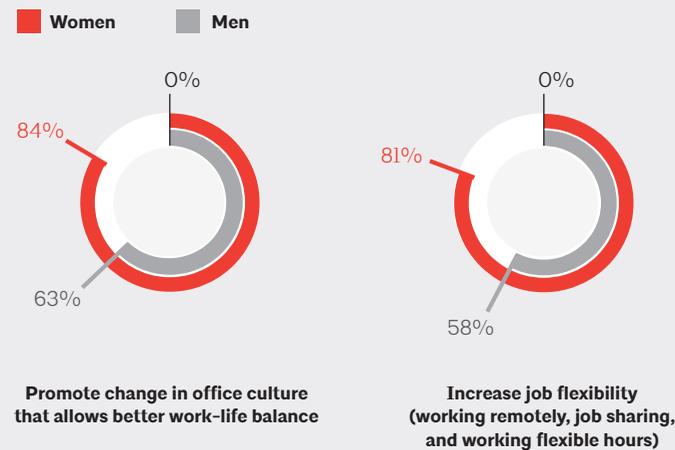
It is notable that all architects (regardless of gender or race) consider work-life balance important, and many have low satisfaction with their ability to achieve it. The majority of architects feel that managing work-life balance is more difficult for them compared with other professionals and wish for greater job flexibility in the industry.

This is one of the most important areas where architects, industry leaders, and membership associations could lead an effort to change the professional culture. Not only would it address one of the primary concerns of women in the industry, but also it would benefit the field as a whole.

**Figure 4: Perceived factors contributing to an underrepresentation of women in the field of architecture**



**Figure 5: Effective ways of attracting and retaining women in the field**



# Other impacts on representation of women

## Key findings

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There are several other often-mentioned hypotheses for underrepresentation of women in architecture as well as strategies to retain and attract them.

## Other impacts on representation of women

In addition to work-life balance, other often-mentioned hypotheses for underrepresentation of women in architecture include:

- Women not being given significant opportunities upon returning to the industry after having left to start a family
- Lack of women role models
- Lower pay and less likelihood of being promoted than men
- Difficulties catching up with technology changes upon returning to the industry after having left to start a family

Architects feel they could retain current female architects and attract future ones to the field if firms, industry leaders, membership associations, and schools of architecture would work together to support a variety of other strategies such as:

- Develop a mentorship program for women in firms.
- Offer credentials for architects who wish to return to the profession after taking an extended leave of absence.
- Provide clear written criteria for promotion.
- Offer industry-funded college scholarships for women interested in studying architecture.
- Attract more women professors to teach in accredited architecture programs.

Figure 6: Perceived factors contributing to an underrepresentation of women in the field of architecture

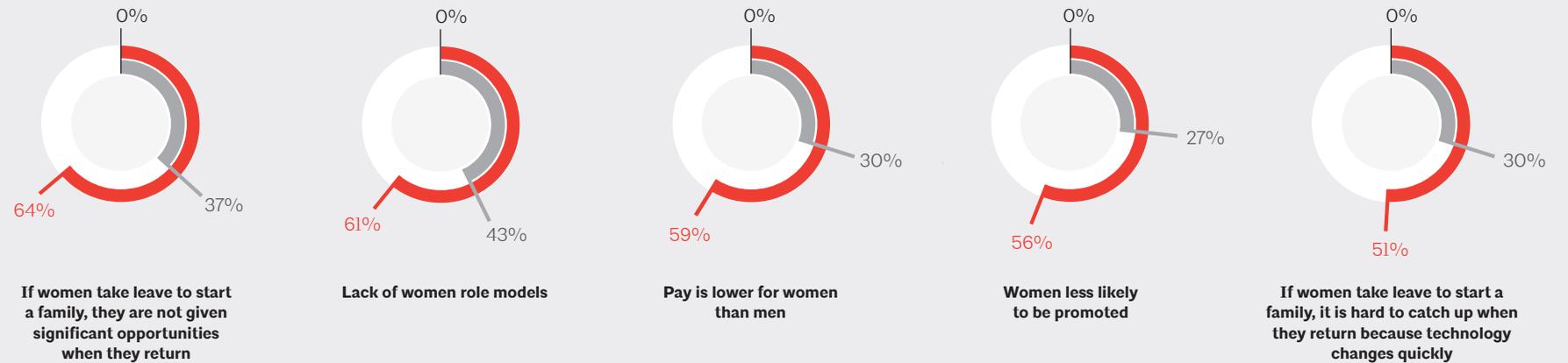
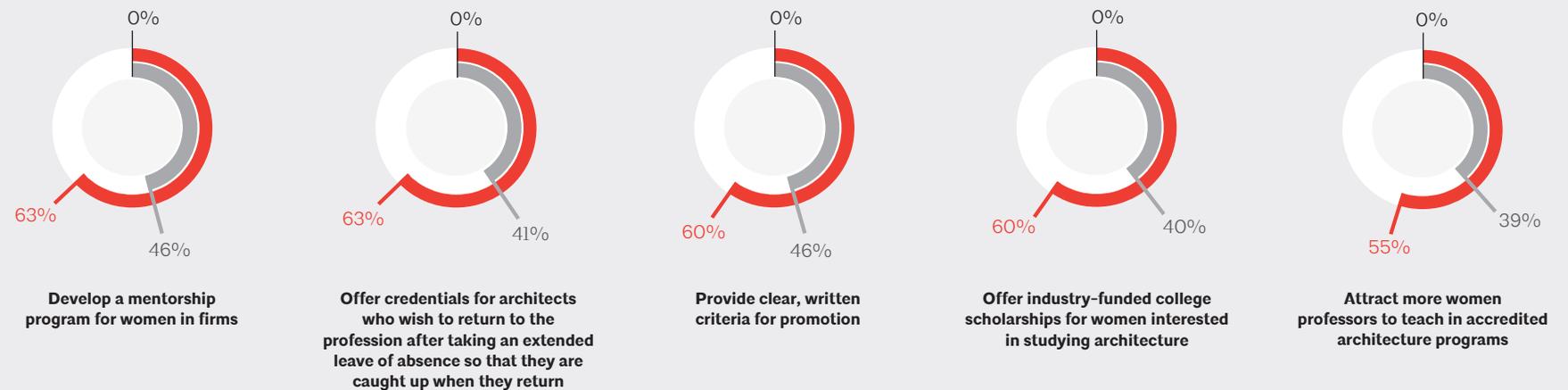


Figure 7: Effective ways of attracting and retaining women in the field



# Factors impacting representation of minorities

## Key findings

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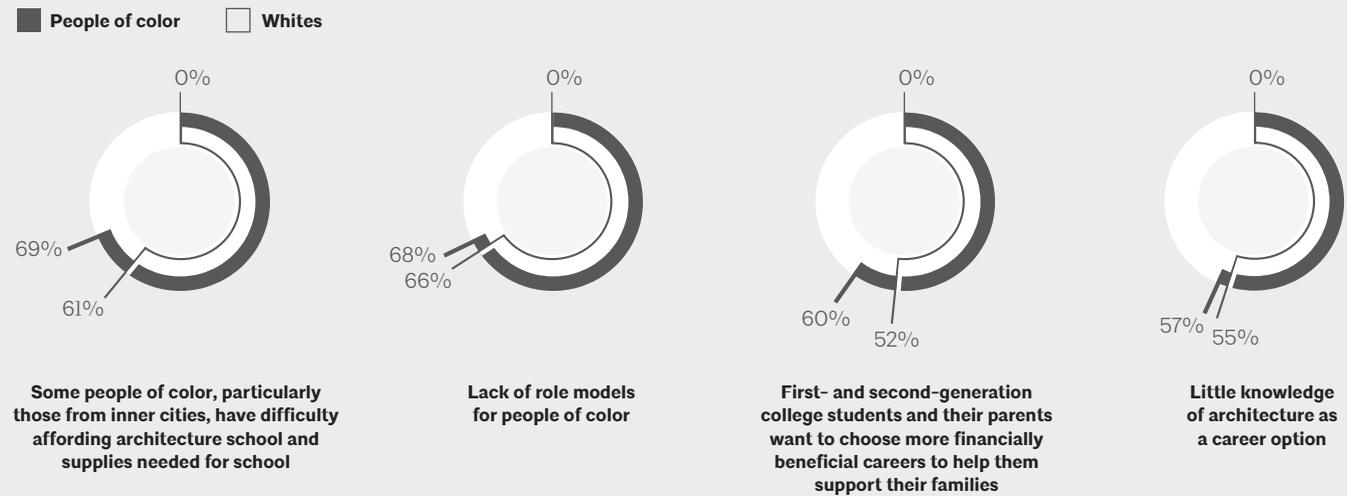
Architects suggest several likely reasons for the lack of minority representation in the field and ways to address them.

## Factors impacting representation of minorities

Perceived reasons for the underrepresentation of people of color include:

- People of color, especially those from inner cities, may have difficulty affording the costs associated with a degree in architecture.
- There are few role models for people of color in architecture.
- To help support their families, first- and second-generation college students and their parents may be predisposed towards other careers with greater earning potential.
- Minority students have little knowledge of architecture as a career option.

**Figure 8: Perceived factors contributing to an underrepresentation of people of color in the field of architecture**

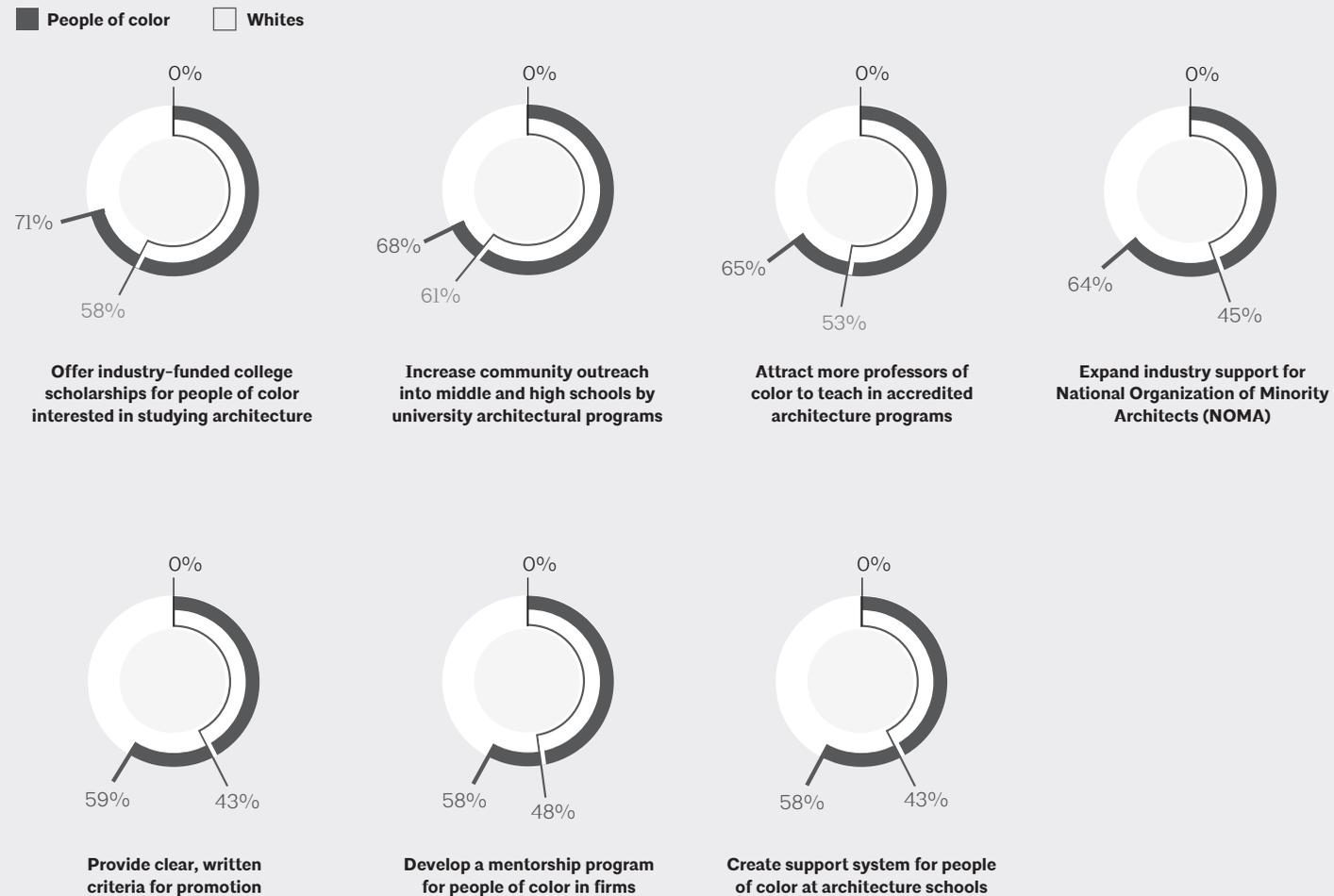


## Strategies to address underrepresentation

Architects feel they could retain current people of color in the field and attract new ones if the field adopted the following strategies:

- Offer industry-funded college scholarships for people of color to study architecture.
- Increase community outreach into middle and high schools by university architectural programs.
- Attract more professors of color to teach in accredited architecture programs.
- Expand industry support for the National Organization of Minority Architects (NOMA).
- Provide clear, written criteria for promotion.
- Develop a mentorship program for people of color in firms.
- Create a support system for people of color at architecture schools.

**Figure 9: Effective ways of attracting and retaining people of color in the field**



# Building the pipeline through schools

## Key findings

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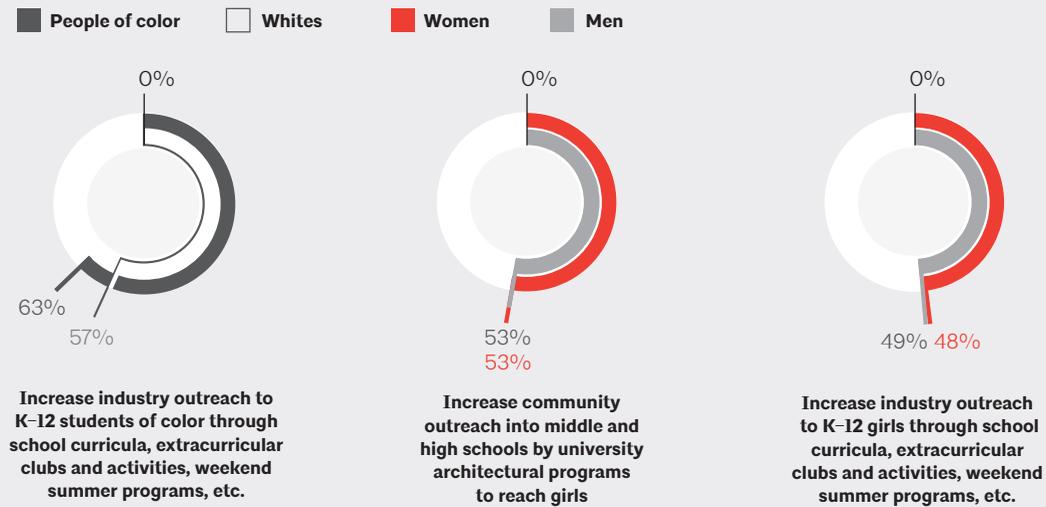
To attract more women and minorities to the field, architects recommend exposing more students in middle and high school to architecture—what it means to be an architect and how to launch a career.

## Building the pipeline through schools

The importance of this strategy is supported by findings in the expanded full report. Many current architects grew interested in the profession while in school, recognizing at the time that their skills in math, science, or drawing matched the job requirements well. Others attended a class that sparked an interest in architecture. School interventions are additionally appropriate because architects believe that most middle and high schools students don't know what an architect does, how to become an architect, or the admission requirements to study architecture.

These strategies include industry outreach to K-12 students through curriculum and extracurriculars, and outreach to middle and high schools by university architectural programs.

**Figure 10: Effective ways of attracting and retaining women and people of color in the field**



# Reasons for leaving the field

## Key findings

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Uninfluenced by gender or race, about one in five architects have left the field at some point. Architects who return after having left the industry face new challenges.

## Reasons for leaving the field

Men and women, as well as whites and people of color, share many reasons for leaving the field of architecture. Some lose their jobs due to layoffs or termination, but more often they seek better opportunities elsewhere.

There are some variations along gender lines. One of the most important reasons that women give for leaving the field is dissatisfaction with work-life balance, while men are less likely to say the same. Many more women than men also leave to start a family or leave because they need to care for a child at home. However, these percentages may be impacted by the high percentage of women respondents who are in the younger age demographic when women would be most likely to start a family and/or take on child-rearing responsibilities. Men, on the other hand, are far more likely to leave their jobs in architecture in order to pursue a more lucrative career.

People of color give some reasons more often than whites: They are dissatisfied with their professional growth and they aren't recognized for the work they do. Men of color also leave more than white men because they perceive that their salaries are not commensurate with the workload, their pay is not equal to others in their position, and they are unable to achieve work-life balance.

Figure II: Reasons for leaving the field of architecture



Percentages represent response of 6 or 7 on a 7-point scale where 7 equals "Extremely Important" and 1 equals "Not at All Important." Only the scale endpoints, 1 and 7, have a verbal description.

# Job satisfaction findings

## Key findings

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Overall, job satisfaction in the industry is, at best, moderate—with lower satisfaction for women and people of color.

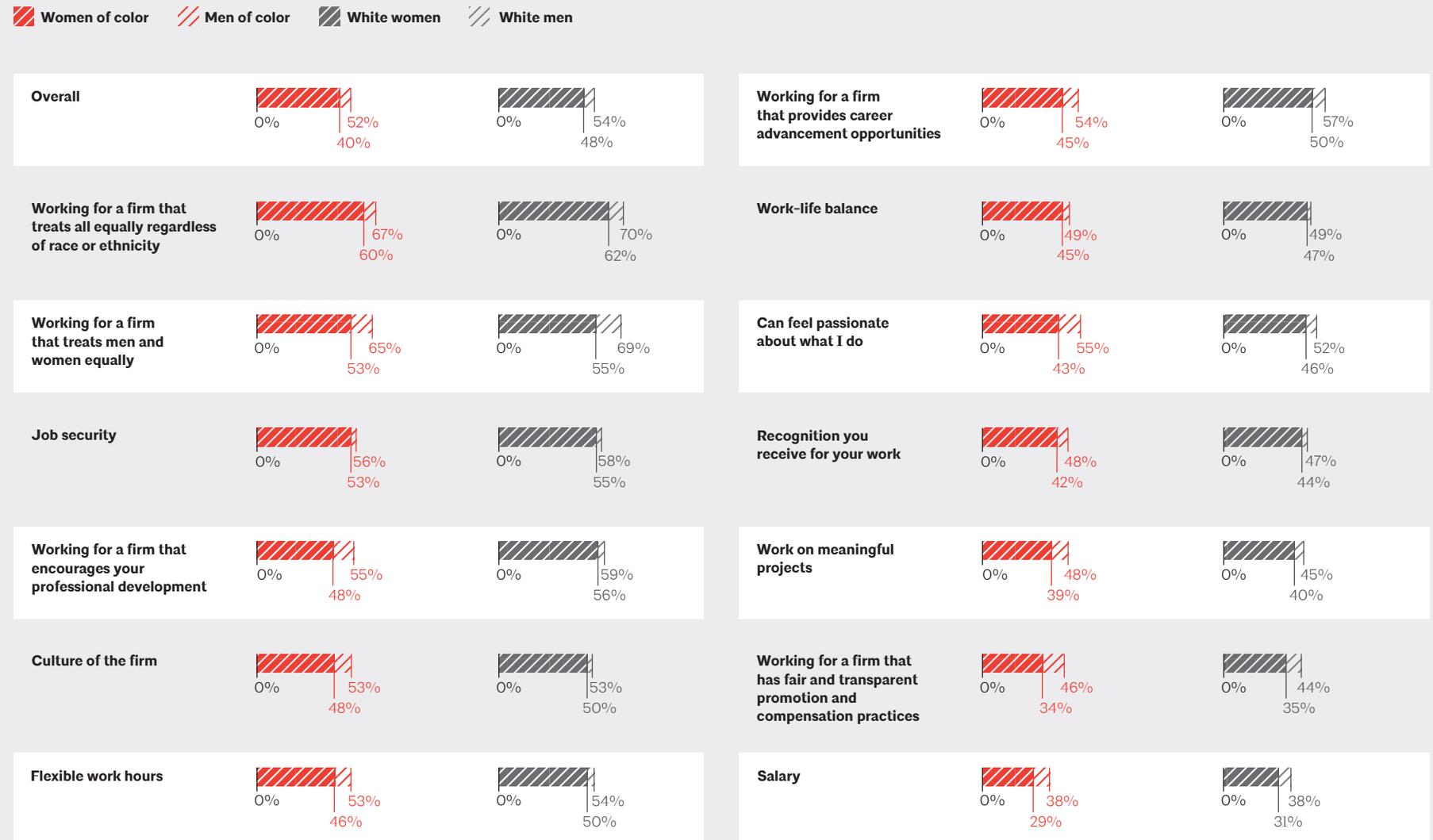
## Job satisfaction findings

Job satisfaction in the field is moderate: About half of respondents report high satisfaction with their jobs overall, though few are highly unsatisfied. Less than half of all architects are satisfied with their work-life balance, with the recognition they receive for work accomplished, or with the frequency of working on meaningful projects. Satisfaction is lowest on salary and fairness and transparency of their employers' promotion and compensation practices.

Satisfaction is highest among males, with white men and men of color reporting higher satisfaction compared to white women and women of color. Women (both white and non-white) rate their job satisfaction lower than men in many areas, including salary, career advancement opportunities, and gender equality on the job. Women also are not satisfied that their employers' promotion and compensation practices are fair and transparent.

Women of color and men of color are less satisfied than white women and white men, respectively, with career advancement opportunities and working for a firm that encourages their professional development. The difference in job satisfaction across these areas tends to be smaller between people of color and whites than women and men.

Figure 12: Percentage with high job satisfaction overall and in selected areas



Percentages represent response of 6 or 7 or 1 or 2 on a 7-point scale where 7 equals "Extremely Satisfied" and 1 equals "Not at All Satisfied." Only the scale endpoints, 1 and 7, have a verbal description.

# Appendix

## Selected respondent demographics

	Total	Women	Men	People of color	White
<b>Working region</b>	<b>n=7467</b>	<b>n=3094</b>	<b>n=4203</b>	<b>n=1564</b>	<b>n=5734</b>
Northeast	23%	24%	22%	21%	23%
South	30%	29%	29%	33%	29%
Midwest	20%	18%	22%	12%	22%
West	25%	26%	24%	28%	24%
Work outside the U.S.	2%	3%	3%	6%	2%
<b>Firm owner*</b>	<b>n=5889</b>	<b>n=2631</b>	<b>n=3387</b>	<b>n=1169</b>	<b>n=4565</b>
Woman-owned	16%	24%	10%	14%	16%
Minority-owned	10%	8%	11%	26%	6%
None of these	78%	72%	82%	67%	81%
<b>Age</b>	<b>n=7452</b>	<b>n=3109</b>	<b>n=4206</b>	<b>n=1574</b>	<b>n=5747</b>
Under 25	12%	15%	9%	14%	11%
25-34	36%	45%	30%	37%	37%
35-44	20%	19%	21%	24%	19%
45-54	13%	11%	14%	12%	13%
55-64	13%	8%	16%	8%	13%
65-74	5%	2%	8%	4%	6%
75 or older	1%	0%	2%	1%	1%
Mean	39.7	35.5	42.8	37.5	40.1

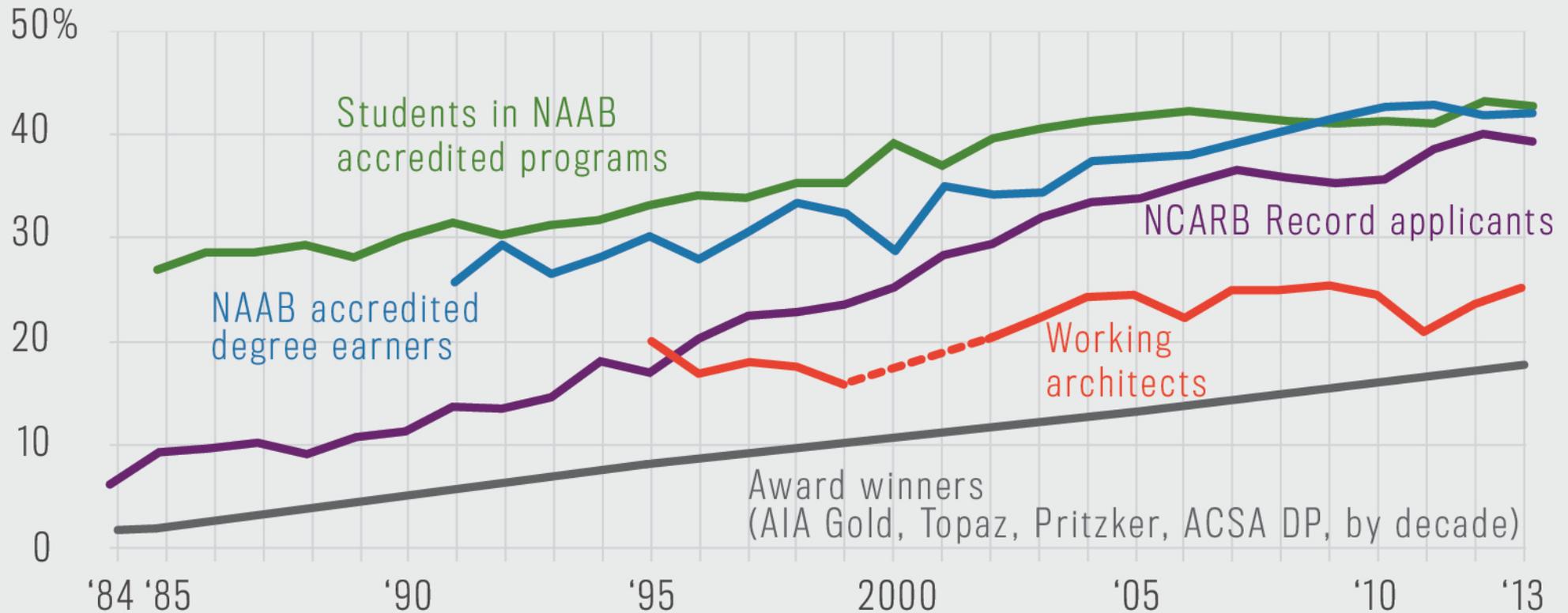
\* Percentages may not add up to 100% because multiple answers were accepted.

Note: The number of respondents by gender and race in this table may be lower than the totals reported in the methodology. This is because some respondents did not answer all demographic questions.

# Pipeline Into the Profession of Architecture

Female students, graduates, NCARB applicants, and awardees by %

Number of women at early career stages stabilizing around 40%.





# NCES Data on the Ethnicity and Gender of Graduates in Architecture and Related Fields

Association of Collegiate  
Schools of Architecture

1735 New York Avenue, NW  
Washington, DC 20006  
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December 2014

## Ethnicity and Gender of Graduates

The interactive graphics on this page explore ethnicity and gender information from the National Center for Education Statistics (NCES) on 2012–13 graduates in architecture and related fields.

Visualizing this same dataset, the Graduates and Institutions page looks at overall enrollment and institutional characteristics from this same dataset; and you can also explore a map and list of programs that describe institution-level characteristics of schools offering NAAB-accredited, NAAB-candidate, and non-professional programs in architecture, and in other architecture-related fields.

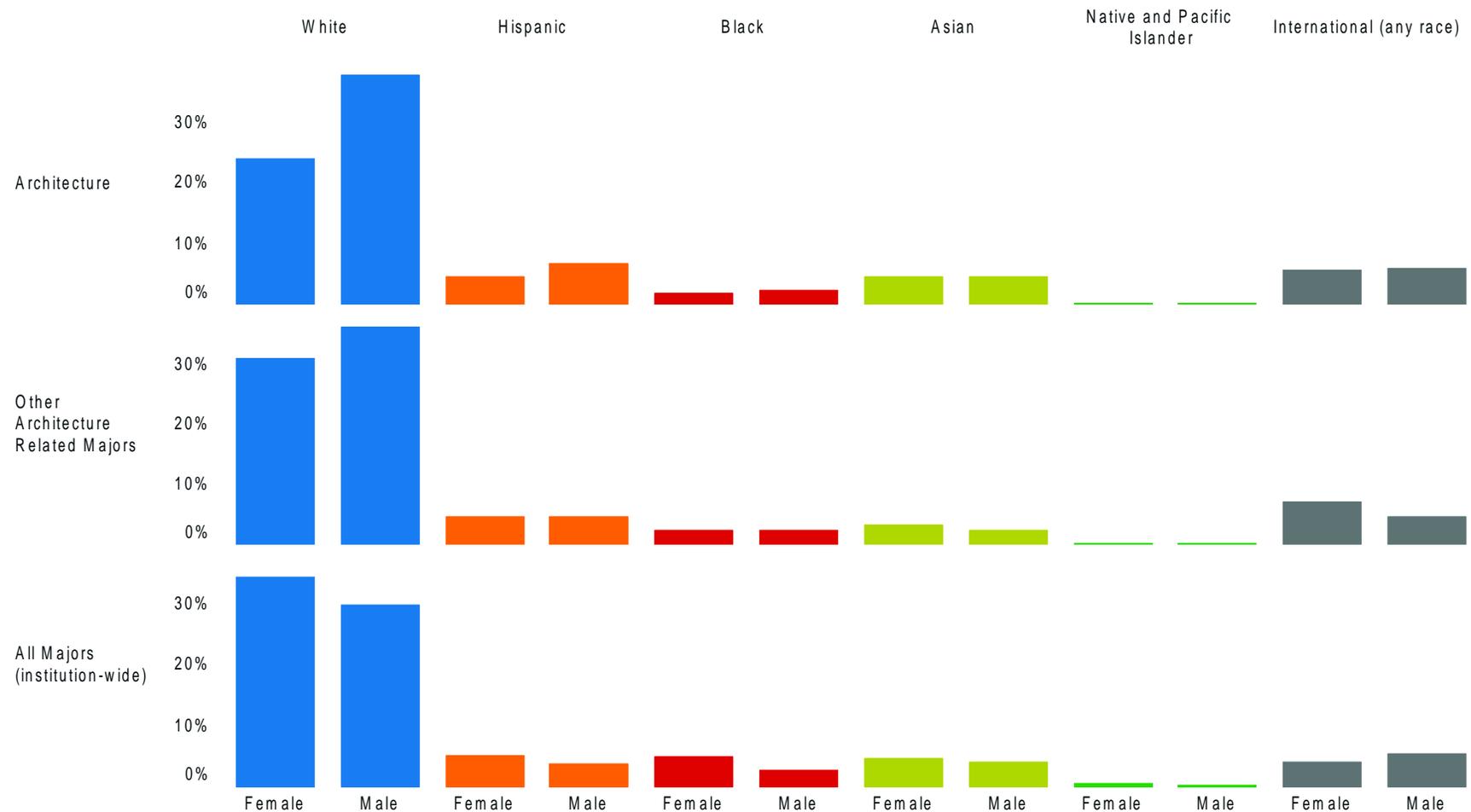
## Among Whites, Hispanics, and Blacks, More Men Than Women Earned Architecture Degrees

How do the ethnicity and gender of architecture graduates compare with other graduates at the same institutions? This first chart considers those who graduated in 2012–13 with degrees in architecture, architecture-related majors (combined in this view), and all majors (architecture-related and others).

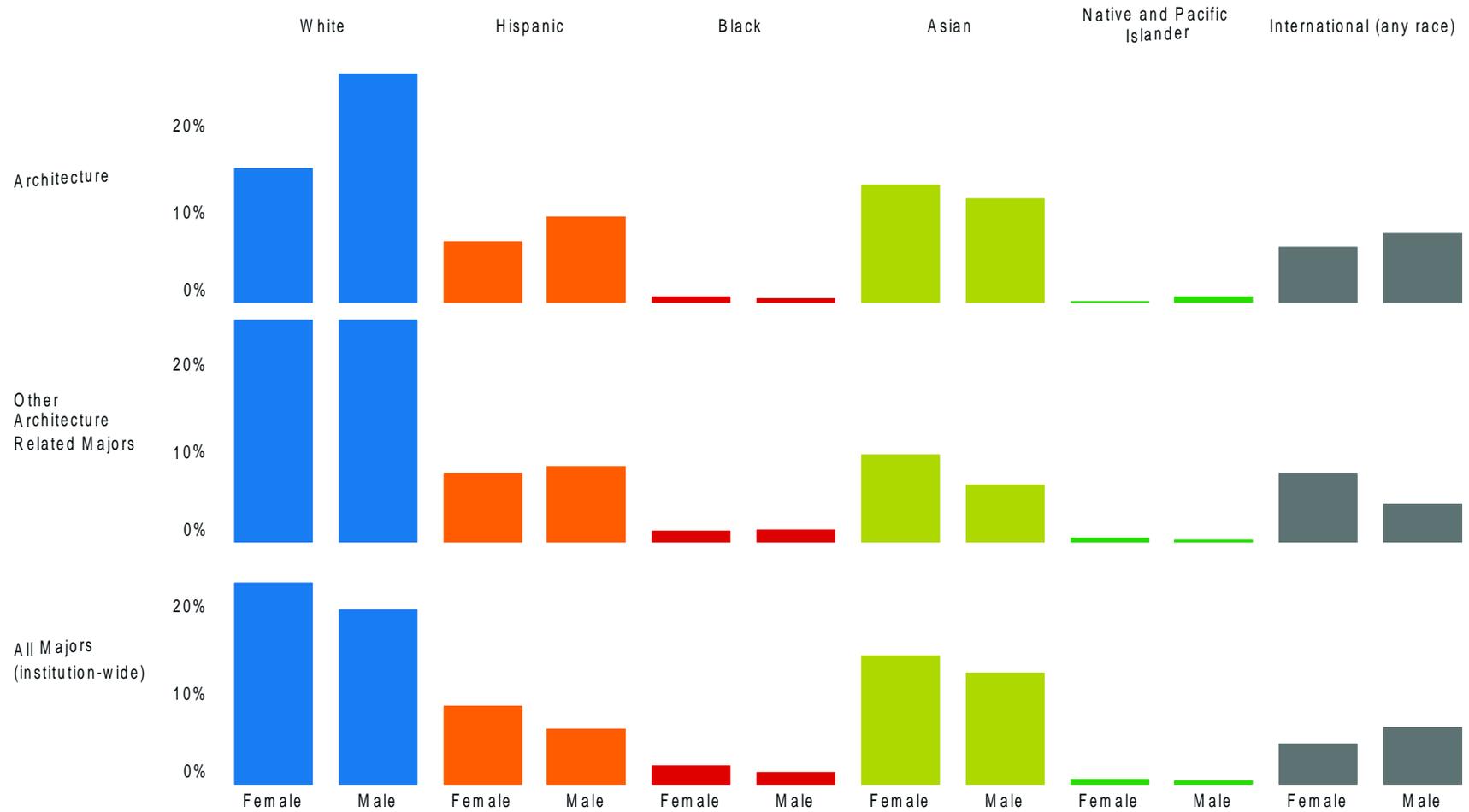
We can see that although more women than men earned degrees across all majors, in all groups except "international" (nonresident aliens) this gender balance often reverses among architecture and architecture-related majors. That is, there were more white men than white women among architecture degree earners. The same holds true for Hispanics, Blacks, and Natives and Pacific Islanders (a group which includes the NCES categories of 'American Indians/Alaska Natives' and 'Native Hawaiian or Other Pacific Islander'). Among Asians, the numbers are closer to equal for both genders in both architecture and other majors. Among international students, the pattern is the opposite: there were more male than female graduates across all majors, while this gender gap is somewhat closed among architecture graduates.

The default view on this chart shows this data for all institutions that had at least one graduate in an architecture or related major in 2012–13, and you can toggle the filters to show just a subset of these schools. You can also select an individual state or institution to see just those graduates. For example, when you toggle between private not-for-profit and public institutions under the 'Funding' filter, you can see that international students are much less common at public institutions.

### U.S. Graduates in Architecture, Related Fields, and All Majors by Ethnicity and Gender



# California Graduates in Architecture, Related Fields, and All Majors by Ethnicity and Gender

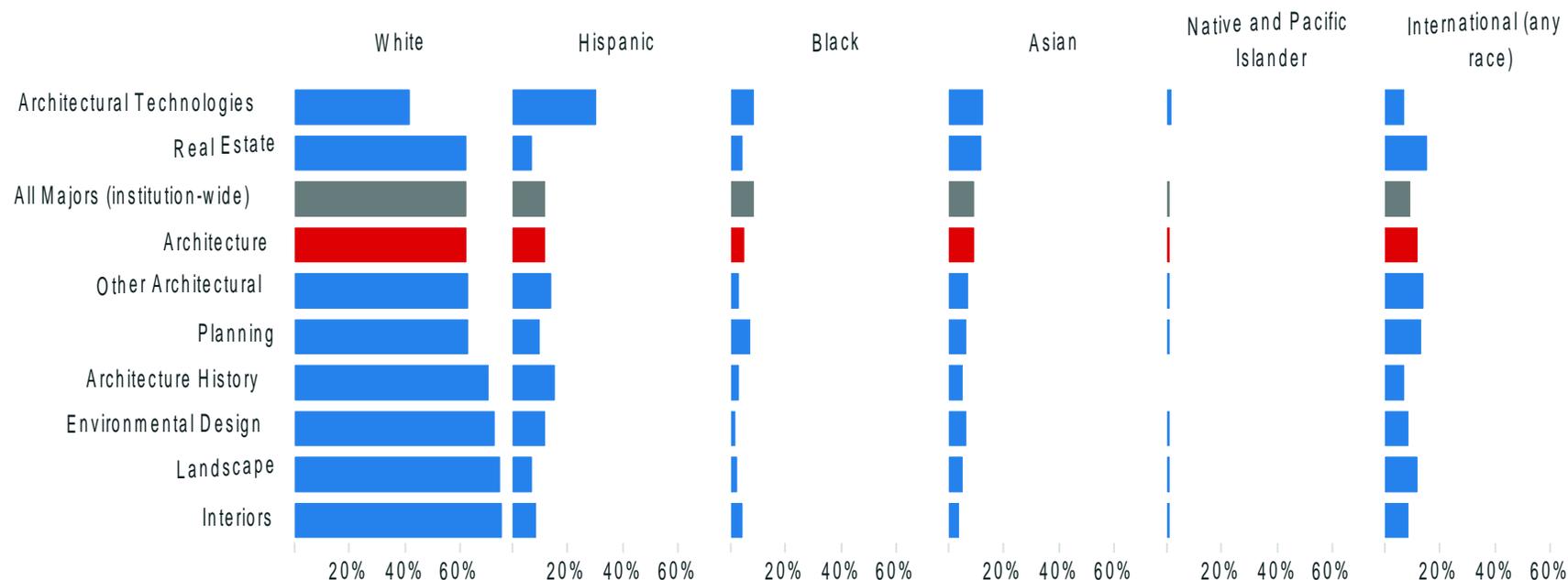


## Architecture Had More International and Fewer Black Graduates By Percent Than All Majors

Which majors are "most white"? "Most black"? "Most international"? This first chart shows the percent of 2012–13 graduates in each major by ethnicity. For example, you can see that Hispanics were strongly represented among graduates in architectural technologies, and more represented among architecture graduates than in all majors at these institutions. On the other hand, Blacks were less represented in architecture than they were in all majors institution-wide or in several other architecture-related majors.

Hover over each bar for details. You can filter the results by gender and level of graduates, and by institutional funding type and Carnegie Classification. You can also select an individual institution to see the breakdown of graduates by race/ethnicity at that institution.

### Percent of Graduates in Architecture and Related Fields by Major and Ethnicity

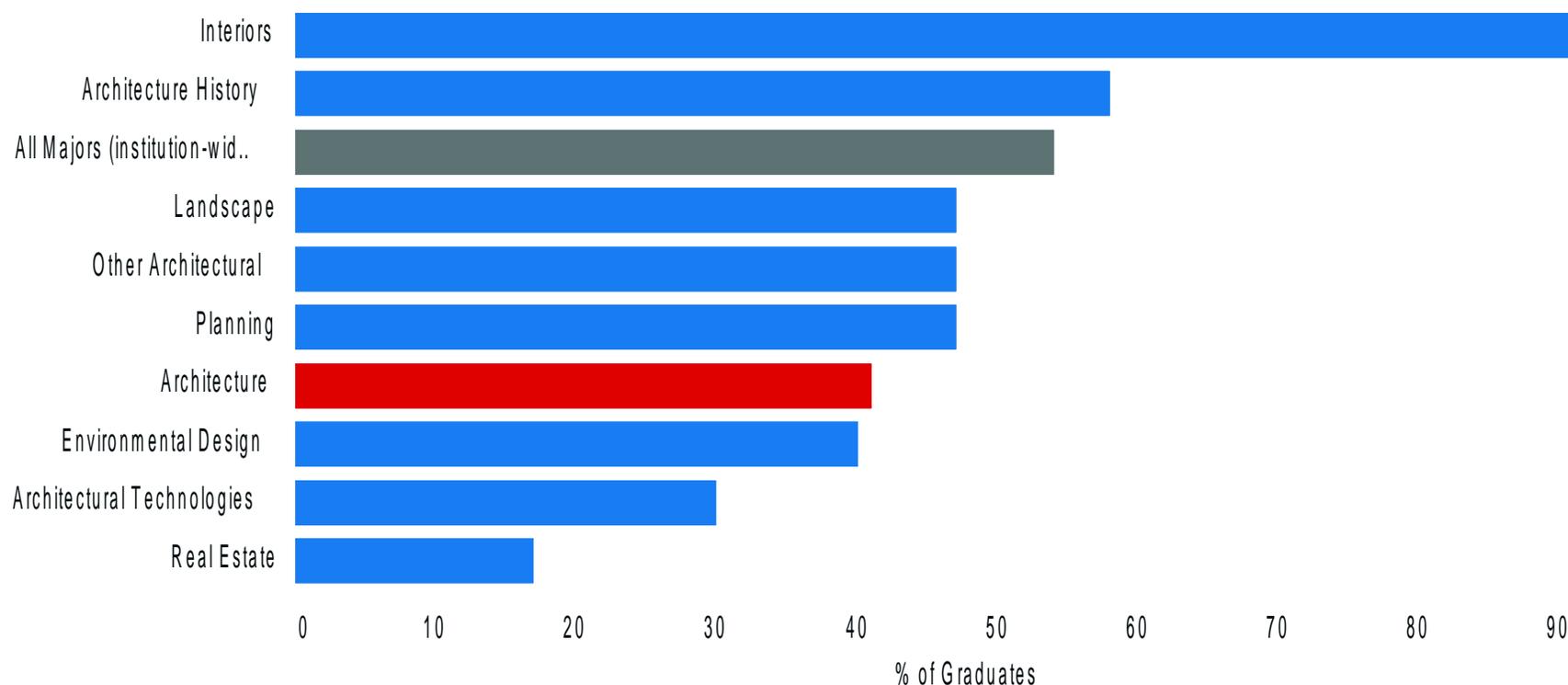


## Architecture Had Fewer Female Graduates by Percent Than Most Related Fields or All Majors

The next chart breaks down the majors in a similar way, this time by gender. For example, you can see that in 2012–13 architecture had a lower percentage of women than all majors at these institutions; and if you toggle through the degree levels under 'Filter by Graduates,' you can see that this is true at all levels.

You can also see that 91% of graduates in interior design are female; and by toggling through the various ethnicities under the 'Filter by Graduates' heading, you can see that interior design is predominantly female within each ethnicity.

### Graduates in Architecture and Related Fields by Major and Gender



## Hispanic and Blacks Are Underrepresented in Architecture at Most Degree Levels

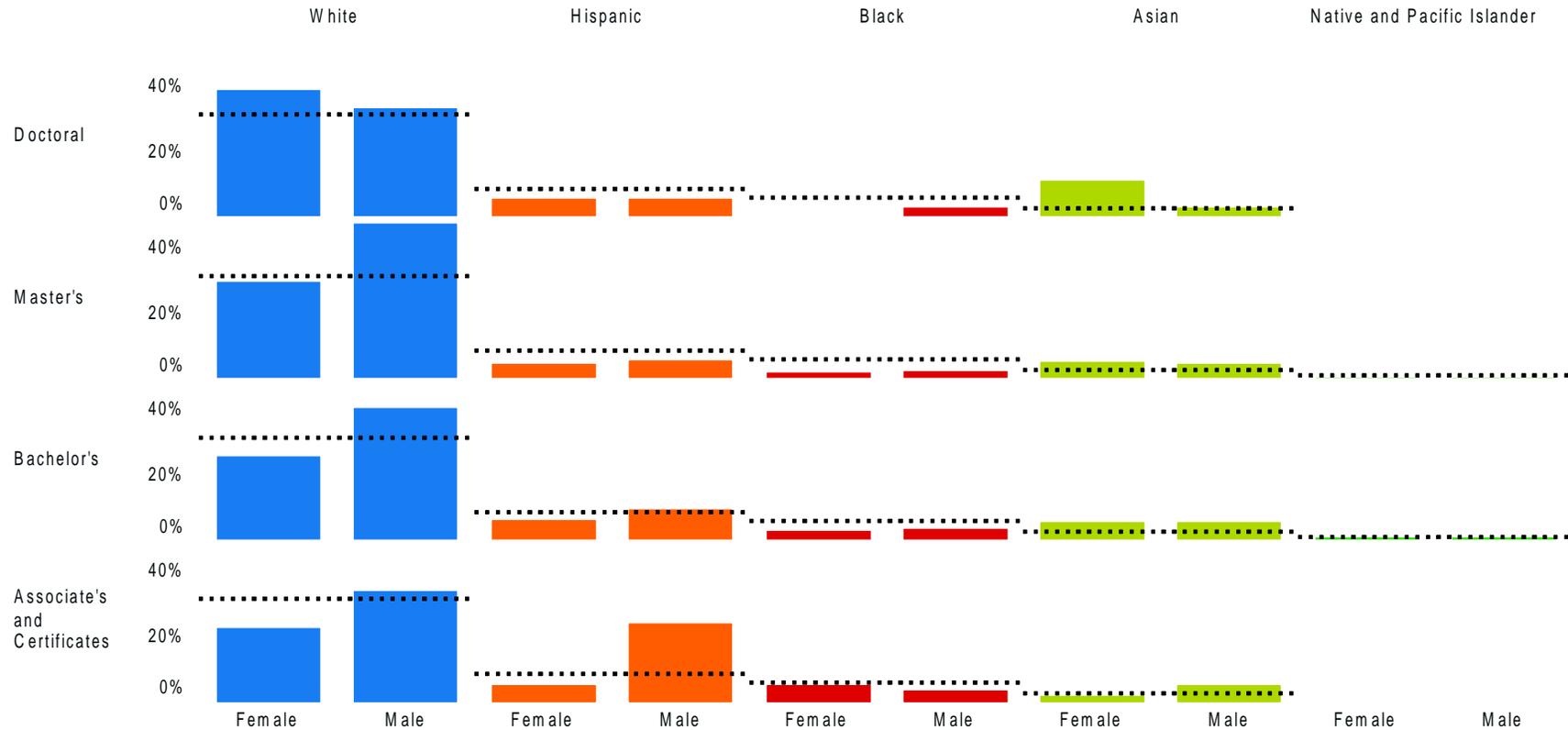
To what extent does this distribution of graduates by ethnicity and gender represent the demographics of the United States as a whole? That is, which demographics are underrepresented among graduates in architecture and related fields? This final chart shows graduates by ethnicity and gender across the various degree levels, with a dotted reference line showing the percent of each ethnic demographic in the U.S. population.

This chart shows that at the bachelor's, master's, and doctoral levels, Hispanic and Black men and women are underrepresented among architecture graduates since they comprise a smaller percent of architecture graduates than their percent in the U.S. population (with the exception of Hispanic men at the bachelor's level). Women are often underrepresented as well, although white women are represented in a greater percentage among architecture doctoral degree earners than in the U.S. population overall; and Asian women are more represented among architecture degree earners at the bachelor's, master's, and doctoral levels.

By toggling through majors under 'Filter by Graduate,' you can see how architecture compares with architecture-related fields and all majors at these institutions. You can also look at graduates from a subset of institutions by exploring the 'Filter by Institution' settings. For example, by selecting 'architecture' as a major and focusing just on private institutions, you can see that there were very few white men completing doctoral degrees in architecture at private institutions in 2012–13, as compared with their numbers in the overall U.S. population.

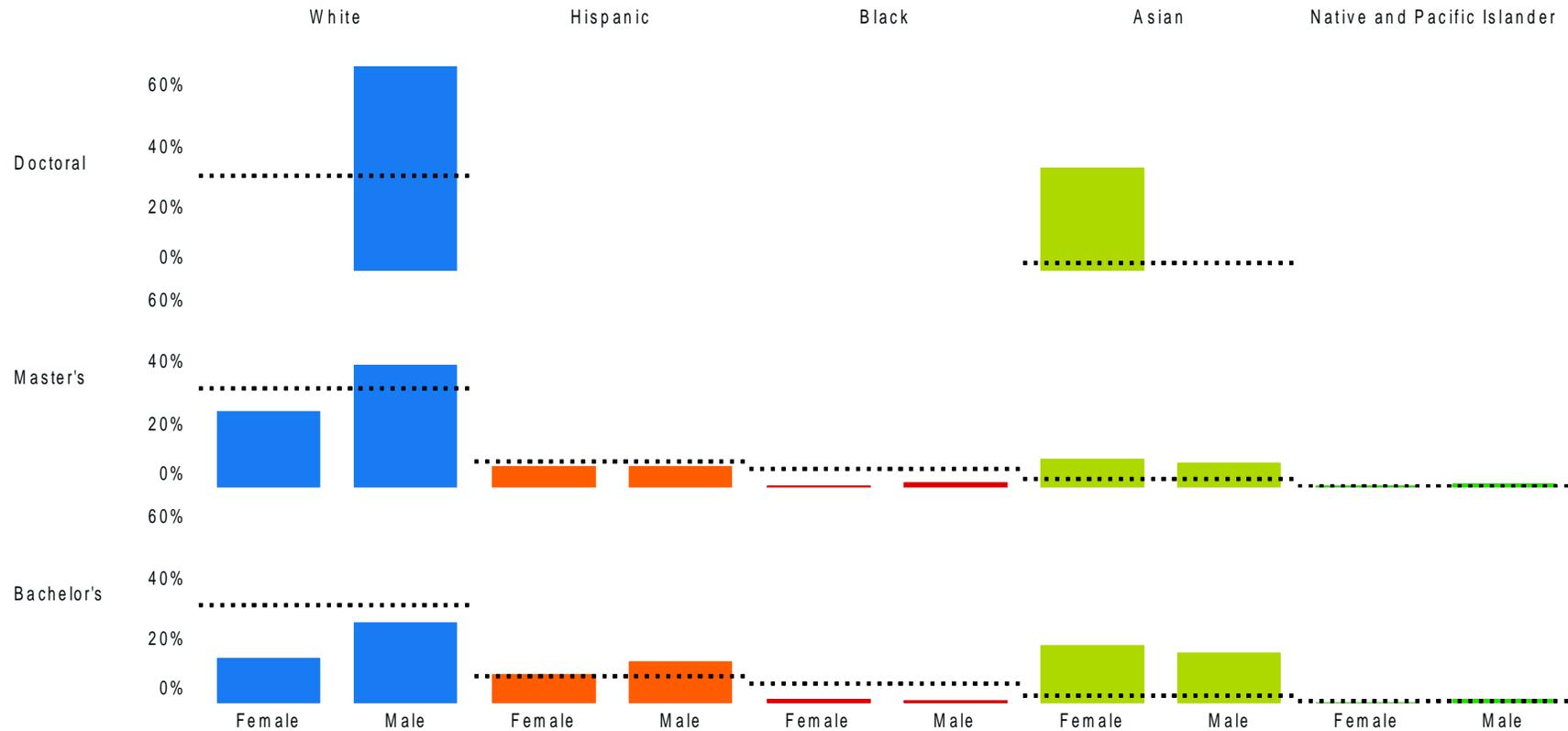
These trends may look different if we include data from multiple years, so in future visualizations, we will expand the data included in order to share a fuller picture.

# Ethnicity and Gender Relative to Numbers in Overall U.S. Population



Dotted line shows percentage in overall U.S. population. Bars above the dotted line indicate a demographic represented in greater proportion in a given major and degree level than in the U.S. population overall. Bars below the dotted line indicate an underrepresented demographic group.

## Ethnicity and Gender Relative to Numbers in Overall California Population



Dotted line shows percentage in overall U.S. population. Bars above the dotted line indicate a demographic represented in greater proportion in a given major and degree level than in the U.S. population overall. Bars below the dotted line indicate an underrepresented demographic group.

If you're looking for information on overall enrollment and institutional characteristics, please see **Graduates and Institutions**, as well as our **Map of Programs** and **List of Programs**. To learn more about the underlying dataset or to download this and similar data, please visit the **National Center for Education Statistics**.

To let us know how you are using this data and what you'd like to see in the future, or if you have questions or corrections, please contact **Kendall Nicholson, Director of Research + Information**.

# Diversity & Multiculturalism in the Architectural Academy: An Assessment of Barriers & Opportunities

MELINDA R. NETTLES  
University of Oregon

## INTRODUCTION

While the persistent underrepresentation of students of color in architecture is well documented, little empirical research is available from within the discipline that helps us to understand the problem's causes.<sup>1</sup> However, the body of argumentative literature that does exist calls attention to the political nature of schooling and suggests that architectural theory, curricula, and pedagogy may play a role in deterring the participation of people of color. In doing so, it also raises questions about architecture schools' ability to prepare students to work in a context of increasingly internationalized professional practice and resurgent interest in humanitarian design.

I begin the paper with an overview of data on racial and ethnic representation in architecture and a discussion of its possible implications. I then review the argumentative literature and evaluate it relative to related educational theory. This is followed by a brief evaluation of four design studios I taught between 2007 and 2011 at the University of Oregon. I conclude by suggesting concrete changes that can be made to improve multicultural teaching in the design studio, and by identifying areas in need of future research.

## A STATISTICAL OVERVIEW

Questions remain about the reliability of the little available statistical data on race and ethnicity in architecture.<sup>2</sup> It is also difficult to compare data sets to one another due in part to in the way racial and ethnic categories, as well as participation in

architecture, are defined. However, the available data (Figure 1) seem to indicate both that there are multiple factors affecting the participation of people of color in architecture and that these groups may face different deterrents.

### Pipeline Leakage

The data show a phenomenon often referred to as 'pipeline leakage',<sup>3</sup> or declining participation at multiple 'sites' along the path to professional practice. While significant additional research is needed to confirm these apparent trends and to identify causality, the data thus nevertheless suggest that there are likely multiple factors working to deter participation.

The statistics for people who identify as African American and Hispanic provide examples of this phenomenon. While African Americans make up 14.6% of the non-Hispanic U.S. population,<sup>4</sup> they represent only 8.4% of first time enrollments and 4.9% of degrees awarded in National Architecture Accrediting Board (NAAB) accredited schools and 2.1% of persons employed as architects. Similarly, while people who identify as Hispanic represent 16.3% of the population, they constitute only 13% of first time enrollments, 11% of degrees awarded, and 7.8% of people employed as architects.<sup>5</sup>

The data also show a higher percentage of students of color enrolling in architecture school for the first time than of degrees awarded, which suggests that architecture schools may be one of the sites at which barriers to the participation arise. Combined NAAB data from 2009 and 2010 (Figure 1)

	Total US Population	Non-Hispanic US Population	Persons Employed as Architects	Demographic Diversity Audit Survey Respondents	AIA Membership		Students at NAAB Accredited Schools			
					Architects	Associates	Total Enrollment	1 <sup>st</sup> Time Enrollment	Degrees Awarded	Degrees Awarded + 1 <sup>st</sup> Time Enrollments
White/Caucasian	72.4%	76.2%		80.0%	72.0%	56.0%	63.0%	64.0%	73.0%	82.0%
Black/African-American	12.6%	14.6%	2.1%	5.0%	1.0%	3.0%	6.3%	8.4%	4.9%	42.5%
Amer. Indian including Alaska Native	0.9%	0.9%		0.5%			0.5%	0.6%	0.5%	66.0%
Asian	4.8%	5.6%	1.9%	5.0%	5.0%	6.0%	12.4%	10.7%	9.5%	63.7%
Native Hawaiian, Other Pacific Islander	0.2%	0.2%					0.3%	0.5%	0.2%	21.6%
Some Other Race	6.2%	0.2%			1.0%	4.0%				
Two or More Races	2.9%	2.3%					1.0%	2.5%	0.6%	16.4%
Hispanic	16.3%		7.8%	5.0%	3.0%	7.0%	16.0%	13.0%	11.0%	61.8%

Figure 1. Comparative Racial & Ethnic Representation in Architecture & U.S. Population<sup>7</sup>

show that graduation rates may in fact be considerably lower for students of color than for white students. They indicate, for example, that while 82% of white students who matriculate are receiving degrees, only 42.5% of non-Hispanic African American students are doing so.<sup>6</sup> However, because the amount of available data is quite limited, it may be misleading and simply reflect annual variability in enrollments and degrees awarded. However, this does suggest the need to monitor relative graduation rates as more data becomes available. It also suggests that tracking specific cohorts through school might be needed in order to understand if and why the trend exists.

### Variability Between Groups

The data also show that participation rates vary considerably between racial and ethnic groups, as does that the rate of change at each point along the 'pipeline'. This may indicate that different deterrents exist, or have differential impact, for different groups. For example, in contrast with data described above for people identifying as African American and Hispanic, which indicate that these groups are already underrepresented by the time they enter architecture schools, Asians are overrepresented: 10.7% of students enrolling for the first time are Asian and they are awarded

9.5% of degrees, while they are only 5.6% of the total non-Hispanic population.<sup>8</sup> This seems to indicate that African Americans and Hispanics may face more barriers to participation prior to entering architecture school, while for Asians more deterrents may arise during or after architecture school.

In addition, while all groups are significantly underrepresented among people employed as architects, some are less well represented than others. For example, U.S. Census data for 2010 show that the proportion of Asians and Hispanics employed as architects is a bit less than half their representation in the total population. In contrast, African Americans representation in the total population is about seven times greater than it is among architects. This indicates that there may be more deterrents to African Americans' participation than that of Asians or Hispanics.<sup>9</sup>

This overview therefore suggests the need for a nuanced approach to studying barriers to participation that recognizes the diversity that exists between ethnic groups, as well as the need to take seriously the prospect that aspects of architectural schooling may play an important role in limiting diversity in architecture.<sup>10</sup>

## A REVIEW OF ARCHITECTURAL DIVERSITY LITERATURE

Most of the literature regarding diversity in architecture supports the idea that architecture schools contribute to the persistent underrepresentation of people of color in the field. It tends to focus in particular on the role of curricula, pedagogical practices, or both, and to ultimately challenge the stated or unstated foundational assumptions that shape them.

### Scope, Diversity, & Emphasis of Curricula

The most straightforward argument made about architecture schools' role is that greater curricular diversity is needed to attract more people of color. Sharon Sutton, Linda Groat, and Sherry Ahrentzen have argued, for example, that women and people of color are more likely than their white counterparts to be interested in careers that have "power," especially the power to affect social change or provide "the opportunity to solve important social problems."<sup>11</sup> They therefore advocate for an expansion of curricula that address architecture's social aspects and those that prepare students not just for traditional design practice but also for a broad range of related careers.<sup>12</sup>

Groat also makes the argument that predominant models of architects' role, which she labels the "architect-as-artist" and the "architect-as-technician," are problematic because they "depend on the patronage of well-to-do and influential clients" and thus have a limited ability to affect social change.<sup>13</sup> She sees the architect-as-artist model, for example, as one that serves to "distan[c]e the artist/architect from the sociocultural context of his or her work" because it is rooted in an ideals of individuality, originality, and the "now commonplace view of the artist as fundamentally separated from society."<sup>14</sup> Groat proposes a new conceptual model, the "architect-as-cultivator," in which the architect's work is understood as a collaborative endeavor that engages practitioners with the social aspects of the built environment, and in which buildings are seen as part of a "collective [cultural] inheritance created by past individuals and continuously reinterpreted and reconstructed by others."<sup>15</sup> This new approach allows the contributions of people of color to be acknowledged and, implicitly, for architecture to begin to serve communities in ways that can re-

verse the conditions of racial oppression, and to attract students interested in careers that do so.<sup>16</sup>

Groat's argument dovetails with Craig Wilkins's contention that the predominance of the idea that architects' credibility is tied to their artistic genius, and schools corresponding emphasis on the aesthetic, serves to distract attention from architecture's other implications and thus to resist the participation of African Americans.<sup>17</sup> He writes,

"The genius is required... to create... something that cannot – by definition – be understood by objective means... the function, economics, and politics of the object are all rendered immaterial to the aesthetic product. So why bother to investigate or even teach its economic and political implications?"<sup>18</sup>

Wilkins implies that these curricular omissions play a role in the continued devaluation of African Americans in society because they silence discourse about things like architecture's relationship to power and social inequality.

Both Wilkins and Sutton also contend that one of the consequences of architecture's focus on form and aesthetics is to retard the development of the objective research base they see as necessary to increase the profession's legitimacy, and thus its social power and ability to attract people of color, as well as to allow for the kind of critical self-evaluation needed to understand how architecture may be working to replicate conditions of social inequality, including those that disadvantage people of color.<sup>19</sup>

### Pedagogical Practices

Sutton also argues for a revised approach to architectural teaching. She characterizes typical pedagogical models as akin to "a Medieval guild culture where each person learns at the side of another person, thus perpetuating all [their]... intellectual limitations and cultural biases."<sup>20</sup> She argues that instruction grounded in objective research rather than the received wisdom of instructors can help to overcome these biases.<sup>21</sup>

Thomas Dutton likewise sees studios' predominant pedagogical practices as a barrier to diversity, arguing that the dominant hierarchical "master-apprentice" model of studio instruction places undue influence on the knowledge of the instructor and thus his or her "ideologies, values, and assump-

tions about social reality,"<sup>22</sup> thus reproducing the "forms and practices of power in [broader] society," including those that work to oppress people of color.<sup>23</sup>

### Curricular Invisibility<sup>24</sup>

Meltem Ö. Gürel, Kathryn Anthony, and Bradford Grant argue that course materials and content also reinforce ideologies that devalue people of color. Gürel and Anthony demonstrate that survey texts commonly used in architectural history courses marginalize women's contributions and almost categorically exclude those of African Americans.<sup>25</sup> They argue that the exclusionary content of these texts is of consequence because they "play a significant role in conveying the culture, norms, and values of the architectural discipline to newcomers."<sup>26</sup> Said differently, inclusion in these texts legitimizes certain works as Architecture and conversely devalues excluded works; moreover, because of these texts importance in defining for students what constitutes Architecture, they also devalue excluded groups within the broader disciplinary culture.<sup>27</sup> This argument implies as well that even apparently objective architectural research, like that represented in history texts, is not neutral.

Bradford Grant is more explicit in arguing that curricular invisibility devalues students of color. He views architectural education's Eurocentrism of as a form of "protectionism" born of "racism and ignorance" that "is powerfully prejudicial, leading to the virtual denial of African Americans', women's, and others' identities in built form."<sup>28</sup> He contends that curricula's "narrow focus" with its "determined ignorance"<sup>29</sup> of non-European "histories, formal aesthetics, and theories"<sup>30</sup> not only presents a false narrative about the nation's cultural ancestry and built history,<sup>31</sup> but also that doing so strips women and people of color of an "empowering" form of "potent cultural symbolism" that helps to "define and validate ...identity."<sup>32</sup> Grant proposes a revised approach to architecture based on the idea of "shared otherness" that allows architecture to fully express the "cultural diversity that actually exists within Western societies."<sup>33</sup>

Grant, Gürel, and Anthony thus call attention to the political nature of architectural schooling by revealing what they see as essentially racist assumptions embedded in its curricula and artifacts. Indeed,

the larger body of literature discussed here can be read as an attempt to reveal and to challenge the generally unstated assumptions that guide decisions about architectural schooling, and to suggest that these work together discourage the participation of students of color. In doing so, it frames architectural schooling and its constituent elements as political rather than neutral. Dutton makes this argument explicitly, writing that,

"there is a rough correspondence between schooling and wider societal practices, whereby the selection and organization of knowledge and the ways in which school and classroom social relations are structured to distribute such knowledge are strongly influenced by forms and practices of power in society. That is, the characteristics of contemporary society ...such as class, race and gender discrimination and other asymmetrical relations of power – are too often reproduced in schools and classrooms, including the design studio."<sup>34</sup>

### THEORETICAL FOUNDATIONS & FURTHER IMPLICATIONS

This architectural scholarship is grounded in the twin ideas (a) that knowledge is socially constructed and therefore contingent rather than absolute, and (b) that schools play a central role in social and cultural reproduction because they do not simply transfer neutral information to students, but also socialize them in society's norms and values.

This scholarship draws in particular on the work of educational theorists Henry Giroux and Paulo Freire. Freire argued that reformed pedagogy is necessary in order to transform the inequitable, or oppressive, conditions of society. He contended that conventional "banking" methods that treat education as a neutral process of knowledge transfer serve to "reinforce existing modes of social relations and production."<sup>35</sup> This is because the knowledge transferred to students is indeed not neutral but instead reflects particular ideologies, and because it limits discourse and thus any challenges to these ideologies. He argued that a "dialogical and problem-posing education" in which teachers and students "become jointly responsible for a process in which they all grow" was therefore needed.<sup>36</sup> In this approach,

"the students – no longer docile listeners – are now critical co-investigators with the teacher. The teacher presents the material to students for their consideration, and re-considers her earlier considerations as the students express their own. The role of the problem-posing educator is to create, together with

the students, the conditions under which knowledge at the level of the *doxa* is superseded by true knowledge, at the level of the *logos*.<sup>37</sup>

Henry Giroux further develops Freire's ideas. He agrees with Freire that schools play a role in reproducing the conditions of broader society, including those of racial oppression, but that "teachers and students ...often reject the basic messages and practices of schools," and thus the dominant ideologies<sup>38</sup> they represent.<sup>39</sup> Therefore, while these ideologies become "inscribed in: (1) the form and content of classroom material; (2) the organization of the school; (3) the daily classroom social relationships; (4) the principles that structure the selection and organization of the curriculum; (5) the attitudes of the school staff; and (6) the discourse and practices of even those who appear to have penetrated its logic," their replication is incomplete.<sup>40</sup>

Angela Valenzuela's study of Mexican origin<sup>41</sup> students in a Houston high school provides a useful concrete example of how difficult it can be to identify these 'inscribed ideologies' – especially when they are not evidently racist – and thus to understand how they may be working to devalue or disadvantage students of color. Valenzuela's study found that the mostly white middle-class teachers' assumptions about what constituted success – that is, the ideological assumptions about 'what constitutes the good life' that informed the content of their courses and their interactions with students – were at odds with those of their less-affluent Mexican origin students and that this adversely affected both the students' success in school and their willingness to participate in schooling.<sup>42</sup>

The teachers saw success as getting into college and out of the *barrio*. For the students, who valued their home-place and the social and cultural associations it held, this kind of success meant turning their backs on their culture and community.<sup>43</sup> As one student put it, "getting with the program" is undesirable because those who do, "get rich, move out of the *barrio*, and never return to give back to their *gente* [people].<sup>44</sup> Or, as another student commented, "If only us *raza* [Mexican American people] could find a way to have all three, money... clean money, education, and the 'hood."<sup>45</sup>

The students therefore rejected schooling in a variety of ways, including dropping out or skipping classes. Valenzuela contends that in this way and others,

"[s]chooling is a *subtractive* process" for these students that is "organized formally and informally in ways that fracture students' identities" and "divests [them] ...of important social and cultural resources, leaving them progressively prone to academic failure."<sup>46</sup>

Giroux outlines a pedagogical approach based on Freire's idea of "praxis" – a cyclical process of "critical reasoning and critical intervention in the world" – intended to help bring the sorts of hidden ideologies Valenzuela describes to light.<sup>47</sup> This includes four "dialectics": (a) *totality*, which is "based on the insight that for any fact, issue, or phenomena to become meaningful it must ultimately be examined within the context of the social totality that gives it meaning; (b) *mediation*, which suggests that the "true nature" of phenomena are mediated by different layers of meaning shaped by ideology, but that these "legitimated" or "commonsense" meanings can be unmasked; (c) *appropriation*, which frames "critical thought and dialogue" as essential "forms of classroom action" that help us "to focus more critically on questions concerning the nature of the hidden curriculum, the patterns of social control underlying student-teacher relationships, and the focus of ideology embedded in the use of specific types of knowledge and modes of classroom evaluation"; and *transcendence*, or "refusal to accept the world as it is."<sup>48</sup>

Architecture scholars' arguments for a shift in emphasis away from aesthetics and toward other aspects of architecture, as well as those for the development of a broad objective knowledge base for architecture, can be seen as related to Giroux's notion of *totality* in that they endeavor to set formal and aesthetic decisions in their social context. Critiques of hierarchical models of studio instruction can be understood as related to his notions of *mediation*, *appropriation*, and *transcendence* in that they seek to remove one level of ideological mediation between students and phenomena through more dialogical processes of classroom instruction. Critiques of the invisibility of people of color in texts and curricula can be seen in terms of "appropriation" in the sense that they seek to reveal how these work to frame what is seen to matter as architectural knowledge.

These authors' practical recommendations for reform can thus be seen as efforts to deploy Giroux's dialectics. These include adopting models of design

teaching and evaluation that promote “greater discussion and debate about design,” including panel discussions and colloquia, exhibits, debates, workshops and small group discussions, and emphasis on “critical questioning” and team work, as well as offering courses that focus on “broader issues that affect the profession at large,” and integrating teaching about the work and issues of people of color throughout the curricula.<sup>49</sup>

### LESSONS FROM MULTICULTURAL DESIGN TEACHING

Between 2007 and 2011, I taught four design studios at the University of Oregon intended to raise cultural issues in design and also to test assumptions about some of the ‘received wisdom’ common in architectural discourse. While there is not room here to provide a thorough evaluation of these studios, I would like to highlight aspects of my experience that are not evident in the literature discussed above.

In the first studio, I asked students to evaluate the appropriateness of common green building strategies in housing for migrant farmworkers in Washington state. In the second, students designed housing for the primarily Latino/a and Mexican immigrant residents of a very low income *colonia* in New Mexico. Two other studios asked students to consider what constituted contextually appropriate architecture in central Saigon (Ho Chi Minh City), Vietnam, which is being transformed by rapid urbanization, increased political openness, and an influx of global capital.

Not wanting to engage in ‘parachute projects’ that would benefit myself and the students but do little for the communities in question, and not having the social networks in place that would have helped me to identify real clients, the studios’ were based on real issues and places but hypothetical projects. We therefore worked largely from readings, internet-based research, image collection and analysis, and other similar sources rather than directly with the ‘client’ groups in question.

A challenge associated with this approach was to find ways to humanize the projects’ ‘client’ groups for us all in order to try to avoid a stereotyped view of these groups. In part for this reason, I began to front-load my studios with in-depth research into historical, social, environmental, economic, formal,

aesthetic, technical, and other aspects of the design project. These assignments helped to provide us with broad background in the issues and possibilities and to reveal the diversity within groups labeled as ‘Vietnamese’ or ‘Latino/a’. In the case of the Saigon studios, where two participants were natives of the city, the challenge was to avoid the expectation that these students be seen to speak for all Vietnamese, and thus once again an to avoid an essentialized view of all Vietnamese.

The research assignments also resulted from my evolving pedagogical approach; I began with a sense of obligation to have knowledge and transfer it to the students, and ended seeing it as my role instead to raise relevant questions and learn along with my students – an approach perhaps in line with what Paulo Freire argued was necessary for ‘true’ or ‘liberative’ education.<sup>50</sup> I’ve found that these assignments worked well to ground students’ designs in meaningful rather than arbitrary decisions, be they technical, aesthetic, or otherwise.

Perhaps the most challenging aspect of my experience has been to try to unearth my own biases. For instance, I realized at a certain point that I’d entered the farmworker housing studio with a sort of paternalistic mentality that failed to see the workers’ agency, social organization, and personhood. I suspect this attitude of being tied up in part in the internalized stereotypes of Mexicans that affect, to use Giroux’s words, “even those who appear to have penetrated [their] logic.”<sup>51</sup> As William Anthony Nericcio deftly demonstrates in his cuttingly insightful book *Tex[t]-Mex: Seductive Hallucinations of the “Mexican” in America*, the “Mexican” is commonly “seen” in the United States in terms of simultaneous, contradictory, and largely negative stereotypes that affect even Mexican Americans themselves, not to mention people who see themselves as positive promoters of things Mexican.<sup>52</sup> I do not intend this as a *mea culpa*, but rather as an observation that even inclusive curricula and discursive pedagogy cannot avoid being affected by the complex dynamics of race and ethnicity in broader society.

Despite these challenges, it is absolutely clear to me that my experience teaching these studios has broadened my cultural understanding and sensitivity to issues of race and ethnicity. While I do not have empirical evidence of what these studios meant for students of color, my experience tells me that

multicultural teaching and design studios are quite compatible, even complimentary. Thus, it is my view that multicultural teaching can be effectively integrated into architectural curricula even without dethroning the primacy of the design studio or eroding studios' ability to help students develop the skills necessary for traditional professional practice.

### SOME CONCLUSIONS

While the theoretical research to date and my own experience suggest that schools play a role in the persistent underrepresentation of people of color, it remains unclear how these students experience architectural education, why or why not they choose to pursue architecture as a career, and how big a role schools play. In addition, seen in a global context, this literature raises troubling questions about the ideologies and values architecture schools transmit to students about people of non-Western origins, and thus about their ability to graduate culturally fluent students capable of engaging in international and humanitarian work in ways that do not devalue those they are intended to serve. Thus, while the literature to date provides a useful revised theoretical foundation for multicultural architectural education, it leaves many of questions unresolved, including those identified in the data section above and those I will finish with here:

- What impact does curricular exclusion of the "histories, formal aesthetics, and theories"<sup>53</sup> of people of color have on students of color?
- To what extent does the absence or tenuousness of social ties between mostly white faculty and communities of color work to perpetuate the underrepresentation of people of color in architecture?
- How do barriers to participation vary between and within different racial and ethnic groups, and to what extent do architecture schools play a role?
- Are students of color in fact more likely to favor careers with a social mission?

### ENDNOTES

1 While there are several empirical studies of diversity in architecture, most have either extended conclusions about gender to include people of color, or

have had insufficient data about people of color to draw firm conclusions. See, for example, Kathryn Anthony, *Design Juries on Trial: The Renaissance of the Design Studio* (New York: Van Nostrand Reinhold, 1991), 35 Fig 3-6, 158-161, 163-168, 236; See also Linda N. Groat and Sherry Ahrentzen, "Reconceptualizing Architectural Education for a More Diverse Future: Perceptions and Visions of Architecture Students," *Journal of Architectural Education* 49, no. 3 (February 1996):168; Paul Mark Frederickson's "Gender and Racial Bias in Design Juries," *Journal of Architectural Education* 47, no. 1 (September 1993) provides empirical evidence of racial discrimination in architecture school settings. However, even this data emerged from a study that focused primarily on gender. Given evidence from other fields that the dynamics of gender and race operate in overlapping but differential ways, it seems clear that more research is needed that focuses specifically on students of color. The most concrete evidence regarding race and ethnicity in architectural education to date may be the 2005 study commissioned by the AIA (see following footnote).

2 For a discussion of available sources, see Holland & Knight LLP, Corporate Diversity Counseling Group, for the American Institute of Architects, *Demographic Diversity Audit Final Report* (October 18, 2005): 8-19.

3 This term comes from literature on the so-called STEM fields – science, technology, engineering, and mathematics – where the same phenomenon has been observed. See for example Catherine Hill, Christianne Corbett, & Andresse St. Rose, "Why So Few: Women in Science, Technology, Engineering, and Mathematics," Washington, D.C.: American Association of University Women (2010).

4 The 2010 U.S. Census treats race and Hispanic origin as "two separate and distinct concepts." "Hispanic origin" which like the term Latino refers to "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race," "can be viewed as the heritage, nationality group, lineage, or country of birth of the person or person's parents or ancestors before their arrival in the United States," and is distinct from racial self-identification. One can thus identify as, for example, both white and Hispanic. (See U.S. Department of Commerce, Economics, and Statistics Administration, U.S. Census Department, *Overview of Race and Hispanic Origin: 2010*. U.S. Census Briefs, March 2011, p. 2). NAAB data does not make this distinction and treats Hispanic as a racial category. For the purposes of this study, I have therefore divided the raw numbers of students from the NAAB data into Hispanic and Non-Hispanic categories, eliminated non-resident aliens and persons of unknown race/ethnicity, and recalculated the percentages in order to attempt to achieve a more accurate comparison of the NAAB data to U.S. Census data for the total Hispanic and Non-Hispanic population. I also aggregated the NAAB data for 2009 and 2010 in an attempt to achieve a broader data set. (National Architecture Accrediting Board, Inc., *2009 Report on Accreditation in Architecture Education* (February 2010), 12-13, 15; National Architecture Accrediting Board, Inc., *2010 Report on Accreditation in Architecture Education* (March 2011), 14,19, 22-23.)

- 5 U.S. Department of Commerce, Economics, and Statistics Administration, U.S. Census Department, *Overview of Race and Hispanic Origin: 2010*. U.S. Census Briefs (March 2011): Tables 1 & 2, p. 4, 6; NAAB, *2009 Report on Accreditation* (February 2010), 12-13, 15; NAAB, *2010 Report on Accreditation* (March 2011), 14,19, 22-23; U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Characteristics by Race and Ethnicity 2010*, Report 1032 (August 2011): p. 17, Table 6: Employed people by detailed occupation, race, and Hispanic or Latino ethnicity, 2010 annual averages; See also note 3 above regarding NAAB data.
- 6 Aggregated data from NAAB, *2009 Report on Accreditation*, (February 2010): 13,15; and NAAB, *2010 Report on Accreditation*, (March 2011): 19, 22. See also note 3 above regarding NAAB data.
- 7 Total U.S. Population and Non-Hispanic Population: U.S. Census Department, *Overview of Race and Hispanic Origin: 2010* (March 2011), Tables 1 & 2, p. 4, 6; Persons Employed As Architects: Bureau of Labor Statistics, *Labor Force Characteristics* (August 2011): p. 17, Table 6; Demographic Diversity Audit: Holland & Knight LLP, *Demographic Diversity Audit Final Report* (October 18, 2005): 18; AIA Membership: American Institute of Architects, AIA Diversity and Inclusion Web Page, "Snapshot of AIA Members (as of November 1, 2010)," <http://www.aia.org/about/initiatives/AIAS076703> (Accessed 11 June 2011); NAAB School Data: Aggregated data from NAAB, *2009 Report on Accreditation*, 13,15; and NAAB, *2010 Report on Accreditation*, 19, 22. See also note 3 above regarding NAAB data.
- 8 Aggregated data from NAAB, *2009 Report on Accreditation*, 13,15; and NAAB, *2010 Report on Accreditation*, 19, 22. See also note 3 above regarding NAAB data.; U.S. Census Department, *Overview of Race and Hispanic Origin*, March 2011, Table 2, p. 6.
- 9 U.S. Census Department, *Overview of Race and Hispanic Origin*, March 2011, Table 2, p. 6; Bureau of Labor Statistics, *Labor Force Characteristics*, August 2011: p. 17, Table 6.
- 10 As indicated by the U.S. Census definition of the term Hispanic, these data tend to obscure the diversity within broader racial and ethnic categories, thus potentially masking the existence of different barriers facing different groups within them. The 'Hispanic' umbrella term, for example, includes everyone from English-language dominant Hispanics whose ancestors settled in the Southwest before it was part of the United States ("we didn't cross the border, the border crossed us") to first generation Latin American immigrants of indigenous ancestry and primary language. Because each of these groups has distinct histories and sets of language, economic, and other resources, it seems likely that they are affected by different deterrents to participation in architecture. For a good overview of diversity among Hispanics, see Juan Gonzales, *Harvest of Empire: A History of Latinos in America* (New York: Penguin Press, 2000). For a brief and useful discussion of the terms Hispanic and Latino, see Earl Shorris, *Latinos: A Biography of the People* (New York: Avon Press, 1992), xv-xvii.
- 11 Linda N. Groat and Sherry Ahrentzen, "Reconceptualizing Architectural Education for a More Diverse Future: Perceptions and Visions of Architecture Students," *Journal of Architectural Education* 49, no. 3 (February 1996): 176-177.
- 12 Groat & Ahrentzen, 1996: 176-177; Sharon E. Sutton, "Practice, Architects, and Power," *Progressive Architecture* 73, no. 5 (May 1992): 67-68.
- 13 Linda Groat, "Architecture's Resistance to Diversity: A Matter of Theory as Much as Practice," *Journal of Architectural Education* 47, no. 1 (September 1993): 5.
- 14 Groat, 1993: 4, 6.
- 15 Groat, 1993: p. 7, citing Lawrence Cahoon.
- 16 Groat, 1993: 7.
- 17 Craig L. Wilkins, *The Aesthetics of Equity*, Minneapolis, University of Minnesota Press, 2006: 42.
- 18 Wilkins, 2006: 42.
- 19 Wilkins, 2006: 39; Sutton, "Practice, Architects, and Power", 1992: 65-67.
- 20 Sutton, 1992: 67.
- 21 Sutton, 1992: 67.
- 22 Thomas Dutton, "Design and Studio Pedagogy," *Journal of Architectural Education* 41, no. 1 (Autumn 1987): 17, citing Lindsay Fitzclarence and Henry Giroux.
- 23 Dutton, 1987: 16-19.
- 24 There is some empirical evidence that students of color are frustrated by the lack of diversity in architectural teaching. In Holland & Knight's 2005 study for the AIA, "Some minority focus group and interview participants complained of discriminatory experiences in architecture school, but more often minorities complained that the architecture curriculum lacks adequate diversity. Minorities pointed to the conspicuous absence of any instruction on the architecture of diverse cultures or places, beyond Europe, and the lack of exposure to the work of diverse architects, both nationally and internationally, as part of the design curriculum. This subtle indicator signified for many minority participants a greater sense of exclusion of diverse persons and perspectives from architectural practice." Holland & Knight, *Demographic Diversity Audit Final Report* (October 18, 2005): 59.
- 25 Meltem Ö. Gürel and Kathryn Anthony, "The Canon and the Void: Gender, Race, and Architectural History Texts," *Journal of Architectural Education* 59, no. 3 (February 2006) : 66, 69.
- 26 Gürel & Anthony, 2006: 66.
- 27 Gürel & Anthony, 2006: 66, 69.
- 28 Brad Grant, "Cultural Invisibility: The African American Experience in Architectural Education," in *Voices in Architectural Education: Cultural Politics and Pedagogy*, ed. Thomas A. Dutton (New York: Bergin & Garvey, 1991): 151.
- 29 Grant, 1991: 151.
- 30 Grant, 1991: 150.
- 31 Grant, 1991: 150.
- 32 Grant, 1991: 150-151.
- 33 Grant, 1991: 150, 153.
- 34 Dutton, 1987: 16.
- 35 Paulo Freire, *Pedagogy of the Oppressed*, (New York: The Continuum International Publishing Group, Inc., 1970/1993): 109, 72; Henry A. Giroux, *Ideology, Culture, and the Process of Schooling* (Philadelphia, Temple University Press, 1981), 130.
- 36 Freire, 1970/1993: 45-46, 80.
- 37 Freire, 1970/1993: 81.
- 38 Giroux defines ideology thusly: "I... reject

outright the orthodox Marxist notion of ideology as a set of illusions or lies. The concept recaptures its critical spirit if it is viewed as a form of social reconstruction. This means that ideology is a set of beliefs, values, and social practices that contain oppositional assumptions about varying elements of social reality, i.e., society, economics, authority, human nature, politics, etc. Moreover, ideology is now seen as a critical view of the world that is value-laden, a view which points to the contradictions and tensions in a society from the perspective of its own world view: i.e., liberalism, communism, socialism, anarchism, and others" (Giroux, *Ideology, Culture, and the Process of Schooling*, 1981: 148, following A. Gouldner, *The Dialectics of Ideology and Technology* (New York, Seabury Press, 1976).

39 Giroux, 1981: 97-98.

40 Giroux, 1981: 97-102.

41 That is, both immigrant youth of Mexican origin and U.S. born Mexican-American youth.

42 Angela Valenzuela, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. (Albany, State University of New York Press, 1999): 4-5. See also Giroux, 1981: 97-102.

43 Valenzuela, 1999: 94-95.

44 Valenzuela, 1991: 94.

45 Valenzuela, 1991: 95.

46 Valenzuela, 1991: 4-5.

47 Giroux, *Ideology, Culture, and the Process of Schooling*, 1981: 18.

48 Giroux, 1981: 119-121.

49 See for example Anthony, *Design Juries on Trial* (1991): 158-161, 163-168); Grant, "Cultural Invisibility" (1991); and Dutton, "Design and Studio Pedagogy" (1987):19-25

50 Regina Davis provides a useful example of how the absence of published source information on the contributions of people to the built environment can effect pedagogy. In teaching a multicultural writing course in UC Berkeley's architecture school, Davis and her co-instructor Ken Simmons found that they needed to create new knowledge as a result, which required both students and teachers to adopt unconventional roles; students had to develop their own interpretive frameworks or theories rather than relying on other scholars, and instructors had to become "helpful guides to students' own learning initiatives rather than lecturers on our own narrow, specialized interests" and to "allow students to develop their own sense of value and learning initiatives." Davis's experience and my own therefore seem to confirm prior arguments about how pedagogy and texts can either restrict the architectural discourse or open it up to a culturally inclusive set of voices. See Regina Davis, "Writing Multiculturalism into Architecture Curricula" *Journal of Architectural Education* 47, no. 1 (September 1993), 33, 36.

51 Giroux, *Ideology, Culture, and the Process of Schooling*, 1981: 97-102.

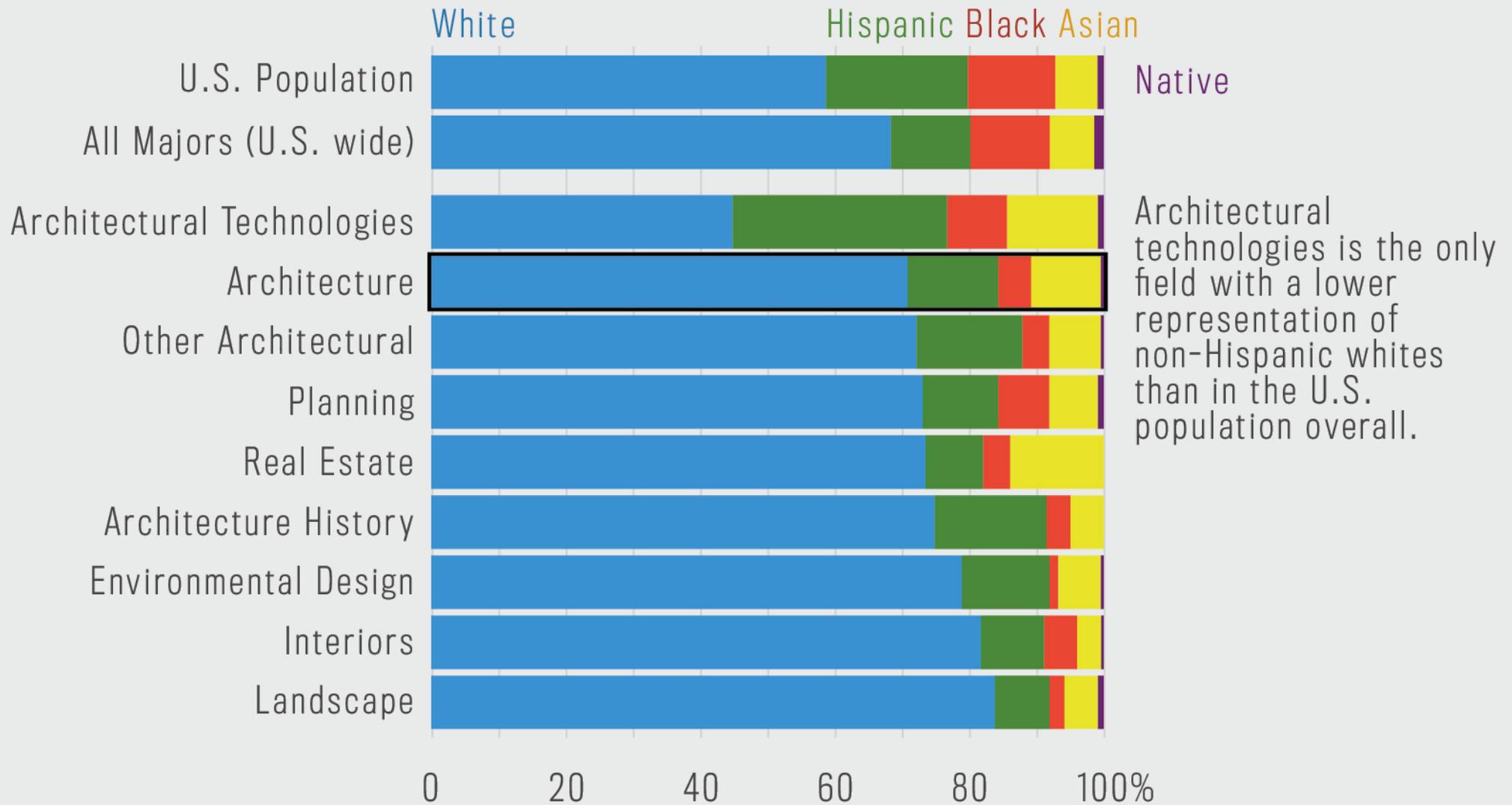
52 William Anthony Nericcio. *Tex[t]-Mex: Seductive Hallucinations of the "Mexican" in America*. (Austin: University of Texas Press, 2007). See for example Nericcio's discussion of Orson Welles and his film *Touch of Evil* (Chapter 1) and Rita Hayworth - a.k.a Margarita Carmen Cansino (Chapter 2). Nericcio's book is potentially particularly relevant to questions of race in architectural discourse given his focus on film, and thus

the visual and aesthetic in the public realm.

53 Grant, "Cultural Invisibility," 1991: 150.

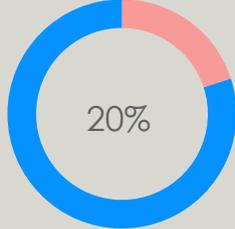
# Racial and Ethnic Diversity in Architectural Education

U.S. Graduates in architecture and related fields by race in 2012-13

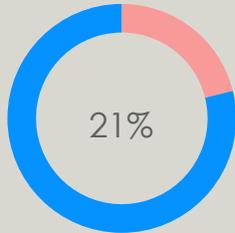


# California Architects by Sex

**Current Licensee Population**

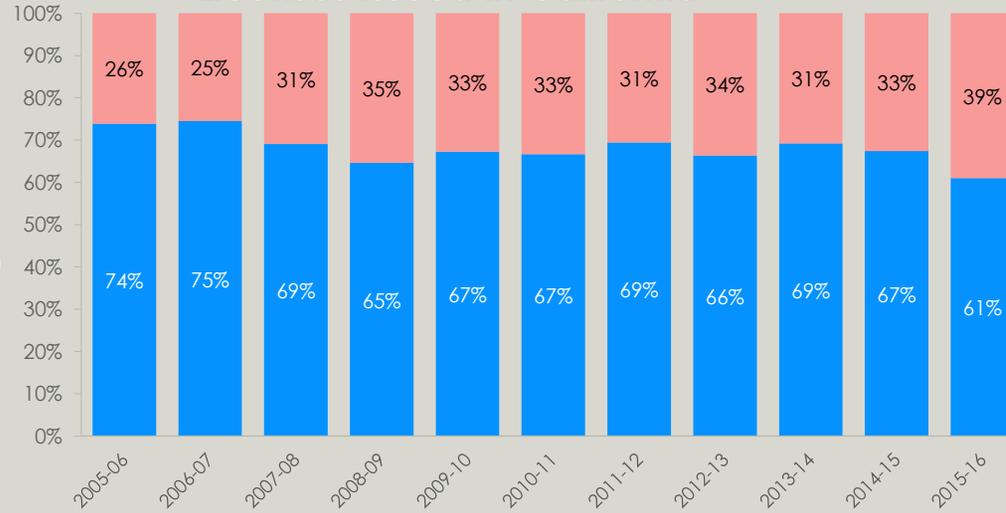


**Current Licensees with CA Address**



■ Women  
■ Men

**Licenses Issued in California**



**Current Licensee Population\***

Sex	Licenses Issued
Men	16,735
Women	4,179

**Current Licensees with CA Address\***

Sex	Licenses Issued
Men	13,344
Women	3,568

**Licenses Issued to Men**

Fiscal Year	Men	Percentage
2015-16	404	61%
2014-15	306	67%
2013-14	333	69%
2012-13	326	66%
2011-12	443	69%
2010-11	288	67%
2009-10	403	67%
2008-09	276	65%
2007-08	295	69%
2006-07	374	75%
2005-06	365	74%

**Licenses Issued to Women**

Women	Percentage
258	39%
148	33%
148	31%
165	34%
195	31%
144	33%
196	33%
151	35%
132	31%
128	25%
129	26%

\*As of July 1, 2016